TEACH, Incorporated
4711 – 11th Avenue Los Angeles, CA 90043
Telephone: 323-493-3426
Fax: 323-777-7143

Submitted to:
Los Angeles Unified School District
Charter Schools Office
333 South Beaudry Avenue
20th Floor
Los Angeles, CA 90017
213-241-0399

October 31, 2013
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**TEACH Tech Charter High School**

## Assurances and Affirmations

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<td>Addendum</td>
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AFFIRMATIONS AND ASSURANCES:

TEACH TECH CHARTER HIGH SCHOOL (ALSO REFERRED TO HEREIN AS “TTCHS” OR “CHARTER SCHOOL”) SHALL:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)

- Not charge tuition. EC 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. EC 47605(d)(1)

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)

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

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

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes 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 should exist between the DRL provisions contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.
ELEMENT 1: THE EDUCATIONAL PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those whom the 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.

A description, for the charter school, of annual goals, 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)

The contact person for TEACH Tech Charter High School is Mildred S. Cunningham, Executive Director TEACH, Inc.

The contact address for TEACH Tech Charter High School: 4711 - 11th Avenue
Los Angeles, CA  90043

The contact phone number for TEACH Tech Charter High School is:  (323) 493-3426

The proposed address of TEACH Tech Charter High School: 8477 S. Normandie Avenue
Los Angeles, CA 90047

Which is located near Washington Prep High School Board District 1 and Educational Service Center South

The term of this charter shall be from July 1, 2014 through June 30, 2019.

The grade Configuration at TEACH Tech Charter High School:  9th grade through 12th grades

The number of Students at TEACH Tech Charter High School the first year will one hundred students

The grade level(s) of the Students at TEACH Tech Charter High School the first year will be 9th grade

The scheduled opening date of TEACH Tech Charter High School: August 4, 2014

The admissions requirements include:

- Subject to legal minimum and maximum age of admission, TEACH Tech Charter High School shall admit all students (traveling or otherwise) who wish to attend up to its capacity (See Element 8 for further details).
- Parents and guardians of each student enrolled at TEACH Tech Charter High School will be informed on the admissions forms that students have no right to admission in a particular school of an local education agency as a consequence of enrollment at TEACH Tech Charter High School, except to the extent that such a right is extended by the local education agency.
- No student may be required to attend TEACH Tech Charter High School. Students who choose not to attend TEACH Tech Charter High School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

The enrollment capacity for TEACH Tech Charter High School is Four hundred (400) students
If space is available, traveling students will have the option to attend.

The bell schedule for Charter School will be:

### Monday / Wednesday

<table>
<thead>
<tr>
<th>Description / Section</th>
<th>Start Time</th>
<th>End Time</th>
<th>Length</th>
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<tbody>
<tr>
<td>1</td>
<td>8:00 AM</td>
<td>10:00 AM</td>
<td>120 min</td>
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<tr>
<td>Nutrition</td>
<td>10:00 AM</td>
<td>10:20 AM</td>
<td>20 min</td>
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<tr>
<td>3</td>
<td>10:25 AM</td>
<td>12:25 PM</td>
<td>120 min</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:25 PM</td>
<td>12:55 PM</td>
<td>30 min</td>
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<tr>
<td>5</td>
<td>1:00 PM</td>
<td>3:00 PM</td>
<td>120 min</td>
</tr>
<tr>
<td>Advisory</td>
<td>3:00</td>
<td>3:30</td>
<td>30 min</td>
</tr>
<tr>
<td>AFTERSCHOOL</td>
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<td></td>
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</tr>
<tr>
<td>Homework Lab</td>
<td>3:30 PM</td>
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<td>60 min</td>
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### Tuesday / Friday

<table>
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<tr>
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<td>4</td>
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<tr>
<td>Lunch</td>
<td>12:25 PM</td>
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<tr>
<td>6</td>
<td>1:00 PM</td>
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</tr>
<tr>
<td>Advisory</td>
<td>3:00</td>
<td>3:30</td>
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**Local Control and Accountability Plan**

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 submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 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 § 47605(b)(5)(A)(ii), using...
the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 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.” § 47606.5(e).

**ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

**TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

**School Academic Calendar**

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### Calendar

**School Calendar 2014-2015**

**August 4, 2014 - June 10, 2015**

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<td>24 25 26 27  28 29 30</td>
</tr>
<tr>
<td>31</td>
<td>1 2 3 4 5</td>
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</tbody>
</table>

### Legend
- **Total Instruction Days**: 93
- **Total Days of Instruction (93)**: 95

- **Early Release / PD Days**: 39
- **Summer Session Days**: 0
- **Holidays/Vacation Days**: 21
- **Tchr PD, Retreat Days**: 5
- **Pupil Free Days**: 3
- **Benchmark Exams**: 15
- **Reteaching Standards**: 11

### Total Days of Instruction (93)

- **Summer Session Days**: 0
- **Holidays/Vacation Days**: 21
- **Tchr PD, Retreat Days**: 5
- **Pupil Free Days**: 3
- **Benchmark Exams**: 15
- **Reteaching Standards**: 11

**TEACH Tech Charter High School**
SCHEDULE

TEACH Tech Charter High School will implement a schedule that gives teachers ample time to develop student understanding. Core subject classes (Language Arts, Math, Social Studies, and Science) will be given 120 minutes for all grades.

**Advisory Period** - Students will meet with faculty or staff in small groups (approximately 25:1 ratio) throughout the course of the school year. In the beginning of each year, the advisory groups will focus on academic reflection and development of digital portfolios. They also will build a sense of community among students and adults and establish trusting relationships. As the year progresses, the advisory will provide a forum for goal setting, problem-solving, and launching service learning activities. At the middle and end of each year, the advisory will provide an avenue for students to reflect on their efforts in school, their behavior, and their academic accomplishments. In accordance with the curriculum and the students’ Personalized Education Plans, instructors will support students as they construct their digital portfolios. The digital portfolio is the collection of the artifacts that is proof of their academic efforts, behavior and accomplishments.

TEACH Tech Charter High School will have block scheduling for the school week. Periods 1, 3, 5 meet on Mondays and Wednesdays. Periods 2, 4, 6 meet on Tuesdays and Fridays. All periods will meet on Thursdays. Students will participate in an Advisory every day.

**Monday / Wednesday**

<table>
<thead>
<tr>
<th>Description / Section</th>
<th>Start Time</th>
<th>End Time</th>
<th>Length</th>
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<tbody>
<tr>
<td>1</td>
<td>8:00 AM</td>
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<td>120 min</td>
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<td>Nutrition</td>
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<td>3</td>
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<td>120 min</td>
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<tr>
<td>Lunch</td>
<td>12:25 PM</td>
<td>12:55 PM</td>
<td>30 min</td>
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<td>5</td>
<td>1:00 PM</td>
<td>3:00 PM</td>
<td>120 min</td>
</tr>
<tr>
<td>Advisory</td>
<td>3:00</td>
<td>3:30</td>
<td>30 min</td>
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<tr>
<td>AFTERSCHOOL</td>
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<tr>
<td>Homework Lab</td>
<td>3:30 PM</td>
<td>4:30 PM</td>
<td>60 min</td>
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**Tuesday / Friday**

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<tr>
<th>Description / Section</th>
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<td>12:55 PM</td>
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</table>
The educational options for these children are limited; the greater number of whom (23% of the total population), range from ages 5 thru 17. African American families represent 27.80% of the population. These families, largely living below the poverty level, earned a 2010 average income of $43,966. There are approximate 16,398 school age children living in the target area, 46.7% of whom are grades 1-8, falling within our target population. The educational options for these children are 10 LAUSD public schools and one LAUSD charter school with enrollments averaging more than 750, and with the exception of the one charter school, having a statewide rating of 2 or below.

TEACH Tech Charter High School will provide a sound educational program for all students in attendance through its rigorous college preparatory curriculum, its culture of high expectations for all students, highly qualified teachers, and its Principal leadership in a small and personalized learning environment where students know their teachers well and are well known by adults.

Who TEACH Tech Charter High School is attempting to Educate

TEACH Tech Charter High School will be independent senior high charter school that will serve students in grades 9-12 providing an alternative choice of quality education in the Washington High School community. The community contains a large, underserved, urban student population. High schools and middle schools students in the surrounding area attend overcrowded schools. TEACH Tech Charter High School seeks to recruit students from middle schools listed and to relieve overcrowding and improve academic performance in the following school communities as a priority.
Table 1.1 Target Demographics 2012-2013 *Data obtained from CDE Dataquest

<table>
<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School</th>
<th>P.I. School?</th>
<th>Met Schoolwide Growth Target</th>
<th>Met all Subgroup Growth Targets</th>
<th>2013 API Score</th>
<th>2012 API State Rankin</th>
<th>2011 Similar School s Rank</th>
<th>Students Eligible for Free/Reduced Lunch</th>
<th>Major Ethnicity #1</th>
<th>Major Ethnicity #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington SH</td>
<td>1462</td>
<td>NU</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>589</td>
<td>1</td>
<td>3</td>
<td>100%</td>
<td>44% H</td>
<td>54% AA</td>
</tr>
<tr>
<td>Gompers MS</td>
<td>919</td>
<td>No</td>
<td>Year 2</td>
<td>No</td>
<td>No</td>
<td>607</td>
<td>1</td>
<td>1</td>
<td>82%</td>
<td>64% H</td>
<td>35% AA</td>
</tr>
<tr>
<td>Harte MS</td>
<td>970</td>
<td>No</td>
<td>Year 5</td>
<td>No</td>
<td>No</td>
<td>658</td>
<td>2</td>
<td>1</td>
<td>73%</td>
<td>72% H</td>
<td>27 % AA</td>
</tr>
<tr>
<td>CHARTER SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animo Locke 2 HS</td>
<td>698</td>
<td>No</td>
<td>Year 5</td>
<td>No</td>
<td>No</td>
<td>564</td>
<td>1</td>
<td>2</td>
<td>93%</td>
<td>69% H</td>
<td>30% AA</td>
</tr>
<tr>
<td>Animo South LA</td>
<td>629</td>
<td>No</td>
<td>Year 3</td>
<td>No</td>
<td>No</td>
<td>697</td>
<td>3</td>
<td>8</td>
<td>95%</td>
<td>60% H</td>
<td>38% AA</td>
</tr>
</tbody>
</table>

Dominant Ethnicities: Hispanic (H), African-American (AA)

The ethnicity of the students in the community is predominately Hispanic and African American. Historically, schools in this community have performed at API State rank 1 or 2 and generally are not meeting Adequate Yearly Progress requirements.

Enrollment
TEACH Tech Charter High School anticipates enrolling 400 students in grades 9-12 beginning with 100 grade 9 students in the first year and growing to 12th grade over the next three years with 100 incoming students each year until at full capacity. It is anticipated that each grade level will serve approximately 100 students with an academic pupil/teacher ratio of 25:1.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
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<tr>
<td>Grade 10</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Grade 11</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
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<tr>
<td>Grade 12</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
<td>400</td>
</tr>
</tbody>
</table>
MEANS TO ACHIEVE MISSION AND VISION

The innovative educational plan of TEACH Tech Charter High School (TTCHS) will provide students with a rigorous Common Core State Standards-based college preparatory program in order to prepare them to succeed in the real-world through project-based learning, and internships. This approach is appropriate for TTCHS’ target population in that it provides a real-world context for learning, which in turn motivates and inspires at-risk students to apply what they have learned to solve problems.

TTCHS understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, faculty will be provided professional development and support in the following areas:

- Design standards-based instruction (using the Principles of Backwards Design)
- Align appropriate assessments to the Common Core State Standards
- Implement instructional activities that are aligned to standards and reflect research-based best practices.

Teachers will incorporate instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano’s observation and self-assessments instruments:

- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development.
- iGrow—An online system where teachers can engage in self-assessment and direct their own professional development based on Charlotte Danielson’s Framework for Teaching.
The traditional backwards design process guides teachers through a three step process:

- Internalization and prioritization of the Common Core State Standards
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

The second step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

At TTCHS, it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while assessing, both formative and summative, student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires that students be involved in conversations about learning objectives, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of the community being served.
As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies brought to light in Classroom Instruction that Works (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that “have a high probability of enhancing student achievement for all students in all subject areas at all grade levels” (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

The sample units that follow are clearly outlined in Common Core State Standards. We will train and support how teachers will use the process to develop standards-aligned assessments and project-based instructional activities at each grade level and across the content areas. The professional development in preparation and during the initial year will focus on this integration, as a transition period towards a more complete use of the technique in subsequent years.

The foundational coursework, as outlined above, will use a repertoire of instructional strategies, curriculum, and materials. Instructional strategies will include:

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined "Learning Targets" for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Computer Assisted Blended Learning: Students will receive targeted instruction at their individual instructional level while in a larger class setting with computer assistance. The teacher acts as facilitator, monitoring student progress and addressing learning pitfalls as they arise, while simultaneously other students are engaged in independent learning and independent practice.

Our charter organization will form and maintain partnerships with organizations to benefit the teachers' continued use of effective practices. The following principles, taken from the theoretical frameworks of both these efforts, provide a foundation for our schools. Teaching and learning should be personalized to the maximum feasible extent. Teacher teams at TEACH Tech Charter High School are responsible for approximately 100 students, allowing strong relationships to form between students and teachers.

- **Student-as-worker, teacher-as-coach.** Students will be engaged in service-learning and other project-based work that demands their engagement with the core content.
- **Demonstration of mastery.** Multiple forms of fair and credible evaluations, ranging
from ongoing observation of the learner to completion of specific projects, will be used to better understand the learner's strengths and needs, and to plan for additional assistance and enrichment, as needed. Students will have opportunities to exhibit their expertise before their family and community during the culminating — capstone projects at the end of each semester.

- **A school climate of decency and trust.** Our school will be a place that is comfortable and inviting to all students. School leadership will cultivate an environment of respect, trust, and partnership among students, parents, and teachers.

- **Democracy and equity.** Our school will demonstrate a non-discriminatory policy and institute an inclusive policies, practices, and pedagogies. It will model democratic practices that involve all who are directly connected and aligned with the school. The school will build on the strength of the community through its partnerships and outreach efforts.

Another effective source that we use is the School Redesign Network which is a learning collaborative that helps schools develop a deeper understanding of the features that effectively support excellence and equity in schools. *From the Stanford University School Redesign Network:*

- **Creating Family-School Partnerships.** When parents/families know what the school expects and needs from their children and from them, they are able to support their students’ learning. Just as strong teacher-student relationships can provide students with invaluable support, likewise, solid partnerships among teachers and families are a key component of student success. Our charter school will actively create family-school partnerships through ongoing communication (with materials and presentations in parents’ home language – Spanish), a contract that conveys to parents the school’s expectations, and school-wide family events organized by the Parent Association.

- **Continuous Relationships.** Our charters are structured to provide the time necessary for students to develop strong relationships with their teachers and peers. Using the technique termed —looping; students remain with the same set of advisory teachers throughout their four years at our charter. The sustained relationships that develop over time will facilitate student’s learning, as teachers won’t need to spend valuable time getting to know a new class of students each year. This process will also allow for additional monitoring and support of College Readiness and focus on student’s achievement of career and educational goals.

- **Adaptive Pedagogy.** Students have different pathways and approaches to learning that enable them to process information and to make sense of their experiences. Teachers will adjust their teaching modes to meet students’ individual needs and use technology, the arts, and real-world curriculum connections to support student learning. Through effective professional development, teachers will increase their — toolkit of effective practices.

In other words, the organizational process will evolve into charting concepts that support, nurture and provide for every students academic achievement.
Our Approach

- **Safety**-Creating an environment where students have a safe environment. A safe environment that is not only safe physically, but an environment where the student feels safe to learn.
- **Access to Instructional** Curriculum that meets the challenges of College Readiness which integrates Common Core State Standards.
- **All students** are supported by credential teachers.
- **Technology**-Assisted Learning with technology component. Students will have access to technology, including hardware and software at school to support their academic achievement and access to research, Google documents, and other technical access. Students with their own computers and internet access at home will still be able to access their subscription web-based software at home. 65% of TEACH Academy of Technologies (our middle school feeder) students surveyed use the same platforms they are exposed to at school at home.

**INTERDISCIPLINARY, PROJECT-BASED CURRICULUM:**

Students will explore how subjects relate to each other through interdisciplinary studies and project based learning while achieving proficiency in the core subjects and becoming critical thinkers. Interdisciplinary involves the combining of two or more academic disciplines into one activity. It is about creating something new by crossing boundaries, and thinking across subjects. Classroom projects are assessed at the culmination of each unit and reflected upon more closely while students construct their digital portfolios Teachers will engage students by organizing curricula around central ideas, building on the student' prior knowledge, and connecting learning to students' lives.

**CULTURALLY-RELEVANT INSTRUCTION:**

Multicultural literature and cultural references will be integrated into the instructional experience, to increase the relevance of school in students' lives. The background and culture of all students will be respected and valued. All teachers will be provided professional development in culturally responsive instructional practices. Parent and student surveys will be used to examine their needs and satisfaction with the school, and to improve instructional practice. Developing and maintaining a collaboration with all stakeholders.

**RESEARCH-BASED PRACTICES:**

Curriculum and instructional strategies founded on proven practices, including authentic assessments, will be used to judge student achievement beyond traditional evaluation instruments. Authentic assessments are given in each unit by the classroom teacher, and evaluated by the student, their peers, the teacher and eventually by panel if that assessment is selected in the student's digital portfolio. Professional development includes teacher, staff and community coaching to help students meet a more demanding curriculum
and to facilitate the support and cooperation of the entire charter school community. *Differentiated instruction* will be used to support students multiple pathways to absorb information and learning, including support for both low- and high-performing students.

**SCOPE AND SEQUENCE**

Curriculum will address all state required standards (See Common Core State Standards and Appendices), and will utilize:

- Common Core Standard based curriculum units
- Submit courses for A-G approval

**THE 21ST CENTURY EDUCATED PERSON**

The educated person in the 21st Century must have the critical thinking skills necessary to engage in continuous learning – essential for adaptation to the constantly changing economic and social environment of tomorrow. The educated person must not only value academic pursuits such as reading, writing, and mathematics, but also community interests and a respect for cultural diversity. The educated person uses knowledge and skills to analyze situations, formulate questions and ideas, and creatively present findings.
Exercising such skills enables the educated person to perform well in the economic workforce and to become an active participant in the diverse global community.

**HOW LEARNING BEST OCCURS**

The National Assessment of Educational Progress (NAEP), Scholastic Aptitude Test (SAT), and American College Test (ACT) consistently demonstrate gaps in performance between students by race and income. African-American, Latino/a, Native American, and low-income students demonstrate lower performance than their white, Asian, and economically advantaged peers. The TTCHS development teams have studied examples of effective practices that have worked to close this achievement gap.

TTCHS will incorporate the following recommendations from Kati Haycock, director of Education Trust:

1. **Have uniform standards:** TTCHS will have clear and high expectations of all students that fully align with the Common Core State Standards.
2. **Make the curriculum challenging:** Rigorous curriculum will be organized around major concepts that students are to know deeply.
3. **Help students catch up:** A personalized environment and regular assessments will ensure that no students fall behind. Extra support before and after school will be given to those students in need.
4. **Provide good teachers:** All TTCHS core subject teachers will have an appropriate credential in their subject matter based on NCLB requirements for highly qualified teachers. In addition, regular planning and professional development time will allow teachers to improve their practice.

Students learn best when they are challenged by clear and high expectations and supported by a caring community. They are excited by education that is meaningful and dynamic. Students are motivated by learning that requires them to problem solve and collaborate. Students learn best when they have an opportunity to form meaningful relationships with teachers, administrators, peers, and the surrounding community. They thrive in an environment where teachers, parents, and students work collectively to set goals and celebrate achievements.

Young people want to make a difference in their families and communities and they value experiences that empower them to do so. Learning must both reflect students’ lives and expand their understanding to encompass a global perspective. Schools must provide opportunities for students to develop personal responsibility, self-management of their own learning, and practice democratic principles. They must celebrate authentic accomplishments; as well as, cultural and individual diversity in an environment of tolerance and respect. These concepts are the foundation of the TEACH Tech Charter High School.

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4 Basch, C. E. (2010, March). Healthier students are better learners: A missing link in school reforms to close the achievement gap. Equity Matters, 6.
PROGRAM GOALS

The TEACH Tech Charter High School will create an educational environment that will foster success in the classroom; as well as, the community. To this end, the school will work relentlessly toward the following program goals:

1. Prepare students for academic success in high school; as well as, post-secondary education.
2. Prepare students to be responsible and active participants in their community.
3. Enable students to become life-long learners.

In accordance with the proposed Expected School-wide Learning Results (ESLRs), every student who graduates from TEACH Tech Charter High School will be:

- An Effective Communicator, able to read, write, converse and listen for a variety of purposes
- An Information Manager, able to locate, access, organize, evaluate and apply information in a complex and technological world
- A Problem Solver, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- A Productive Member of Society, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
- A Lifelong Learner, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment

HOW STUDENTS BECOME SELF-MOTIVATED, COMPETENT, LIFELONG LEARNERS

TTCHS is committed to enabling students to become self-motivated, competent, lifelong learners by providing a multicultural, student-centered environment in which all students are held to high academic and behavioral standards. TTCHS will continue to develop a culture that fosters in students self-motivation, competence and the foundation of lifelong learning.

Purpose
Administrators, faculty, parents and staff working with students will demonstrate a shared purpose to develop each student’s knowledge and skills to its highest potential. There is evident belief that this purpose is primary for the school and possible to achieve for virtually every student. The school’s goals, policies, practices, attitudes and allocation of resources reflect the primacy of this purpose.

Leadership
Leadership will be shared among administrators, faculty, classified staff, students and parents. Decisions will be reached through consensus and minority opinions are considered and valued. Departments and individual teachers will have a large degree of professional autonomy. They will be encouraged to use their best professional judgment in accordance with Common Core, Standards (or other content standards in areas in which there are no Common Core State Standards) in achieving high levels of student learning.
**Environment**
The environment of the school is safe, orderly and supportive. Students will find the school a good place to study and a pleasant place to be. School-wide standards for students’ behavior will be perceived by students and staff members to be fair and equitably enforced. Instances of vandalism and violence on campus will be dealt with in a timely manner; student absenteeism and dropout rates will be maintained at a minimum level.

**Professional Development**
Administrators and teachers will continually seek to develop themselves as professional educators and human beings. Peer relationships will include coaching, mentoring support and opportunities for professional development and frequent informal discussions on educational issues. Problems and weaknesses will be openly recognized, and there will be candid search for improvements. The values of serving students, professional development, and self-renewal will be central in our school’s culture. TTCHS will implement a professional development system that is refocused and redesigned to address the specific needs of a staff committed to the implementation and assessment of an instructional program that is standards-based, academically rigorous, research-based and uniformly available to all students. The staff will dedicate “banked hours” professional development time throughout the school year.

In TTCHS’ program, teams of teachers, administrators and out-of-classroom personnel will meet regularly, both within and across disciplines, to research and discuss best practices; design benchmark and core assignments for every grade level, content area, and where applicable, interdisciplinary teams; will examine student work; and analyze assessment data to modify instruction. Individuals and teams of teachers from every department will be regularly sent to conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies for improving student mastery of the skills and content required for promotion. These teachers will share their findings during professional development days with their departments and/or interdisciplinary groups. All staff will meet regularly to examine student work, analyze the effectiveness of the benchmark and core assignments, and redesign activities and curriculum in response to the assessment data.

In addition to developing performance assessments for students, we will explore new evaluation tools/instruments modeled on subject-specific teacher standards and the Teaching Performance Expectations of the California Standards of Quality and Effectiveness for the teaching profession, incorporating elements of self-evaluation, professional growth activities, portfolio documentation, peer observation, and demonstration lessons.

**Standards Based Instructional Program**
The TEACH Tech Charter High School will offer students an academically rich program incorporating the following characteristics:

1. Standards-Based Curriculum: TTCHS will offer a rigorous education for all students in line with the Common Core State Standards.
2. Family-Community-School Partnerships TTCHS will actively engage families and the community in the life of the school, and students engage in community service to the community.
3. Technology Integration: By implementing technology with the curriculum, TTCHS will ensure that students learn computer skills while pursuing academic goals.

4. Small Learning Communities: Students are given the opportunity to work in small cohort groups throughout their four years at school, thereby increasing teacher-student interaction.

5. Interdisciplinary, Project-Based Curriculum: Students will understand how subjects relate to each other while achieving proficiency in all core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students’ prior knowledge, and connecting learning to students’ lives.

6. Culturally- Relevant Instruction: Culturally relevant instruction will be integrated into the instructional experience to increase the relevance of school in students’ lives.

STANDARDS-BASED CURRICULUM

The state and national, and eventually the Common Core Standards for each core subject area will provide a basic framework for instruction at TEACH Tech Charter High School. From this baseline, students will expand their knowledge, skills, and analysis through in-depth inquiry and exhibition projects. All students will be expected to create digital portfolios that demonstrate essential skills, critical thinking, and problem solving across disciplines. It is not enough that students obtain and retain factual knowledge. They must also develop the analytic skills and intellectual curiosity that will help create lifelong learners. Towards this end, TEACH Tech Charter High School students will develop strong “habits of mind.” Throughout the curriculum, students will consider questions of evidence (how do we know what we know?); viewpoint (who is speaking?); connections and patterns (how are events/people/places connected?); supposition (what if? how might things have been different?); and meaning (why does this event, theory, or practice matter?). Students will arrive at high academic achievement through in-depth investigation, rigorous thought, and meaningful production.

Teachers at all grade levels will be trained in proven effective models of standards-based instruction: Strategic Design for Student Achievement (SDSA). SDSA comprises a four-step process in which teachers analyze and prioritize content standards, align assessments to those standards, design instructional activities that are aligned to standards and assessments, and analyze achievement outcomes to determine effectiveness. Specifically, teachers will be trained in the SDSA model and will be able to perform the following design tasks:

Prioritize and Cluster Standards
Analyze the level of thinking (Bloom’s Taxonomy) embedded in each standard Prioritize standards according to the following criterion:

Priority 1

Does the standard represent a multi-faceted, complex idea that requires “uncoverage”?

Priority 2

Does the standard represent a set of discrete skills or isolated pieces of knowledge?
Priority 3
Is this non-essential knowledge that may enhance student understanding of the larger/broader topic?

Cluster Common Core State Standards around identified “Priority 1” standards

Clearly communicate expected outcomes to students

Align Assessments

Make strategic decisions about when to use formative and summative assessments. Identify the “Achievement target” (knowledge, reasoning, skills, product, or dispositions) embedded in the Common Core State Standards. Use the identified achievement target to select from among four kinds of assessments (selected response, constructed response, performance assessments, and personal communication) to align to the standards. Clearly define and communicate assessment criterion to students prior to instruction

Design Rigorous Instruction

Define measurable, achievable objectives that align to given standards
- Design engaging and rigorous instructional activities that align to standards and assessments
- Differentiate instructional activities (process, product, and content) based on student readiness
- Communicate performance expectations to students prior to beginning activities

Analyze Effectiveness and Efficiency

- Collaboratively examine student work to determine effectiveness of assessments and activities in supporting student mastery
- Analyze student achievement data to identify standards that require extension or remediation
- Conduct a collaborative lesson study to evaluate efficiency (effective coverage of content standards for mastery)

In a standards-based service-learning model, the third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable service experiences. Taken together, these strategies support closing the achievement gap for students who have been historically underserved by “one-size-fits-all” instructional methods found in many public school classrooms.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies brought to light in Classroom Instruction that Works (Marzano, Pickering, and Pollock, 2001) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that “have a high
probability of enhancing student achievement for all students in all subject areas at all grade levels” (Marzano, Pickering, Pollock, 2001).

The Strategic Design process outlined above enables teachers to design and deliver comprehensive standards-based lessons, in which multiple standards are clustered from across the content areas are effectively addressed and assessed. This process can be applied using any curricular materials including adopted programs and texts. SDSA effectively allows teachers to identify gaps between their adopted text and the Common Core State Standards, and to strategically select resources that will help them fill those gaps. Research sources about the Strategic Design for Student Achievement model were Stiggins, Rick (2005) Student Involved Assessment for Learning. Pearson /Merrill/ Prentice Hall, Wiggins, G & McTighe, J. (2001) Understanding by Design. Prentice Hall. Marzano, R., Pickering, D. and Pollock, J. (2001). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.

The TTCHS standards-based curriculum is also a unique blend of education that includes the following key components:

- Common Core Standard Curriculum based on the UC/CSU A-G Requirements--Upon graduation, all TTCHS students will have met or exceeded all the A-G requirements for admission to a University of California or California State University. The school will also provide all necessary courses to fulfill state graduation requirements.
- Integration of technology into all subjects
- A focus on cross curricular projects that connect to the “real world"
- A student internship and, or a senior project that will reflect the best practices in capstone projects (www.seniorprojects.net)

Woven into these three curricular components is TTCHS’s commitment to meeting and exceeding the Common Core State Standards for California Public Schools in all curriculum areas. TTCHS will ensure that curriculum, projects and lessons are standards-based. Additionally, students will have opportunities to pursue curricular interest through enrollment in community college and university (CSU, Northridge) classes to complete or take additional credits beyond high school. The School Guidance Counselor will monitor each student’s Personalized Education Plan (PEP) to ensure that he or she meets the graduation requirements.

**ACADEMIC CORE CURRICULUM**

TTCHS’ graduation requirements, transferability from high school into college or universities will meet or exceed the national and state standards as well as the a-g requirements of admission into the university of California and California State University.

Minimum of 230 units required for graduation
## TEACH Tech Charter High School Curriculum/Graduation Requirements  
(built on State standards for graduation for ALL students)

<table>
<thead>
<tr>
<th>Subject</th>
<th>TTCHS</th>
<th>CA Grad.</th>
<th>UC Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years: English 9A/B; English 10A/B; American Literature/Contemporary Composition; Expository Composition/Modern Literature</td>
<td>3 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Math</td>
<td>4 years: Integrated Math I, II, III (all A/B); Probability &amp; Statistics or Calculus (both A/B); Geometry AB</td>
<td>2 years</td>
<td>3 years</td>
</tr>
<tr>
<td>Science</td>
<td>4 years: Physics A/B; Chemistry A/B; Biology A/B; Environmental Science or Advanced Physics A/B; Project Science (All science classes incorporate lab work.)</td>
<td>2 years</td>
<td>2 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 years: Geography A/B; World History A/B; U.S. History A/B; Government; Economics; Environmental Studies A/B; Constitutional Law A/B.</td>
<td>3 years</td>
<td>2 years</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 years: Spanish 1 A/B, Spanish 2 A/B, Spanish 3 A/B, Spanish 4 A/B. Students have the option of taking foreign language proficiency tests at CSUN, UCLA or an AP test. Languages that can be credited in this manner include, but are not limited to, Japanese, Spanish and French.</td>
<td>1 year of either</td>
<td>2 years</td>
</tr>
<tr>
<td>Visual/Perf. Arts</td>
<td>1 year: Photography 1 A/B; Photography 2 A/B;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td>1 year: embedded in the biology curriculum, with related projects in other classes</td>
<td>1 year</td>
<td>N/A</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4 years: Students from all grade levels play together in PE through X-Block activities implemented in consecutive 10-week sessions: volleyball, soccer, flag football, running, walking, Salsa, Dance Revolution Nintendo, yoga and calisthenics.</td>
<td>2 years</td>
<td>N/A</td>
</tr>
<tr>
<td>Electives</td>
<td>2.5 years: Biotechnology, Heritage Language 1 AB, Heritage Language 2 AB, Advanced Photography, Robotics, Philosophy, Symbolic Logic, Philosophy, Documentary Studies, Digital Imaging Media Technology, Computer Programming, Success for All Reading Elective</td>
<td>N/A</td>
<td>1 year</td>
</tr>
<tr>
<td>Presentations of Learning (POL)</td>
<td>ALL students at TEACH Tech Charter High School are required to complete oral presentations to two teachers for a grade (and to industry/higher education partners, parents and others for practice) each year in order to articulate to the next grade or graduate. This important process, which will evolve over several years based on feedback from industry partners, teachers and students, will help to prepare them for both college and work and will become a major event, as students prepare and audiences engage. Our board members and all TEACH Tech Charter High School staff will assist in locating panels of judges that will provide students with this “real-world” experience. English learners (ELs) and students with disabilities (SWDs) or behavioral problems will be supported in this process as they are individually able to participate.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Senior Internship</td>
<td>The Senior Capstone Experience/Senior Project is a student-selected exploration of a topic which will result in a research paper, a project or a product, and a presentation. The Senior Capstone Experience will move students away from departmentalized learning toward a more interdisciplinary approach. This approach is one which will allow students to use a variety of skills in the areas of writing, speaking, research, and documentation. Upon completion of the Senior Capstone Experience, students will have learned more about their topics, their community, and most importantly, about themselves. Internships are one of the most important ways students gain experience and start to make contacts within their field. Work experience at a respected company or organization can strengthen a student’s college application. An internship will allow one to explore potential careers and courses of study for college.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CAHSEE Pass Prep</td>
<td>All students must pass the CAHSEE to graduate. Students who have not passed enroll in a special month long, intensive class to prepare them for reexamination.</td>
<td>Must Pass</td>
<td>Must Pass</td>
</tr>
<tr>
<td>CTE</td>
<td>Permeates all learning, all classes (See discussion in Theme 4.)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>All students must be computer literate by 10th grade to keep up with the course work at TTCHS, which is designed to prepare them for 21st century living.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Note:** Students with Disabilities usually meet all requirements. SWD students receive supplemental support in and out of class from the teacher and/or specialists equipped to handle special need cases (i.e., ADD, autistic students or physically disabled) to help them reach their highest capability. Students with an IEP who need help in math, ELA and organization are put in Resource Class.
Transferability of High School Credit

Parents will be notified by written correspondence by the Superintendent of Schools prior to enrolling their child at the TEACH Tech Charter High School regarding the transferability of high school course credit.

The curriculum course list is designed by the Curriculum Steering Committee to meet the University of California A-G requirements. The curriculum course lists will be submitted to the UC Board for approval yearly. Our charter school will obtain approval of our curriculum course list by acquiring WASC candidacy for accreditation or receiving accreditation status from WASC. Schools may not enter Courses/Course Descriptions in the UC Doorways until they have successfully received WASC Candidacy.

The readmission process for students applies as the general process for admitting transfer students. The process includes transferring the student’s cumulative files from the host school to the designated school, the TEACH Tech Charter High School. These procedures apply to students who voluntarily leave the school and wish to return as well as students who have been expelled from another school and wish to enroll at TTCHS. These students must complete an academic evaluation to transfer course credit from their respective school to TTCHS. A description of each course that the student wants to have transferred, or receive course units for, is required of the student.

In the event that students have transferred from TTCHS to another high school, their cumulative files and transcripts will be sent to the destination school in a timely manner.

Aside from the University of California system, other college systems have various admission requirements. It is the responsibility of the student and their advisor to seek and adhere to the requirements of the schools they wish to apply.

Attendance Requirements – School Day and Year

Compulsory Attendance
It is required by the State of California and LAUSD that each high school student attends and is enrolled for a minimum of 180 days per year. When a student is affected by a prolonged illness or other personal crisis situation, as excused absences the administration accepts a written note, signed and dated by appropriate authorities. When a student returns to school from an illness or for any reason, a note is required of the parent in order to return to class. Whenever a student is absent, it is the responsibility of the student to obtain, and complete their academic work. Certain exceptions for a student’s absence may be considered. When a student is absent more than ten times per semester, they may complete those hours during summer school, an alternative program, or risk being retained for another year in the same grade/or course.

Parental involvement
Parental involvement is crucial in ensuring student attendance. TTCHS will actively notify parents of any student absences and will educate the families on the importance of school attendance and legal ramifications of unexcused absentee.
TTCHS’ Student Information System is a California state-based system PowerSchool that allows teachers to take attendance, calendar school and community events, view student demographic and academic information. Administrators can also generate and submit state reports but most importantly, it is an effective way for TTCHS parents to maintain involvement with the school.

**ACADEMIC CORE CURRICULUM**

The TEACH Tech Charter High School curriculum will be guided by state and national standards. The guiding principles from the *Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1994-2003) and the Common Core State Standards are incorporated by each of the core content areas. Course curricula will meet the objectives outlined in the *Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2001). Teachers will stay connected to national professional organizations through their publications and conferences to remain current in their content and methodology.

TEACH Tech Charter High School will teach all CA State Common Core State Standards in all core subject areas in grades 9-12 English Language Development standards will be taught throughout the English curriculum and across all subject areas.

Reading will be a focus in all content area learning and all teachers will be responsible for increasing student’s skills in reading. Through this intensive effort, students will gain access to the core curriculum and academic language of their grade level content.

**I. ENGLISH LANGUAGE ARTS**

As stated in the Department of Education publications Senate Bill 1200, Statutes of 2012, provided for an update of the California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy). The CA CCSS for ELA/Literacy were modified on March 13, 2013, following the recommendation of State Superintendent of Public Instruction Tom Torlakson, to include the addition of the College and Career Readiness Anchor Standards and technical changes.

Senate Bill 1 from the fifth Extraordinary Session (SB X5 1) in 2010 established the California Academic Content Standards Commission (Commission) to evaluate the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects developed by the Common Core State Standards Initiative for rigor and alignment with the California standards. Based on the evaluation, the Commission inserted words, phrases, and select California standards to maintain California’s high expectations for students. On July 15, 2010. The *California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* was edited in part by the staff of CDE Press, with the cover and interior design prepared by Tuyet Truong. It was published by the California Department of Education, 1430 N Street, Sacramento, CA 95814-5901. It was distributed under the provisions of the Library Distribution Act and Government Code Section 11096.
The Common Core State Standards appear as they were published by the Common Core State Standards Initiative.

The English Language Arts courses will prepare students for thoughtful study by conveying the importance of becoming active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades 9th-12th, TEACH Tech Charter High School will:

- Develop an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standard. (CCSS Appendices)
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.
- Adopt and implement Common Core State Standards.

**9TH-12TH GRADE LANGUAGE ARTS**

*Reading: Word Analysis, Fluency, and Systematic Vocabulary Development*

Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

*Reading: Comprehension (Focus on Informational Materials)*

Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

*Literary Response and Analysis*

Students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will clarify the ideas and connect them to other literary works.

*Writing Strategies*

Students will write clear, coherent, and focused essays. The writing exhibits students' awareness of
audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed.

Written and Oral English Language Conventions
Students will write and speak with a command of standard English conventions appropriate to grade level.

Listening and Speaking Strategies
Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will evaluate the content of oral communication.

II. MATHEMATICS

Students will acquire a combination of mathematical hands-on skills and conceptual understanding. In the area of curriculum development and mathematic instruction for grades 9th-12th, TEACH Tech Charter High School will:

- Implement and refine a mathematics curriculum that incorporates the grade-level curriculum content specified in the Mathematics Content Standards for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 2001) and the Common Core State Standards.
- Integrate the core concepts of numbers, algebra, geometry, and statistics into a greater understanding of science, history-social science, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful mathematicians and statisticians.
- Teach students to understand and intuitively use mathematical reasoning: analyzing a problem; estimating a solution; expressing a clear solution and process; and checking validity of results.
- Engage students to reflect upon ways mathematical concepts and theories impact their lives through real-life examples and problems.
- Integrate appropriate technology and technological concepts into the study of mathematics.

III. HISTORY AND SOCIAL SCIENCE

Students will learn about important events and documents shaping history as well as explore fundamental concepts of geography, economics, political science and sociology. In the area of curriculum development and history-social sciences instruction for grades 9th-12th, TEACH Tech Charter High School will:

- Implement and refine a history and social sciences curriculum that incorporates the grade-level curriculum content specified in the History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 2001).
- Integrate the core concepts of history and the social sciences into a greater understanding of
Science, mathematics, and language arts.

- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful historians and social scientists.
- Present history through primary sources such as art, letters, music, maps, and personal accounts.
- Engage students in historiography enabling them to compare sources, identify bias, cite trends, understand cause and effect, and debate issues of historical significance.
- Use geography as a medium for understanding historical trends and events, the movement of people and ideas, and the human relationship to its natural environment.
- Engage students to reflect upon ways history and the social sciences impact their lives through trends in government, economics, civics, and social change.
- Integrate appropriate technology and technological analysis into the study of history and the social sciences.
- All grades will integrate the following skills into the study of social studies: Historical and social sciences analysis, chronological and spatial thinking as well as research, evidence, and point of view.

V. SCIENCE

Students will begin to understand how scientific processes operate and how those processes relate to one another. In the area of curriculum development and science instruction for grades 9-12, TEACH Tech Charter High School will:

- Implement and refine a science curriculum that incorporates the grade-level curriculum content specified in the Science Content Standards for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 2001). See detailed summary below.
- Integrate the core concepts of earth science, life science, and physical science into a greater understanding of history-social science, mathematics, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful scientists.
- Teach students to understand and intuitively use the scientific method: identify a problem; pose relevant questions; state a hypothesis; conduct an experiment; understand the variables; analyze the data; and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry.
- Provide opportunities for lab experiments, field trips, and service learning where students gather, manipulate and record data from their community to better understand the natural world around them.
- Engage students to reflect upon ways scientific concepts and theories impact their lives through their environmental and personal health.
- Integrate appropriate technology and technological concepts into the study of science.

In addition to the core subjects listed above, students will have the opportunity to study the
following:

V. VISUAL AND PERFORMING ARTS

The arts standards are integrated primarily through the technology courses. Students learn 2-D and 3-D graphic design and master a variety of illustration and modeling applications in order to generate art work. Multi-media arts (music and video production) are integrated through projects in a variety of subjects (ELA students make movies of short stories, Social Studies students create dramatic interpretations of folk tales, etc.) In the area of curriculum development and visual and performance arts instruction for grades 9-12, TEACH Tech Charter High School will:

- Integrate art and art appreciation to form a greater understanding of history-social sciences, mathematics, science, language arts, and in the after school program.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful artists and performers.
- Provide opportunities for students to discover, develop, and polish artistic talent in the areas of dance, visual arts, music, and theater.
- Engage students in an appreciation of visual and performance art through visits to museums, theaters, and concert halls as well as visits by guest performers.
- Engage students to reflect upon ways art and performance impact their lives through culture and community.
- Integrate appropriate technology and technological innovations into the production of art and performance.

VI. FOREIGN LANGUAGES

The school plans to support English Language Achievement by including Spanish as a Foreign Language and Spanish Language Arts instruction. Spanish Language Arts is offered as a complementary elective course to the core foreign languages course. Academic research suggests that when students have significant proficiency in their primary language, Spanish, their ability to advance in English increases. The goal of the Spanish language program is for all students to complete Spanish language course work in order to enroll in one or more of the Spanish Advanced Placement courses and successfully pass the examination for either Literature or Language.

The enrollment of Spanish speaking students in Spanish Language Arts will also provide students with exposure to the rich cultural heritage of Latino literature and poetry. By studying the works of these important literary figures, students will cultivate a deeper understanding of the role of Latino culture in our global community. The newly adopted World Language Content Standards for California Public Schools form the basis for both the Spanish Foreign Language course and the native speakers Spanish Language Arts course. The standards are divided into five different categories: Content, Communication, Cultures, Structures, and Settings. Each category has four stages, or levels. A non-native would start at Stage 1 and go through all 4. A Spanish Speaker would start at stage 2 and go through 4. The Spanish teacher at TEACH Tech Charter High School will be trained to develop curriculum based on these standards through
the Occidental College LA Stars program: [http://departments.oxy.edu/education/programs/ocflp/index.html](http://departments.oxy.edu/education/programs/ocflp/index.html).

TEACH Tech Charter High School will:

- Implement and refine a world languages curriculum guided by the *Standards for Foreign Language Learning: Preparing for the 21st Century* (American Council on the Teaching of Foreign Languages, 1995) until the release of the revised *Foreign Language Content Standards for California Public Schools: Kindergarten through Grade Twelve*.
- Integrate foreign language and culture to form a greater understanding of history-social sciences, mathematics, science, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful linguists and translators.
- Provide a variety of settings for students to practice speaking, reading, and writing in a second language including interactive classroom exercises, language labs, foreign language computer software, and interaction with native speakers.
- Engage students to reflect upon ways native and foreign languages impact their lives through culture, community, and international relations.
- Integrate appropriate technology and technological innovations into the study and practice of foreign languages.

### VII. Physical Education and Health

Physical Education & Health for grades 9-12, TEACH Tech Charter High School will:

- Implement and refine a physical education program using the guidelines specified in *Challenge Standards for Student Success: Physical Education* (California Department of Education, 1998).
- Implement and refine a health curriculum that incorporates the grade-level curriculum content specified in the *Challenge Standards for Student Success: Health Education* (California Department of Education, 1998).
- Approach physical fitness with the goals of personal challenge, teamwork, sportsmanship, and fun.
- Promote excellent physical, social, and emotional health among students through stress management, sex education, nutrition, gang prevention, and conflict resolution.
- Engage students to reflect upon ways physical education and health impact their lives through personal well-being.

### Course of Study by Grade Level

A-G noted after a course title indicates this course meets A-G requirements
S noted after a course title indicates this course meets graduation requirements
C noted after a course title indicates this course is a core class.
NC notes after a course title indicate this course is a non-core class.
Grade 9

All ninth grade students take the following courses:

- English 9AB  
  A-G, S, C
- Geometry AB or Integrated Math 1AB  
  A-G, S, C
- Physical Education  
  S, NC
- Biology AB or AP Biology  
  A-G, S, C
- Photography AB or Intervention (Success For All)  
  A-G, S, C / NC
- Spanish 1 AB or 2 AB  
  A-G, S, C

Grade 10

All tenth grade students take the following courses:

- English 10 AB  
  A-G, S, C
- Geometry AB, Integrated Math 2 AB  
  A-G, S, C
- World History and Geography or AP World History AB  
  A-G, S, C
- Chemistry AB or AP Chemistry AB  
  A-G, S, C
- Spanish 2 AB or 3AB or AP Spanish AB  
  A-G, S, C
- Intervention SFA or Physical Education  
  S, NC

Grade 11

All eleventh grade students take the following courses:

- American Literature and Composition AB  
  A-G, S, C
- Pre-calculus AB or Integrated Math 3AB  
  A-G, S, C
- United States History and Geography or AP United States History AB  
  A-G, S, C
- Physics AB or Honors Science  
  A-G, S, C
- Computer Programming  
  A-G, S, C
- Symbolic Logic  
  A-G, S, C

Grade 12

All twelfth grade students take the following:

- Modern Literature and Advanced Composition or AP  
  A-G, S, C
- English Literature & Composition AB  
  A-G, S, C
- United States Government and Economics  
  A-G, S, C
- Math (Pre-Calculus AB, Trigonometry A, Statistics B,  
  Calculus AB, or AP Calculus AB)  
  A-G, S, C
- Science (Advanced Physics) or Environmental Science  
  A-G, S, C
- or Project Science or AP Environmental Science  
  A-G, S, C
- Internship and Senior Project  
  S, NC
- Advanced Photography or Digital Imaging  
  S, NC
**Course Descriptions**

**Grade 9 Course Descriptions**

**English 9AB**

The major purpose of this course is to explore different genres of literature. These include poetry, the short story, the novel, works of nonfiction, the epic and the drama. Works read include *To Kill a Mockingbird*, *The Way to Rainy Mountain*, "The Birds," "The Secret Life of Walter Mitty," *The Odyssey*, *Romeo and Juliet*, and *A Night to Remember*. There is specific focus on essay writing, grammar, argument analysis in speeches and newspaper editorials, research skills and validation of information, as well as the art of oral presentation. (College Prep Course)

**Textbook:**
Glencoe Literature Common Core Course 4, 2009

**Geography and Humanities**

This course carefully examines the cultural and political systems of various peoples from the dawn of humanity through the 18th century, including, Ancient Africa, Mesopotamia, China, Greece, Rome, the Americas, and Europe.

Regional Geography is designed to provide understanding of the distribution and characteristics of the world’s major cultures and of the dynamics of human migration and cultural diffusion. A unit on “The Earth and Its Peoples” introduces basic physical geography and map-reading skills. In the remainder of the course, students consider the regional mosaic of the world through a series of studies moving from Western Europe to the Soviet Union and Eastern Europe, the Middle East, and North Africa. They then study sub-Saharan Africa, Asia, the Pacific Basin, and Latin America. For each of these regions, selected nations are studied in depth.

Another important aspect focuses on this question: What does it mean to be human? In examining this driving question, students will incorporate the study of art, religion, music, and architecture into their study of civilizations. Students look not only at books and works of art, but also at buildings, rituals, social groups, and political institutions as examples of the creative power of the human mind and spirit. Recently expanded fields of study have included linguistics, archaeology, architecture, law, the history of religions, and the humanistic approach to science and technology. (College Prep Course)

**Textbook:**
Glencoe World Geography and Cultures © 2012

**Geometry AB**
Geometry introduces geometric reasoning as a method for problem solving. In this course, students will explore the properties of geometric figures such as triangles, quadrilaterals, and other polygons. Some important geometric ideas such as symmetry, similarity, and trigonometry will also be examined. Also, students will begin to explore the basis of formal mathematical proofs and solid geometry. The course material progresses from more visual, intuitive ways of solving problems to more formal explorations of geometric ideas, properties and proofs. (College Prep Course)

Textbook:
Glencoe Geometry © 2014

Integrated Math 1AB
Integrated Math 1 is a 9th grade course that covers most traditional Algebra 1 topics with the addition of some important ideas from Geometry, like area, perimeter and volume of common figures, basic trigonometry and coordinate systems.

The class will address the following standards: Identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable; use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements; Know and be able to use the triangle inequality theorem; Know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures; Compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; Compute the areas of polygons; Determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids; Find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems; Prove theorems by using coordinate geometry; Know the definitions of basic trigonometric functions defined by the angles of the right triangle. (College Prep Course)

Textbook:
Pearson Integrated High School Mathematics Common Core, Course 1, 2014

Biology AB
Biology AB is a laboratory-based course to provide understanding of the basic biological concepts: the diversity of organisms; heredity; matter, energy and organization of living systems; evolution of living systems; physiology; the biosphere and interdependence of abiotic and biotic factors. Classroom emphasis is on active student participation in inquiry and laboratory analysis and the development of critical thinking skills. Biology AB meets the life science graduation requirements and one year of the University of California “d” entrance requirement for a laboratory science. (College Prep Course)

Topics to be covered:
All of the Science Content Standards in Biology will be covered: Macromolecules; Cellular Structures; Cellular Energetics; Central Dogma; DNA Technology; Meiosis and Mendel’s Laws; Probability of Inheritance; Natural Selection; Population Genetics; Mechanisms for Evolution; Evidence for Evolution; Gas
and Nutrient Exchange; Electrochemical Communication and Response; Feedback Mechanisms; Infection and Immunity; Ecology (College Prep Course)

Textbook:
Glencoe Biology © 2012

AP Biology AB

AP Biology is a lab based university level course designed for college science majors. It is intended for students who wish to gain a greater understanding of biological concepts. An important purpose of this course is to prepare students for the AP Biology exam. The course will include an in-depth study of cellular structure and function, genetics, biodiversity, human anatomy, and basic ecological concepts. (College Prep Course)

Textbook:
Glencoe Biology © 2012
SCOREboard for AP* Biology, Glencoe

Spanish 1AB

Spanish 1 introduces and solidifies basic Spanish concepts. The textbook, workbook and materials serve to provide cultural content, learn vocabulary and grammar, and further develop reading, writing, listening and speaking skills in Spanish. The goals of the course are for students to learn skills and attain sophistication in the Spanish language, to build communicative skills and cultural competency and a realistic and insightful understanding of Hispanic culture and thought, prepare students to use Spanish in real-life situations by emphasizing oral communication and by developing the other basic language skills (reading and writing), to understand Spanish conversations, to interact orally on familiar topics, to use language for personal communications needs, to ask and answer questions and request clarification as needed, to understand written documents on familiar topics dealing with basic needs or interests, to write short descriptive paragraphs, and search for information on the Internet. (College Prep Course)

Books used:
La Casa en Mango St. Sandra Cisneros

Photography 1AB

This course provides students with a comprehensive and well-rounded beginning to the art and craft of photography. Driven by the question, “What makes a great photograph ‘Great’?”, students learn photographic technique, history, and examine the medium as an art and vehicle for social change by first learning how to take pictures and then how to take better pictures. This is a hands on studio class where
students learn by doing, both with the camera and the computer. By reviewing each other’s work, completing exercises and projects, examining the work of recognized masters in the field and studying elements of composition, lighting and other aesthetic aspects of photography, they will become skilled in the use of cameras and digital imaging technology and begin to incorporate photography into their lives, applying it as a tool of communication and self-discovery. (College Prep Course)

**GRADE 10 COURSE DESCRIPTIONS**

**English 10AB**

This course explores issues that plaque and enlighten society. Students will read works such as Lord of the Flies, Alice’s Adventures in Wonderland, Animal Farm and Macbeth. Students will address these works through the examination of questions such as: How does questioning shape identity and lead to change within the individual, within society and within culture? How does reading and writing literature help us understand ourselves and others? What makes literature an art are the multiple meanings that stories can have and the journey of self-exploration that one experiences when one lets imagination and intellect come to life. Students will read short stories, novels, poetry, non-fiction and drama; engaging creative, descriptive, narrative, and persuasive writing; working in small groups to peer edit, and develop research skills and a sense of style in writing. In addition, students will polish final products for assessment and presentation in portfolios. Students will engage in informative, impromptu, and persuasive speaking after exploring principles of effective oral communication including delivery, organization, content, and stress management (College Prep Course)

Books Used:
Glencoe Literature Common Core, Course 5, 2014
Lord of the Flies, William Golding
Alice’s Adventures in Wonderland and Through the Looking Glass, Lewis Carroll
Animal Farm, George Orwell
Macbeth, William Shakespeare

**Integrated Math 2AB**

The Integrated Math course helps students think critically, communicate ideas clearly, work cooperatively with others, and develop strong problem solving skills. The major emphasis of Integrated Math 2 is Geometry, even though other important areas of math are interwoven throughout. Students in Integrated Math 2 will continue with the concepts studied in Integrated Math 1.

The following topics will be covered:
(Algebra) Ratios, Proportions, Percents, Systems of Equations, Rate, Work, Mixture Problems, Quadratic equations, functions and graphs
(Geometry) Mathematical reasoning, congruent and similar triangles, parallel lines, polygons/properties/angles of polygons, Pythagorean Theorem/special right triangles, basics of Trigonometry, circles/properties, area/surface area/volume, Coordinate Geometry
(Statistics) basic terms and formulas, combinations/permutations, probabilities (College Prep Course)
World History (5 credits) and Geography (5 Credits)

In World History and Geography AB, students will examine major turning points that have helped shape the modern world. Students will study government, philosophy, culture, religion, and sources of influence and power and evaluate the economic, political, and social implications of historical events in their context. Students will also build skills beneficial to their educational and personal endeavors; such as critical thinking, reading, writing, outlining, note taking, speaking, and test taking. (College Prep Course)

Semester I: Modern Western Political Thought: The French Revolution, the Napoleonic Era and Nationalism, the Industrial Revolution and the Age of Reform, Imperialism, World War I, the Russian Revolution.
Semester II: The Interwar Period: World War II, the Cold War, the Chinese Revolution, the Partition of Palestine, the Partition of India, Post-World War II Democratic Movements.

Textbook:

AP World History AB

This is a college level course designed to give students an in-depth study of world history themes such as: trade, government, gender, disease, war and cultural exchange. The course, covering the year 1450 A.D. to the present, is designed to help students prepare for the Advanced Placement Exam in World History offered by the College Board in the spring. All students enrolled in this class will take the AP Exam. (College Prep Course)

Textbook:

SCOREboard for AP* World History, Glencoe

Chemistry

Chemistry is a high school course designed to closely follow the State of California Science Standards and has been adapted to engage students of different levels from your basic to your enriched student. Thus, the course is appropriate for all students; it serves as an introductory course in the field of chemistry for students who will pursue additional science courses, and provides a solid foundation in chemistry for others. (College Prep Course)

Topics to be covered:
Investigation and Experimentation, Atomic and Molecular Structure, Chemical Bonding, Conversion of Matter and Stoichiometry, Gases and Their Properties, Acids and Bases, Solutions, Chemical Thermodynamics, Reaction Rates, Chemical Equilibrium, Organic and Biochemistry, and Nuclear Processes.

Textbook:
Glencoe Science Chemistry: Matter and Change© 2013

**AP Chemistry AB**

This course is designed to be the equivalent of the general chemistry course taken during a student’s first years in college. Successful students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of a student’s abilities to think clearly and to express ideas, orally and in writing, with clarity and logic. All students enrolled in this class will take the AP Exam.

(College Prep Course)

Textbook:
Glencoe Science Chemistry: Matter and Change© 2013

**SCOREboard for AP* Chemistry**

**Spanish 2AB**

Spanish 2 expands the five basic skills taught in Spanish 1. Although oral communication is still the focus, there is an increased emphasis placed on reading and writing. Students are expected to be able to comprehend magazines, newspaper and selected magazine articles. At level 2, they will have developed a functional command of words and phrases that deal with immediate needs and common everyday situations in a home or while traveling. Students will comprehend simple questions and statements about family, residence, self, weather, time and interests. The content expansion includes normal commands, frequent instructions, and courtesy interchanges. The student will be able to recognize differences in the present, past, and future tenses and of other frequently encountered grammatical signals as they become more evolved. We will also be reading short stories, novels, poetry, non-fiction and drama from various Latin American authors. Using computers, students will learn new ways to enhance all communication skills. (College Prep Course)

Books used:
Como Agua Para Chocolate, Laura Esquivel
Macario, Bruno Traven

**AP Spanish 2AB**
The Spanish Language AP* course is designed to give students a comprehensive linguistic experience with emphasis on refining listening, speaking, reading, and writing skills via teacher-designed thematic units. In addition, focused preparation for the Spanish Language AP test is incorporated into the curriculum. The course is comparable in difficulty and content to an advanced-level college class in Spanish composition and conversation.  
(College Prep Course)

Books used:
Como Agua Para Chocolate, Laura Esquivel
Macario, Bruno Traven
¡Avance! (Brentz), 2nd Edition

GRADE 11 COURSE DESCRIPTIONS

American Literature and Composition AB
This course is designed to encourage and improve skills in reading, writing, thinking and speaking. This course is a chronological survey of American Literature (both fiction and non-fiction) from the Colonial Period into the 20th century. Literary works will include colonial non-fiction and founding documents of U.S. government, works of the American Transcendentalists including The Scarlet Letter, late 19th Century American fiction including works by Twain and Bret Harte, works of the American Progressives (e.g., Upton Sinclair and Jane Addams), Harlem Renaissance poetry, The Great Gatsby by F. Scott Fitzgerald and "The Crucible" by Arthur Miller. Using these works as texts, students will work on critical thinking skills and essay writing, as well as exploring themes and issues running throughout American literature, especially as they relate to changing political and social climates in the United States and the world. Students will also work on expanding their vocabularies and perfecting their grammar. (College Prep Course)

Books Used:

Integrated Math 3AB
Students who have successfully completed Integrated Math I and II will take Integrated Math III. Students start with a continuation of concepts studied in Integrated Math I. Students will be challenged by new concepts that require graphing skill, function analysis, solving higher order equations, investigating complex number systems, and working with matrices, conic sections, logarithms, data analysis and probability. Students will be involved in communicating information mathematically, solving problems from a real world context and justifying the solutions to problems. This course is designed for students to explore, investigate and understand the importance of mathematics through real-world experiences. In mathematics, students will acquire the knowledge and skills to problem solve, communicate, reason, create models and make connections. (College Prep Course)
United States History and Geography AB
In this course students examine major turning points in American history in the twentieth century. During the year certain themes should be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the role of the federal government and Federal Reserve System in the economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power. In each unit students should examine American culture, including religion, literature, art, drama, architecture, education, and the mass media.

The year begins with a selective review of United States history, with an emphasis on two major themes—*the nation’s beginnings*, linked to the tenth-grade retrospective on the Enlightenment and the rise of democratic ideas; and *the industrial transformation of the new nation*, linked to the students’ tenth-grade studies of the global spread of industrialism during the nineteenth century (College Prep Course)

Textbook:

AP United States History AB
AP U.S. History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in a college-level United States history course. Students will learn to assess historical materials including their relevance to a given interpretive problem, their reliability, and their importance, as well as to weigh the evidence and interpretations presented in historical scholarship. Students take the AP exam at the end of the course. (College Prep Course)

SCOREboard for AP* US History, Glencoe

Physics AB

Physics is a college-prep, lab-based science subject designed for high school students. The goals and objectives of this course are aligned with the California State Content Standards for Physics. Reading and Writing Standards are a part of the course curriculum. In addition to course work, laboratory activities, projects and assessments, Core and Benchmark assignments will be used to assess student attainment of the state standards.
Physics is considered to be the “foundational science” that forms the basis for all further study in the physical sciences, as well as the life sciences. Physics is the study of interaction and change. The field is vast, ranging from the entirety of the universe to the smallest single particle, from the mundane block sliding on a table to the mysteries of quantum gravity. As student scientists they will have an opportunity to understand any part of these concepts, and this inquiry-based student-centered course shows students that
they can mirror humankind’s discovery of the world of physics. This course develops and deploys models, based on the research of Dr. David Hestenes of Arizona State University (ASU), which describe and explain the rudimentary physical science concepts that govern the world we live in. The collaborative method of guiding the students to develop concepts is a key component in modeling practice. The worksheets, activities and assessments have been developed by secondary and University level physics teachers to engage the students in self-guidance in the building of their own perspectives of physics. (College Prep Course)

**Topics to be addressed:**

Textbook:
Glencoe Physics: Principles and Problems © 2013

### Grade 12 Course Descriptions

**Modern Literature/Advanced Composition**

This course is designed to encourage and improve students' skills in reading, writing, thinking and speaking, as well as their ability to think and work independently. Class time is spent substantially in smaller group, self-directed learning activities. Literary works will include 1984 by George Orwell and “The Misanthrope” by Moliere. Students will also be specifically working on more advanced writing structures, including their college application essay, and more substantial research projects of their own creation. Students will also have the opportunity to explore independent reading that they will share and discuss with a smaller group of their classmates. (College Prep Course)

Books Used:
The Misanthrope. Moliere,
The Eyre Affair. Jasper Forde
All Quiet on the Western Front. Erich Maria Remarque,
The Sun Also Rises. Ernest Hemingway

**AP English Literature & Composition AB**

AP English Literature is designed to provide students with the abilities needed to be successful at the university level as skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. This course also develops skilled writers who can compose for a variety of purposes. Students will take the AP exam at the end of the course. (College Prep Course)
Texts: TBD

**United States Government**

In this course students apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they draw on their studies of American history and of other societies to compare different systems of government in the world today. This course should be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities. (College Prep Course)

Textbook:

**Economics**

In a one-semester course in economics, students should deepen their understanding of the economic problems and institutions of the nation and world in which they live. They should learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers, and members of civic groups. In this capstone course students should add to the economic understandings they acquired in previous grades and apply tools (such as graphs, statistics, and equations) learned in other subject fields to their understanding of our economic system. This course primarily is a course in social science, enriching students’ understanding of the operations and institutions of economic systems, rather than a course in household or business management or budgeting. Throughout this course, measurement concepts and methods should be introduced; for example, tables, charts, graphs, ratios, percentages, and index numbers. Behind every graph is an equation or set of equations that specifies a relationship among economic variables. Thus, to master the economic method, students must use graphs and understand, at the appropriate level, the mathematical equations they represent. (College Prep Course)

Textbook:

**Statistics**

The purpose of this course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring data: Observing patterns and departures from patterns.
- Planning a study: Deciding what and how to measure
- Anticipating Patterns: Producing a models using probability theory and simulation.
- Statistical Inference: Confirming models.
This discipline is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Mastery of this academic content will provide students with a solid foundation in probability and facility in processing statistical information. (College Prep Course)

Textbook:

Math Analysis

This course is for students to prepare them for Calculus or other courses requiring a background in Pre-Calculus mathematics. (College Prep Course)

Course Objectives:
1. Demonstrate an understanding of functions and equations, an ability to graph them, to find inverses and composition of functions.
2. Identify the roots and poles of a rational function, asymptotes, maxima and minima.
3. Use the exponential and logarithmic functions to model real life situations.
4. Demonstrate an ability to recognize what type of conic section the equation represents and determine its geometric components such as foci, asymptotes, etc.
5. Use a geometric description of a conic section and derive a quadratic equation representing it.
6. Apply the fundamental theorem of algebra to problem solving.
7. Divide polynomials using long division and synthetic division.
8. Prove formulas by using the technique of mathematical induction.
9. Apply the knowledge of vectors, parametric equations, and polar coordinates.
10. Demonstrate an understanding of trigonometric functions and identities.

Calculus

This course includes introductory calculus, analytical geometry, and elementary functions. The following list is a set of specific course objectives for AP Calculus. This list is organized with respect to its six major course topics which include a review of the prerequisites, the development of limits, Differentiation, Integration, Transcendental Functions, Special Techniques/Methods, and the application of these. This course study will include properties of functions, limits, differential calculus, and integral calculus. Use of symbolic differentiation and integration utilities is also included. AP Calculus is primarily concerned with developing the students’ understanding of the concepts of Calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to Calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. (College Prep Course)

Textbook:
Calculus (Single variable). Finney, Demana,Waits, Kennedy. Scott Foresman-Addison Wesley
**AP Calculus AB**

AP Calculus AB completes a college curriculum in variable calculus. The course focuses on developing the student's understanding of the concepts of calculus and providing experience with its methods and applications. The themes of derivatives, integrals, limits, approximation and applications and modeling are used to present a cohesive whole in the study of calculus. Students take the AP exam at the end of the course. (College Prep Course)

Textbook:
*Calculus: Early Transcendental Functions, 4th edition © 2012*

**Advanced Physics**

Advanced Physics is a senior science course to prepare students for college level work in math, science and engineering and to ensure their success when they matriculate upon graduation. The course will apply and strengthen their math skills in Calculus through problem solving exercises centered on the basic principles of physics, e.g., mechanics, electricity and magnetism. (College Prep Course)

**Topics to be covered:**
The following Science Content Standards in Biology and Math Content Standards will be covered: Vector math; Calculus derivatives and integrals; Kinematics (linear and 2D); Newton’s Laws of Motion; Work, Energy and Power; Circular Motion and Rotation; Oscillations and Gravitation; Electrostatics; Electric Circuits; Magnetic Fields; Electromagnetism.

Textbook:
*Physics of Everyday Phenomena (Griffith), 6th Edition*

**Environmental Science**

Environmental Science integrates topics from a wide variety of subjects, including chemistry, geology, biology, geography, sociology, and political science. This is a senior-level course that follows the formal physics, chemistry, and biology classes that students have taken in the 9th – 11th grades. In this class, we will strike a balance between the rigorous scientific inquiry/experimentation and the political and sociological approaches to the subject. We will also focus on meaningful, student-driven projects that follow the interests of the class and remain relevant to current events. Students will develop an understanding of the environment, both local and global, and study both historical and current environmental issues. (College Prep Course)


**AP Environmental Science AB**

AP Environmental Science provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental
problems both natural and human-made, to evaluate the relative risks associated with these problems, and
to examine alternative solutions for resolving and/or preventing them. Environmental Science is
interdisciplinary; it embraces a wide variety of topics from different areas of study. (College Prep Course)

Textbook:
SCOREboard for AP* Environmental Science

Project Science

Project Science is a hands-on lab class that involves each student researching, becoming an expert in, and
building some finished products (or passing a proficiency test) in at least three different areas of their
interest in science. There may be competitions between students and also with other schools. Students will
be required to use word processing software (Word), spreadsheet software (Excel) and presentation
software (PowerPoint). The Computer Assisted Drawing (CAD) program may also be used to design
specific parts to be manufactured. (College Prep Course)

Topics:
Many of the Science Content Standards in Physics and the other sciences will be covered and applied in
the processes of research, design, collaboration, manufacturing, testing, reengineering, and competition.
Some of the specific California State Science Standards that will be covered are in Physics: Motion and
Forces, Conservation of Energy and Momentum, Heat and Thermodynamics, Waves, and Electric and
Magnetic Phenomena.

Topics to be covered: Chemical reactions and Properties of Gases, Liquids, and Solids. Earth Science
standards may include: Astronomy, Remote Sensing (Mars), Oceanography, Rocks and Minerals.

Applied Technology may include: Robotic design, Aerodynamics (Endurance Powered Aircraft),
Engineering Electric Vehicles and Boomilevers, Designing and building musical instruments.
Other areas may include: Forensics, Technical Writing, Experimental Design, and Mathematical Powers of
Ten calculations.

Internship:
Internship course incorporates classroom studies with practical work experience that fits with students’
established career goals. Employer, Guidance Counselor and the student work closely together while each
fulfilling set responsibilities. Students gain knowledge in the classroom and then put it into practice while
being in a supervised environment in order to gain essential employability skills while receiving constant
feedback. Students put together a job portfolio which includes a resume, cover letter, evaluations, and
examples of transferable skills to use in a mock interview.

Electives:

Biotechnology
Biotechnology is an elective science course; which focuses on the fields of molecular biology and molecular genetics. Through laboratory investigations, students learn the current concepts and techniques by which our knowledge of living systems is applied for the practical use of humankind. Students learn modern methods for analyzing genomes and applying their findings to treatment and cure of human disease, to agricultural improvement, to forensic science, and to a deeper understanding of evolution. Ethical and moral issues posed by biotechnology are explored and discussed. (College Prep Course)

**Heritage Language 1AB (Spanish for Spanish Speakers)**

Students learn to function in an informal and some formal settings; understand the main ideas and most supporting details in concrete, factual and some abstract texts (oral/written); produce paragraph level discourse: narration, description, explanation, discussion and supported opinion; deal with topics related to the external environment; comprehend and produce oral and written paragraphs; comprehend and be understood by non-sympathetic natives when using formal language. (College Prep Course)

**Heritage Language 2AB (Spanish for Spanish Speakers)**

Students learn to function in many formal settings; understand the main ideas and most supporting details in many formal and abstract texts (oral/written); produce extended discourse: narration, description, explanation, discussion and supported opinion; deal with topics related to the external environment; comprehend extended discourse and produce oral paragraphs and written essays; comprehend and be understood by non-sympathetic natives when using formal language. (College Prep Course)

**Advanced Photography**

Students expand on the skills learned in Photography 1AB. Students explore their personal style and assemble a portfolio of their best work. Students are exposed to and received instruction in the areas of graphic design and editing skills. Students will be given specific instruction in Adobe Photoshop CS6, Adobe Illustrator CS6, Lightroom, and Adobe InDesign CS6. They will also be incorporating the use of digital photography in creating up-to-date magazine style layouts and design. Informational graphs, charts, cut-out-backgrounds, and other advanced image processing techniques. Students will study fonts, colors, white space, textures and other elements which effect this medium. Visual Design in Print Publication is a course created to infuse the student with the knowledge, skill set, and hands-on applications of graphic digital imagery for publication. Students will explore digital technology in the areas of photographic imaging and editing. Students will learn how to apply design principles to different digital art forms. Students will be also incorporating new technology including but not limited to working with Aurasma, a new application which will combine visual design with other types of media. Much of the course will be spent in the areas of digital photography and digital darkroom techniques. This course will follow the Visual and Performing Arts course standards. (College Prep Course)

**Robotics**

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

**Topics to be covered:**

Many of the Science Content Standards in Physics will be covered and applied in the processes of research, design, collaboration, manufacturing, testing, reengineering, and competition. Some of the specific California State Science Standards that will be covered are: Motion and Forces, Conservation of Energy and Momentum, Heat and Thermodynamics, Waves, and Electric and Magnetic Phenomena.

Chemistry Content Standards include: Chemical reactions in batteries and Properties of Solids.

**Symbolic Logic**

This course is an introduction to the study of traditional symbolic logic. The study of logic develops one’s ability to evaluate one’s own arguments as well as those of others. Symbolic logic is a very useful tool in evaluating more complex forms of reasoning. The approach to symbolic language and reasoning is gradual. The first part of the course looks at how arguments are expressed in everyday language and learning to recognize them. Subsequently, symbolic tools are introduced. By the end of the course, students translate arguments expressed in ordinary language into a fully symbolic language, use truth tables, and evaluate arguments by means of a theory of deduction. (College Prep Course)

Textbook:

**Philosophy**

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

**Documentary Studies**

This course is designed to encourage and improve students’ critical thinking and writing skills, as well as give them a chance to examine and reflect on the theme of “The American Dream.” We will be spending the semester analyzing (both thematically and technically) award-winning documentaries reflecting different interpretations and reflections on the “American Dream”, and students create, as their culminating project.
their own 15-20 minute documentary reflecting their group’s vision of the theme "The American Dream." This is an English elective taught by a single subject English credentialed teacher. (College Prep Course)

**Digital Imaging Media Technology A/B**

This course focuses on digital imaging exploring creative problem solving techniques through the use of the Adobe Creative Suite, Macromedia Studio MX, and iMovie on Macintosh platforms. In addition students will learn how to use video capture, importing, editing, transitions, effects using both the PC and Mac platforms. Students will use a variety of software and media to put together interactive and dynamic presentations. The curriculum is based on CA Visual Arts Proficient Standards for grades 9-12. Students are introduced to the importance of visual communication, self-expressionism, concept development, aesthetics, symbolism, type, image, and computer method. (College Prep Course)

**Computer Programming**

This course provides an introduction programming using the C language. The course covers the programming methodology with an emphasis on problem solving, algorithm development, data structures and typical C applications. (College Prep Course)

**Senior Project**

The Senior Project is a non-core, non-college preparatory course that meets the graduation requirements. The senior project will:

1. Demonstrate an understanding of the elements of discourse (e.g. purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
2. Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
3. Develop presentations by using clear research questions and creative and critical research strategies (e.g. field studies, oral histories, interviews, experiments, electronic sources).
4. Use systematic strategies to organize and record information (e.g. anecdotal scripting, annotating bibliographies, research journals).
5. Integrate databases, graphics, and spreadsheets into word-processed documents.

**Success For All Reading Elective**

The Reading Edge High School is a comprehensive, cohesive literacy program that arms students with the skills and strategies they need to read, understand, and learn from content-area texts. Since the range of reading achievement is extremely broad in this age group, the Reading Edge High School provides programs for students from the 4th grade through grade 9 and pre-honors. The purpose of this program is to accelerate incoming students to a 9th grade or pre-honors reading level and prepares them for success throughout the rest of high school.

**Reading Edge High School** is a program based on the following elements:
High Expectations: To succeed in rigorous high school courses, students must comprehend complex texts. The Reading Edge High School provides explicit instruction and in-depth practice to develop effective strategies for content areas. The top level of the Reading Edge prepares students for AP and other challenging courses.

Engaged Students: Students are actively involved every day in discussing, analyzing, and questioning their reading and thinking with team members in a positively structured cooperative-learning environment.

Quality Teaching: Carefully crafted materials, supportive school-wide systems, and extensive professional-development support with ongoing coaching create a culture in which quality teaching is the norm.

Data-Driven Planning: Students are assessed and placed in an instructional group at a level at which they can be challenged and succeed. Progress is assessed every quarter, and students move to a new level as they grow. Students in the Reading Edge (Reading Edge is part of the Success for All Intervention course) are grouped into separate classes according to their reading levels. Instruction is delivered by a Single Subject English credentialed teacher. All instructional levels of the reading edge allow students to progress at their own pace, gaining pride and confidence in their abilities. Students are retested approximately every eight weeks, so they can move to the next instructional level when they master the current one. Instruction is consistently matched to students’ gains in ability.

Level 1 (first-grade reading level) focuses on letter-sound correspondences with decoding and word recognition in photographically illustrated contemporary text.

Levels 2 and 3 (grades 2 and 3 reading levels) uses simple fiction, nonfiction and reader’s theater to focus on basic decoding skills, improving reading fluency (the ability to read smoothly at an acceptable speed with few errors and good expression), building vocabulary, and improving comprehension.

Levels 4-8+ (grades 4 through 8 reading levels) uses expository, short stories, novels, poetry, drama, and speeches to help students become more strategic readers and respond to text effectively using the writing process. Focus is on instruction in four reading strategies (clarifying, predicting, questioning, and summarizing), building vocabulary and fluency, and on core reading skills such as identifying main ideas, sequencing information and events, comparing and contrasting, distinguishing fact from opinion, recognizing cause/effect and problem/solution relationships, drawing conclusions, and analyzing story elements and the author’s craft.

Level 9+, PreHonors and PreAP Levels: students read a variety of texts including primary sources, informational texts in science, technology, math, history, art, and social sciences, as well as essays, poetry, speeches and short stories. These readings are typical of complex text encountered in high school content area classes, textbooks, and on college entrance exams. Students receive explicit instruction in the metacognitive strategies they need for critical reading of these texts, stating and supporting an opinion, and connecting ideas across texts.
INSTRUCTIONAL MATERIALS

Instructional materials at TEACH Tech Charter High School will be chosen after a needs assessment in year one and an evaluation of needs in subsequent years by teachers and the Administrators and coordinated within the teacher teams. Textbooks will be integrated as appropriate in relation to an analysis of standards via the Strategic Design process. Specifically, teachers cluster standards to design units, and then integrate textbook resources as appropriate to address standards in each unit.

Student texts and instructional materials are identified based on the following criteria:

- Alignment with state standards
- Research-base and evaluation data showing success with similar student populations
- Accessibility for students
- Alignment with school’s mission
- Ease of use for teachers
- The school will continuously evaluate, update, and revise textbook adoptions based on student needs and research about the most effective resources.

Teachers will be encouraged to use original and primary source material as much as possible. Instructional materials will include novels, photographs, essays, speeches, video, textbooks, and manipulatives. Teachers and students will have access to the Internet, educational software, word processing, data processing, and digital graphics in each classroom. Instructional material will be relevant, thought provoking, and interactive.

RECRUITING QUALIFIED TEACHERS

Teachers who are qualified to deliver the instructional program will be recruited through various search methods, such as EdJoin, Craigslist, CCSA, Teach for America, at local universities, and at community organizations. Recruitment will be both local and global as necessary to find teachers appropriate for the school’s instructional approach (project-based learning, technology integration, etc.). All teachers and other instructional staff (including teaching aides) will meet the requirements for highly qualified teachers and staff required by the NCLB Act.

FRESHMAN SUMMER BRIDGE PROGRAM

During the students Freshman year a “Freshman Summer Bridge Program” will be provided as a 2-day summer orientation that bridges incoming students into the TTCHS culture. Students will be met by 9th grade faculty who will (1) lead them into the counseling process; (2) introduce them to the school’s graduation requirements; (3) provide a tour of the campus; (4) welcome them as members of the school community and assign email accounts; and (5) assess where they are academically in math and ELA using 4Sight, Gates McGinite, and Study Island assessments. This process will lay the foundation for a Student Support Team (SST) to shape a personalized education plan. To break the ice for nervous newcomers,
team-building activities from the Sparks curriculum, dominates the first day's activity, and by the second
day, students of the newest cohort are ready to join the TTCHS community.

**PERSONALIZED EDUCATION PLAN (PEP)**

A tailored 4-year Personalized Education Plan (PEP) will be set into motion for each student when he/she enters TTCHS in the 9th grade. The College Counselor will initially meet with the student and his/her parents to present them with TTCHS graduation requirements and curriculum that meet State and Common- Core content standards. In 10th grade, the Student Success Team (SST), which includes the teacher advisor, other teachers, the college counselor, and parents, supports the student's progress from one grade to the next by providing the academic and behavioral interventions to keep them on track with his/her PEP. The PEP is an organic document updated every semester as sequenced coursework is completed for graduation and college readiness, CAHSEE readiness is monitored, future plans are solidified, and special needs arise (i.e. CAHSEE tutoring). PEPs help students become college and workforce ready by focusing their attention and goals. All Students With Disabilities (SWDs) are mainstreamed into regular classes with their state-required Individual Education Plan (IEP), and receive all allowable accommodations of their plans.

**II. FAMILY-COMMUNITY-SCHOOL PARTNERSHIPS**

The TEACH Tech Charter High School is committed to community-based education providing support for its students through an integrated approach to school, family, and community. TEACH Tech Charter High School embodies the belief that students thrive when they are part of a supportive community. TTCHS specifically defines community-based learning in the following ways:

**Service Learning:** involves students in helping to determine and meet real, defined community needs. It is reciprocal in nature benefiting both the community and the student by combining a service experience with a learning experience. **Community Resources in the Classroom:** to support student learning, TTCHS draws on existing community relationships to involve family, college-age tutors, and mentors in the education of its students.

**School as Community Center:** the school serves as a hub for life-long learning for the neighborhood providing services such as parenting workshops, computer literacy, and ESL classes.

**Service Learning** is an opportunity for students to apply classroom learning to tangible community problem solving in a way that brings learning alive and grants it real-life relevance. Teachers at TEACH Tech Charter High School are expected to establish community connections in their field and integrate service learning into their academic units. In order to be effective, service learning must be standards-based, rooted in rigorous academic outcomes, and provide ample opportunity for students to reflect upon their learning throughout the process. Students can use technology to research solutions other communities have used to solve problems, and to form partnerships to tackle problems that transcend neighborhoods.

TEACH Tech Charter High School will integrate the classroom and real life experiences with the community through its service learning and community service programs. Community service and service-learning
projects are designed using the same Strategic Design for Student Achievement template, in order to ensure that they address standards as well as serving the community. Because service learning is integrated into core academic courses, projects are monitored by the teachers who are using that instructional strategy. Teachers will use the community to enhance and contextualize classroom learning. Students will participate in a range of community activities from field trips to long-term volunteer work. This is done over the course of their high school career, with a minimum of 20 hours per semester. Students will complete this work outside of the normal school day. Through service learning activities, students will see themselves as vital contributors to their own community. Students will connect classroom learning with real life projects to enhance their understanding and motivation for academic achievement.

Service projects will reflect the best practices in service learning identified by Youth Service California (www.YSCal.org):

**Integrated Learning**
- The service-learning project has clearly articulated knowledge, skill or value goals that arise from broader classroom or school goals.
- The service informs the academic learning content and the academic learning Content informs the service.
- Life skills learned outside the classroom are integrated back into classroom learning.

**High Quality Service**
- The service responds to an actual community need that is recognized by the community.
- The service is age-appropriate and well organized.
- The service is designed to achieve significant benefits for students and community.

**Collaboration**
- The service-learning project is a collaboration among as many of these partners as is feasible: students, parents, community-based organization staff, school administrators, teachers, and recipients of service.
- All partners benefit from the project and contribute to its planning.

**Student Voice**
- Students participate actively in: choosing and planning the service project; planning and implementing the reflection sessions, evaluation, and celebration; taking on roles and tasks that are appropriate to their age.

**Civic Responsibility**
- The service-learning project promotes students’ responsibility to care for others and to contribute to the community.
- By participating in the service-learning project, students understand how they can impact their community.

**Reflection**
- Reflection establishes connections between students’ service experiences and the academic curriculum.
- Reflection occurs before, during, and after the service-learning project.
Community Resources in the Classroom. TEACH Tech Charter High School will invite resources from the community into the school. TEACH Tech Charter High School will draw upon existing community partnerships with area colleges, universities, and community-based organizations to enhance the resources and instruction of the school. The school will bring the community into the classroom through its tutorial, enrichment, mentor, and parent volunteer programs. Tutors and mentors will be recruited from the University of California at Los Angeles (UCLA), Southwest College, and University of Southern California (USC), building on TTCHS’s current partnerships with these institutions of higher learning. Tutors will work with students on homework and basic skills. University volunteers may be recruited to lead a creative writing workshop, direct a play, or coach a sports team. Guest speakers and experts from the community will be invited to share their experiences and insights with students and provide feedback for student projects. College-aged mentors will meet regularly with students to engage them in enrichment activities, provide positive role models, and expose TEACH Tech Charter High School students to possibilities beyond their community.

School as Community Center. The school will act as a community center for technology training and access. A computer lab at the school will be accessible to TEACH Tech Charter High School families. Classes for parents will be offered during evenings and weekends, including; computer education; family literacy; English as a Second Language (ESL); health and nutrition; and job training. The school will work actively with parents, students, and community groups to address issues of gang enrollment and violence. The school campus will continue to be a place for community celebrations, performances, meetings, and events.

Parent Leadership Program – TEACH Tech Charter High School is committed to supporting parents through regular informational and educational events. The goal is to help parents acquire the skills and confidence necessary to become change agents for their children’s education. A dedicated and highly skilled Director of Parent and Community Relations will coordinate the schedule of events, and delivers much of the content of the Parent Leadership Program. Topics and events may include the following:

- Parent/Teacher Conferences
- Structure and Function of the School
- Understanding Standards Based Curriculum and Instruction
- Student Test-Taking Tips and Strategies
- The Road to the University
- Let’s Read / Family Literacy Night
- Math Their Way / Family Math Night

TEACH Tech Charter High School believes that when parents understand the structures and operations of schools they can become more involved in their students’ education. Research shows that parent involvement at their child’s school is positively correlated to increased achievement. (Keith, 1993)

III. TECHNOLOGY INTEGRATION

TEACH Tech Charter High School is conceived with the understanding that technology integration enhances student achievement and motivation. Technology, however, is no substitute for high quality
lesson planning. When integrated into a thoughtful, innovative lesson plan technology can help open a classroom to a wealth of information and resources. Students must understand how to interpret and evaluate Internet search results, as well as how to communicate deep understanding using software applications and multimedia technology. Students will use technology to solve math problems, download homework, complete writing assignments, access on-line services, communicate with teachers and project team members, keep journals on their learning process, present their learning, and play games.

Technology-savvy teachers will be recruited to teach at TEACH Tech Charter High School. They will use technology for posting grades and collecting homework and class notes, giving on-line tests, setting up student journals, and creating discussion boards. All of the teaching staff will be involved in professional development activities that include educational technology and coaching. For example, teachers will be trained in the use of Google Apps and other web based applications to create instructional and meaningful web pages, interactive learning games, and interactive independent practice activities. By teachers using these technological delivery modes we are preparing student to be ready to interact in a computer based society. Teachers will be given useful strategies to guide their students to evaluate this research, and to determine Internet source credibility. The Principal will confirm that teachers effectively use technology as a tool for delivering instruction, and technology will be built into evaluations through class observations and focus groups to show how achievement and instruction is impacted. Research sources consulted for effective use of technology include Ravitz & Megendoller (2002) Teaching with Technology: A Statewide Professional Development Program. Buck Institute for Education (www.bie.org)

TEACH Tech Charter High School will house one computer for each student. The computers for classroom student use will be Google Chrome Books (which meet the criteria for Smarter Balanced assessments). A mobile classroom lab will use MAC laptops or MACs running virtual Windows. The computers will be centrally networked and have access to a variety of educational software. For example, the Data Director platform allows teachers to administer assessments that mirror the Smarter Balanced assessments. Every computer will have Internet access with proper firewalls and content screening. Each teacher will easily control access to computers or the Internet via an instructional computer at his/her desk, which contains a monitoring system. Teachers will use visual aids such as LCD projectors and smart boards to aid lessons. Extensive professional development by field experts and in-class coaching for teachers will ensure that lesson plans use this technology to enhance high-quality lesson plans.

TEACH Tech Charter High School will use technology in the classroom to improve the following areas: communication, collaboration, project-based learning, and advanced problem-solving. Communication between educators, students, and parents will increase as students and families have real time access to grades and learning activities. TEACH Tech Charter High School’s website will allow teachers and parents to share information, schedules, homework assignments and create a space to showcase student work and accomplishments. Students will always have access to teacher feedback and class requirements. Teachers will be able to build web-resource pages for students to use in their research projects.

Collaboration will come in several forms. Teachers, professional development professionals, and administrators will be part of an online community, a technology infrastructure, that will bridge existing communication and information tools used by educators throughout the United States. Online communities, such as Edmodo, our domain within Google Plus and Data Director are examples.
Teachers and coaches will collaboratively build long-term interdisciplinary units that share a common theme. Teachers will create an overarching social infrastructure to nurture, organize, and manage educational activities and resources for students. Students will be able to download templates, rubrics, and resources for use in classroom assignments and group projects. They will also work simultaneously on projects that enable them to brainstorm and problem-solve as a group.

- Project-based learning helps to create multidisciplinary projects that allow students to combine knowledge from several subjects, creating a unified piece of work, often in collaboration with other students. Students can store their work centrally (on the school’s network) while working on their projects and use diverse media offered by computers, text, pictures, video, and sound. There is a minimum of one project per unit. Students can complete one project for multiple classes; however a rubric will determine which content is assessed by which teacher.

- Advanced problem-solving allows students to create solutions to problems presented to them by their teacher. These problems require creativity, research, and critical thinking to solve. Students use Microsoft Suite to test assumptions, research potential answers, and track their progress. Examples include opening up a virtual business, creating a simple computer program, managing a school activity, or adding to the school website.

- Teachers at TEACH Tech Charter High School will have an opportunity to develop an on-line set of tools on Moodle, which allows teachers to give exams/quizzes, assignments, and lectures online. Additionally, Moodle will allow students to take the exam online, and both teachers and students receive immediate feedback. All staff will be trained on Moodle and will receive ongoing support.

By blending technology with project-based learning, students learn realistic and effective ways to enhance their own education, such as online research or more diverse ways to communicate with teachers and mentors, such as instant messaging, email and voice-over IP. Technology will help students understand appropriate grade-level scientific and mathematic concepts, collaborate with fellow students, and improve basic skills at their own pace. Technology will enhance student learning by providing a multimedia-learning environment that caters to students’ different learning styles.

IV. SMALL LEARNING COMMUNITIES

To provide a personalized learning environment and continuous relationships among students and faculty, the student population will be organized into small advisory cohorts of approximately 25-30 students throughout their four years at TEACH Tech Charter High School. Each Staff member, in addition to regular classes, will have a grade level advisory that will meet daily to work collaboratively to meet the student’s educational objectives. Classrooms at TEACH Tech Charter High School will become communities of learners where ideas are respected and members are supported. Students will form positive peer groups as they advance together and work collectively in areas of academics and community projects. Respect, cooperation, and compassion will be emphasized throughout this process and modeled by teachers and administrators.
ADVISORY PROGRAM

A key feature of the personalized learning environment is the student advisory program. Each student will be assigned an Advisor who will stay with the student, if possible, for the entire four-year high school span. The Advisories will provide students a fervent foundation in the elements of independent thinking, planning, and study and will guide them through a continuum of regularly monitored projects to a successful student-initiated senior project.

In the beginning of each year, the advisory groups will focus on building a sense of community among students and adults and establishing trusting relationships. As the year progresses, advisory provides a forum for goal setting, problem-solving, and launching service learning activities. At the middle and end of each year, advisory provides an avenue for students to develop digital portfolios that engage them in reflection about their effort in school, their behavior, and their academic accomplishments. In accordance with the curriculum and the students' Personalized Education Plans, instructors will support students as they construct their digital portfolios. The digital portfolio is the collection of the artifacts that is proof of their academic efforts, behavior and accomplishments.

Staying with the same Advisor throughout the program is vital. Studies prove that a major challenge in the educational development of underserved students is consistency. Many students live in overburdened households, shifting schools, residences, friends and family members. Also, the media and pace of current events contribute to conditioning students to live in a sound bite world where immediate gratification and short-term goals are the norm.

Real education is long-term. The Advisory model forces students to focus and with the consistent guidance in the advisory period, gives them the opportunity to stretch and reach, ponder and plan, work and wait for the satisfaction of a long-term goal achieved. Students will research colleges and careers, completing their yearly Digital Portfolio, and participate in values clarification activities. Additionally, there will be an biweekly articulation between the student and the Advisor regarding issues with academic and social progress.

Educators, too, gain as advisory guides, who, over the four-year span become personally involved in the education of a specific student, not a name on the class roster. The target population for the charter school is low-income, minority students, although mostly Latino, still come from diverse cultures and with wide-ranging individual needs. Educators need to assess their methods and approach to educating students who may not be native born and whose early education cannot be categorized or tracked. All too often, these students get lost in a large school. Especially susceptible are the quiet students who drift through without a trace of trouble or an indication of potential. Seeing these students in a truly transparent manner creates, for the educator, an opportunity to focus on all students individually and to revisit the up-close challenges of the high school years. One hour per week, during professional development, staff will meet to discuss the tutorial program (available through ASES) and to strengthen and create appropriate strategies for success.

In 1992, the United States Department of Labor formed the Secretary’s Commission on Achieving Necessary Skills (SCANS), which consisted of distinguished representatives from business, education,
government, and labor. The mission of the SCANS Commission was to define the necessary skills to be successful in the current and future workplace. The Advisory Program will use the SCANS findings as the baseline for the program with the goal of developing a whole child that will be personally, socially and professionally successful in the future. The following are the eight major skills that SCANS identified to reach this goal. When a student enrolls at TTCHS, these skills will be presented to them and with the help of their Advisor and parent and/or guardian, develop a personalized education/learning plan that will map and set specific goals as they develop while enrolled at TTCHS. This Personalized Education Plan (PEP) will be periodically reviewed by the advisor and the student during the school year. Additionally, the PEP will be reviewed at the beginning of every grade to evaluate the student’s progress towards their goals. During these evaluations, the student will have to demonstrate progress in the SCANS skills.

The SCANS Skills:

Basic Skills: Is the student improving every year in reading, writing, mathematics, speaking, listening? Their test scores and grades will evaluate this.

Thinking Skills: Is the student thinking creatively, making decisions, solving problems, seeing things in the mind’s eye, knowing how to learn and reason and making good decisions? The student will need to provide evidence of “thinking outside the box.”

Personal Qualities: Is the student growing in terms of individual responsibility, self-esteem, sociability, self-management and integrity (morality and ethics in computer use)? The student will have to show how they have grown personally through their papers, projects, digital portfolios or activities outside the classroom.

Resources: Is the student allocating time, money, materials, space and staff wisely? (internships and classroom simulation). The student will demonstrate their efficiency and creativity in their schoolwork, internships, and after-school activities.

Interpersonal Skills: Is the student working on teams, teaching others, leading, negotiating, working well with others from diverse backgrounds? The student will show what group projects they have been working on, what clubs they are involved in, etc.

Information: Is the student acquiring and evaluating data, organizing files, interpreting and communicating and using computers to process information. The student will show what new sources of information they have located and how they have organized that information.

System: does the student understand social organization and technological systems, monitoring and correcting performance, and designing or improving systems? The student will have to explain their group work in terms of effective communication, leadership styles, and roles played, understanding differences and negotiating techniques.

Technology: Is the student applying technology to specific tasks, maintaining and understanding equipment? The student will have to show how they are using technology in all their classes, in their lives at home, and in their personal activities.
Year One Advisory

Each student will develop a personalized education plan that will be used as a set of goals to be met over the course of the student’s four years at TTCHS. These goals will be educational, career-oriented, social and personal. This learning plan will be written by the Advisor and the student, along with the feedback of the parent(s)/guardian. Throughout the school year, and at the beginning of every grade, the learning plan will be revisited, and potentially revised, as the student develops.

- Discuss and set up specific goals to reflect the needs of the individual student (i.e., sharpen language skills and strategies to eliminate math deficiencies, control tardiness, and set day-by-day goals).
- Start a digital portfolio.
- Assign high interest material relating to individual student interest in career fields of engineering, math, English and technology.
- Discuss use of technology as a research tool for class projects.
- Discuss interrelationship of course work (English as it relates to math, science, technology, etc.).
- Discuss working as a team, taking equal responsibility for work, and sharing success. Create and evaluate possible long-term goals and projects. List possibilities without criticism or narrow focus.
- Assign small project (set up for success) involving the tutorial group. Monitor over life of project. Make sure it is headed for success.
- Discuss the negative impact of the use and abuse of alcohol, tobacco, and drugs.

Year Two Advisory

- Set goals to address individual deficiencies (i.e., plan to eliminate tardies, explore strategies for student/teacher interaction).
- Introduce industry level standards and goals and their relevance to academic goals. Industry representation will meet with teacher and student to discuss needs of industry and responsibilities of student.
- Engage students in creating criteria for succeeding in the workplace as well as the classroom.
- Introduce distance learning.
- Look at last year’s long-term goals and projects list and add or eliminate as appropriate.
- Create collaborative assignment that is long term but continually monitored.

Year Three Advisory

- Connect with business partner for each student.
- Plan the business/student partnership (i.e., dress code, manners, responsibilities, vocabulary building [specific to needs of the particular business], introductions, oral skills, job interview, and role-playing).
- Engage students in hypothesizing, deducting and formulating ideas so that questions to experts come from a deep reservoir of understanding, not superficial knowledge.
- Work on individual skills appropriate to each student’s internship.
- Review and assess last year’s goals. Review and assess portfolio.
- Review project ideas and add or subtract from it.
- Assign individual third-year project. Monitor week by week.
- College awareness including mock applications, college visits, and accessing university web sites.
- By end of year, select senior project. Project will be geared to challenge the student and meet a societal need.

**Year Four Advisory**

- Review accomplishments from previous years. Review portfolio.
- Work on obvious weaknesses in work habits, conduct, and academics.
- Track internship.
- Review college prospects. Set up time-line for applications, etc.
- Assign appropriate portfolio material.
- Guide student to successful completion and presentation of senior project.

**V. INTERDISCIPLINARY, PROJECT-BASED LEARNING**

Core subject teachers will continue to work closely together in interdisciplinary teams to provide a coordinated approach to the major concepts that students are expected to know in depth. The school will increasingly implement a curriculum that encourages the learner to connect multiple subject areas with each other. Students will find that they are able to apply mathematic concepts in their physical science class; that they can use their English essay writing skills in history; that they can transfer earth science concepts to understand geography; and that mastery of Spanish conjugation improves their English grammar. Students engaged in interdisciplinary learning often find the content more exciting and relevant, especially if presented in a way that relates to their own lives.

Students will actively engage in lessons and projects that require them to build on their prior knowledge, construct and demonstrate new knowledge, to analyze and reflect upon what they have learned, and to relate their learning to the world that surrounds them. Teaching methods will include inquiry-based, inductive/deductive, direct-instruction, and cooperative learning. Students will investigate the world around them to develop questions and apply their learning.

TEACH Tech Charter High School students will complete capstone projects\(^5\) at the end of the first semester of each year and a presentation of learning project at the end of second semester of each year that will actively demonstrate competence to their teachers, peers, parents, and community. A rubric will be used to

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\(^5\) A capstone project is a multifaceted assignment that serves as a culminating academic and intellectual experience for students. A rubric will be used to assess learning. Students will present to a panel of peers, teachers, parents and professionals.
measure the assessment. Students will present to a panel of peers, teachers, parents and professionals. Each stakeholder will assess students according to the rubric. The final grade will be ultimately determined by the teacher. Students will only receive the feedback from other stakeholder and the numeric grade from the teacher. An example of a possible math project is a probability and statistics exploration where student teams could design and implement various experiments to determine answers to questions such as, “What are the athletic attributes of Olympic athletes?” “What are their performance statistics and how do they compare to my athletic performance statistics?” Students could perform simulations for multiple trials, recording their data in a tally chart of their own design and a bar graph. Students could then take the information they collect from their random sample and use it to predict (mathematically) the athletic potential of students in the school. Student teams would be able to use tools such as HyperStudio and PowerPoint to present their information to the class. Using a rubric the teacher creates to assess mastery, students would have developed a clear understanding of what was expected of them in a successful presentation. (See Appendix H for possible additional project examples). Research sources used for the project based learning component are Ravitz, Jason (2008) "Introduction: Summarizing Findings and Looking Ahead to a New Generation of PBL Research," Interdisciplinary Journal of Problem-based Learning : Vol. 3: Iss. 1, Article 2. Available at: http://docs.lib.purdue.edu/ijpbl/vol3/iss1/2

PRESENTATIONS OF LEARNING

One of the school’s signature practices is the “Presentation of Learning” (POL) that students participate in from the moment they enter the school until they graduate. Students begin learning presentation skills in the ninth grade and build upon these skills each year. While students do many presentations in their classes, the POL is a high-stakes culminating event that every student must successfully complete to go on to the next grade level. Students are given many opportunities to practice for their 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, the faculty members assess the POL and require the student to defend his/her work. POLs require a student to employ presentation skills, technology skills, and communication skills in a five minute presentation that culminates in an “on the spot” question and answer period that requires students to think critically and synthesize and analyze information.

Student Internship

The school’s mandatory senior internship requirement provides an important opportunity for industry participation. Internship is a credit bearing course. Students spend two afternoons a week at work under the direct supervision of an assigned employee of the sponsoring company/office. Not only does this provide valuable volunteer help around the office for these businesses, it also provides students with a taste of the world of work, while giving local businesses a way to help shape their future workforce. It gives students a close-up view of a particular company or career. The school's Internship Coordinator / Counselor places all internships and meets with interns every Friday to debrief about their experiences. Student internships culminate in a final project presented to the school at the end of the semester, and students are given an opportunity to evaluate the performance of their host employer as well as the experience. Students will not be able to opt out, as the Internship is mandatory. Students receive credit; it is part of their 12th grade year. Special considerations will be made for students that cannot complete the required internship hours due to extraneous circumstances. In that case student are still registered for the
internship course so that they still receive the benefit of exploring career options and receiving the educational benefits the course provides.

VI. CULTURALLY RELEVANT AND RESPONSIVE EDUCATION

Culturally Relevant and Responsive Education (CRRE) is defined as adjusting how we teach to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and effective for them. The research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2000).

To build students’ sense of connection to and pride in their culture, the curriculum includes readings, authors, and activities that reflect the diverse background of our students. In addition, the instructional leadership team will participate in a Summer Instructional Institute led by Dr. Noma Lemoine. This five-day institute will focus on “Culturally Responsive Teaching: Scaffolding Access to Rigorous Standards-Based Curricula for Underachieving Students.” Listed below are some of the seminar goals and objectives for the Institute. Participants will:

- Gain increased understanding of Standard English Learners (SELS) and the barriers that impact their ability to access core curricula.
- Gain an understanding of the origin and historical development of African-American, Mexican-American, and Central-American language and the impact that it has on learning.
- Become familiar with selected instructional strategies that support the acquisition of language & learning in all SELs.
- Deepen understanding of Mainstream English Language Development (MELD) Instruction-Developing Listening, Speaking, Reading, & Writing.

Raising Student Achievement

The school will maintain a laser-like focus on standards across all of its academic programs and initiatives. Scope and sequences for all core content areas, technology, and foreign language will be designed based on standards utilizing the Strategic Design for Student Achievement process described in the section on Professional Development (see standards and scopes and sequences Appendices D and F). Furthermore, the capstone projects are planned using a template (BIE PBL Planning Form, Appendix H) that begins with state standards and ensures that assessments are aligned to standards.

In their end of year portfolios (and throughout the year), students reflect on their progress towards standards and school outcomes (ESLRs) by reviewing their own work in relation to standards. Teachers engage in data-driven conversations in order to determine which standards need to be addressed through all modes of instruction, including direct instruction and project-based learning. This occurs on scheduled professional development days, Tuesday shortened days, minimum days, teacher preparation time, and during summer institutes. Data analysis includes quantitative data (4Sight assessments, Gates-MacGinitie, Study Island, ALEKS Math Program data logs, and teacher-created assessments) as well as qualitative data (student work, classroom observations and learning walks, etc.).
In summary

- Design all curriculums in every subject area based on an analysis and prioritization of California content, and Common-Core standards.
- Provide on-going professional development that addresses standards-based academic rigor in the classroom, data-driven instruction, and best practices in first-teaching, re-teaching, and intervention.
- Engage in quantitative and qualitative data-driven conversations in order to identify and target students performing at a basic or below level, and design instruction to move them to proficiency.

A LOOK INTO THE TEACH TECH CHARTER HIGH SCHOOL CLASSROOM

PREVENTION/INTERVENTION/ACCELERATION PROGRAM:

If a student is assigned the Success for All Elective course, they will be assessed and receive instruction based on their instructional level. Therefore, if an 9th grade student with special learning needs or an English Language Learner is reading at the 4th reading level based on the Gates-MacGinitie normed reference test, he or she is assigned to a Single Subject Credentialed English teacher that is responsible for teaching reading at the 4th grade reading level. The reverse is also true, if there is a 9th grade gifted student that is reading at the 11th grade reading level based on the Gates-MacGinitie, then he or she will have the opportunity to participate in an elective 11th grade Reading Edge Course.

The Reading Edge is a research-based and research-proven program designed to meet the unique needs of young adolescent readers. Since the range of reading achievement is extremely broad in this age group, the Reading Edge provides instruction for students at beginning through 9th-grade+ reading levels. Students are assessed and placed at their appropriate reading levels. Students reading at a third-grade level or higher will focus on developing comprehension strategies using both narrative and expository texts. Students reading at earlier levels use high-interest fiction, nonfiction, and reader’s theatre to develop basic decoding skills, reading fluency, vocabulary, and comprehension. All levels focus on building background knowledge and developing study skills to foster future success in school and beyond. Additionally, the Reading Edge uses cooperative-learning techniques to engage students in their learning and to create a positive classroom environment. Students who are reading at a second and third grade level have mastered basic phonics skills, but they haven’t achieved enough reading fluency to make contact with the world of adult reading, contact that first occurs at the fourth grade reading level. The goal of these units is to give students at this level the help they need to achieve a fourth grade reading level as quickly as possible. See Appendix I for more details on the program.

Core Subject Classes: When entering a classroom, visitors will see standards based instruction at a prominent place in the classroom. Visitors will also see a unit board, which will identify the state standards being addressed, the assessments being utilized, and specific learning objectives and outcomes for the day. Often, in the first ten minutes of the classroom, teachers will utilize a warm-up to help students activate background knowledge. Or, teachers may use the time to provide direct instruction to help students acquire new knowledge.
All instruction will follow the Strategic Design for Student Achievement Model which trains teachers to use backwards planning process to make deliberate decisions to provide effective instruction. Strategic Design, developed by Insight Education Group, teaches teachers to identify desired outcomes (Standards and Bloom’s taxonomy) align those outcomes to multiple assessments (formative and summative assessment options are used) and to develop and differentiate instruction toward student needs (Bloom’s Taxonomy, research based strategies, and differentiated instruction).

In a typical classroom, visitors will see students working in leveled or collaborative groups actively engaged in culturally relevant project-based learning. While in their groups students will utilize Thinking Maps to help them to think critically across all subject areas and to complete all of their standards based tasks and assessments. All teachers will be trained, supported, and assisted in implementing Thinking Maps, a set of eight fundamental thinking skills. These eight cognitive skills are used together by students to assist with learning across disciplines and with greater complexity as student move through each grade level. By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps become a tool set for supporting effective instructional practice and improving student performance. Evidence of implementation is apparent in student work and teacher lesson plans, and the Thinking Maps are posted in every classroom.

The following CRRE (Culturally Relevant and Responsive Education) instructional strategies will also be utilized throughout the day:

- **Contrastive Analysis**: Oral and written language skills: integrating linguistic knowledge of SAAE (Standard American Academic English) into home language of Standard English Learners.
- **Personal Thesaurus**: To build on prior knowledge.
- **Culturally Relevant Literature**: Draws upon personal knowledge to make meaning of text: Learning environments that facilitate literacy acquisition and establish linkages between the home and school cultures.
- **Building on the Learning Styles and Strengths of SELs (Standard English Learner) learning styles**: Individual preferred orientations, social interactions during study time, and types of reward structures that motivate the individual to persist and try harder.

**A TYPICAL DAY**

A typical day at TEACH Tech Charter High School will be designed for deep exploration of subject matter content and to provide ample opportunities for students to socialize and engage in enriching extra-curricular activities. The schedule will be set up to ensure equitable access for all students to a curriculum that meets their needs and challenges them academically. Students will generally arrive at school between 7:15 a.m. Teachers arrive at 7:30 am. On Monday mornings, teachers attend a calendar meeting and on Thursday mornings, they attend a curriculum meeting. On other mornings, teachers are mentoring students, and students are finishing up assignments on computers, checking their email and ordering lunch online.
Students will participate in a block schedule for their core curriculum. These longer blocks allow for deeper exploration of subject matter and thematic integration to ensure mastery of content. Furthermore, four times a week, Monday, Tuesday, Wednesday and Friday, each student only sees three teachers in the course of the day, and only makes three to four transitions. This supports a small learning community and minimizes opportunities for problems to arise. On Thursday, students have six, 40-minute blocks. The instructional day ends at 3:30 p.m. daily, and 1:00 p.m. on Thursday. Every day, students participate in intervention workshops, enrichment, extra-curricular activities, and community service after school between 3:30 p.m. and 6:00 p.m.

All students will participate in the Physical Education that is aligned to the California standards for PE.

**After School Program**
The after school program will take place every day from the end of school until 6:00 PM, and there is occasional weekend enrichment as well.

TTCHS will apply for the ASES grant and the 21st Century Learning Grant. If those grants are awarded, TTCHS will manage the after school programs, which will be funded by the After School Education and Safety (ASES) Program and 21st Century Learning grants. The ASES grant supports daily tutoring, homework help, enrichment. The 21st Century grant will support programs such as the “Climb On” rock-wall program, the Mind Institute Math program, expands enrichment to music, videography and photography, and supports the inclusion of more students in all after school activities.

The ASES program will provide an opportunity to merge school reform strategies with community resources. The goal is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. It is the intent of ASES program legislation to encourage schools and school districts to provide safe and educationally enriching alternatives for children and youth during non-school hours. The program creates incentives for establishing locally driven before and after school education and enrichment programs.

The ASES program involves collaboration among parents, youth, representatives from schools and governmental agencies, such as local law enforcement and local parks and recreation departments, and individuals from community-based organizations and the private sector. As such the leadership of TEACH Tech Charter High School along with the teachers, parents, students, and community will define the type of ASES program that will reflect the students and families of the South Los Angeles community.

Additionally, the ASES program is to be aligned with, and is not a repeat of, the content of regular school days and other extended learning opportunities. A safe physical and emotional environment, as well as opportunities for relationship building, must be provided. After school programs must consist of the two elements below and ASES program leaders work closely with school site Administrators and staff to integrate both elements with the school's curriculum, instruction, and learning support activities.

1. An **educational and literacy element** must provide tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic
subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests.

2. The educational enrichment element must offer an array of additional services, programs, and activities that reinforce and complement the school’s academic program. Educational enrichment may include but is not limited to, positive youth development strategies, recreation and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests. Enrichment activities may be designed to enhance the core curriculum.

OPERATIONAL REQUIREMENTS

All staff members who directly supervise pupils must meet the minimum qualifications, hiring requirements, and procedures for an instructional aide in the school district. School site Administrators approve site supervisors for the after school program and ensure that the program maintains a pupil-to-staff member ratio of no more than 30 to 1.

A nutritious snack is provided daily to students participating in the program. The snack provided must meet the standards identified in EC Section 49430.

ASES grantees are required to operate programs a minimum of 15 hours per week and at least until 6:00 p.m., beginning immediately upon conclusion of the regular school day. Programs must plan to operate every regular school day during the regular school year.

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
All LAUSD-authorized charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, TTCHS will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and TTCHS 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 § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 have 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 will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools
District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

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 schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are 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.

STAR – Preliminary and Final. (Including Charter Schools)

The usual file including District ID.

Norm day – 2013

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 – 2013 (Including Charter Schools)

All Students enrolled December 1, 2013.

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 2012-13 (Including Charter Schools)

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 from non-SIS schools (Including Charter Schools)

Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS)
which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of
applications which is designed to capture all District student data.

English Learner Instruction

TEACH Tech Charter High School is required to timely identify potential English Learner students and
provide them with an effective English language acquisition program that affords meaningful access to the
school’s academic core curriculum. Instructional plans for English Learners (EL) 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), TEACH Tech Charter High School shall submit a certification
to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan
or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School
chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

TTCHS shall provide to the CSD an annual report of its EL program assessment. Upon request, TTCHS shall provide a copy of its current EL Master Plan to the CSD. TTCHS shall administer the CELDT annually in accordance with federal and state requirements.

**ENGLISH LANGUAGE LEARNERS**

TTCHS will implement LAUSD’s English Learner Master Plan in year 1. The TEACH Tech Charter High School English language support program will consist of five steps: 1) Identification, 2) Assessment, 3) Support Services, 4) Transition, and 5) Monitoring.

1. **Identification:** A home language survey (HLS) will be distributed to every student as part of the enrollment process. The purpose of the HLS is to identify students who come from homes where a language other than English is spoken. The survey will be equitable, comprehensive, and not based on prior assumptions.

2. **Assessment:** Standardized tests such as the California English Language Development Test (CELDT) will be given to each incoming ELL to determine each student’s home language and English language proficiency level. The CELDT will be administered to all new students with a home language other than English (as indicated on their HLS) and to all English learners annually to determine students' individual proficiency level for reclassifying if necessary.

3. **Support Services:** Appropriate language support services will be provided to all students that require them based on teacher observations, performance in English class and the CEDLT. Supports will happen during the Success for All class, Homework Lab and afterschool. Teachers will monitor ELLs through daily reading, writing, and discussion activities to determine each student’s literacy habits and skills. Based on these observations, plans to address the needs will be developed and implemented into the curriculum. Teachers will be encouraged to use the Cognitive Academic Language Learning Approach. This three-pronged approach integrates language learning, academic content, and learning strategies. Language is learned within the context of a lesson. Learning strategies such as prediction, organizing information, and note-taking are taught explicitly and help all students become more effective learners. The EL programs will utilize the same educational content being provided as part of the regular school programs.

4. **Transition:** Once a student gains proficiency in English, TTCHS staff will be responsible for transferring the student out of the EL program and into the regular school program. Reclassify will be based on using LAUSD EL Master Plan guidelines and criteria.
5 **Monitoring:** Students exiting an EL program and into a regular program will be continuously monitored for academic progress. Staff will determine if the regular program is adequately addressing student needs or if further language development is required.

Instruction for TEACH Tech Charter High School students identified as EL will integrate the CA State English Language Development Standards. TTCHS will seek to recruit teachers that hold either a BCLAD or CLAD credential and can use their bi-cultural training to better serve our ELs. Teachers will be well-versed in Specially Designed Academic Instruction In English (SDAIE) and English Language Development (ELD) techniques. If necessary, after-school supplemental programs or summer classes will be available to support EL development.

TTCHS will follow the LAUSD EL Master Plan guidelines for the reclassification of English learners. Reclassification will use these criteria:

- Performance level on the Fall CELDT
- Performance level in Language Arts on the CST
- Performance in the Fall and/or Spring semester in Language Arts
- Teacher observations

TEACH Tech Charter High School shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

TEACH Tech Charter High School shall administer the CELDT annually. TEACH Tech Charter High School shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

**STUDENTS WITH SPECIAL NEEDS**

TEACH Tech Charter High School is committed to the ideals of academic excellence, democratic leadership and personal growth for all students. Our mission includes full inclusion of all students across the range of academic and language achievement from educationally disadvantaged to gifted and talented. Specific special populations we expect to serve include English Language Learners, academically gifted students, academically low-achieving students, students of low socioeconomic status, and students with Individualized Educational Plans (IEPs).

Families enrolling with documented special needs students will participate in discussions with the qualified, certificated staff to identify and assign the specific special needs services and/or programs. Based on data gathered from existing documentation and the TTCHS’ inscription documents, the staff of TTCHS will assign available services for students projected needs. Requests, conferences, and assessments will be documented and kept in students' files.

In the event a student enters TTCHS without records and/or prior assessment and there is a family request or an apparent need for English language enrichment, a Home Language Survey will be completed. If language other than English is indicated on the survey, appropriate testing and ELD level will be utilized to maximize the student's capacity for English language acquisition.
ACADEMICALLY GIFTED STUDENTS

Some students will enter the school better prepared or be able to learn at a faster pace than the majority. TTCHS will use the student cumulative files to determine which students have been identified as gifted students. The mission of TTCHS includes assuring that all students' educational experience is rigorous. This will be accomplished via the educational program components described above:

- Project-based Learning
- Grade-level Advisory
- Block Scheduling with Electives
- Integrated curriculum

Teachers will be prepared to provide additional challenges such as more difficult assignments or additional work for these students with these components. Portfolios and exhibitions will be used in assuring that students are accountable for working up to their potential by customizing expectations to the learner. Students working at different paces will sometimes be paired so that students excelling in a particular subject help students struggling with material that is more challenging. Research shows that people deepen understanding through the process of teaching others.

ACADEMICALLY LOW-ACHIEVING STUDENTS

The progress of all TEACH Tech Charter High School students will be reviewed throughout the year, with progress and concerns recorded in each students Personalized Educational Plan (PEP). Every year at the end of the first quarter, the Fall benchmark assessments are comparing to the outcomes of the previous STAR tests to set the academic goals for the year. The PEP goals for each subject are compared to the goals of the previous year's PEP (if a returning student), and aligned to the school-wide achievement plans.

TTCHS identifies students' performing below grade level through the results of PEP and student work products. Faculty identifies students’ struggling to stay at grade level throughout the year by on-going assessments and monitoring their PEP. The students assigned TTCHS Advisory Instructor is in the lead role to ensure that the PEP is up-to-date, and to interpret the latest information. The Advisory Instructor is supported in this continuous review by the Administrators.

The support provided by TTCHS to all students falls within a range of intervention strategies, presented according to need. If a student is not progressing toward the standards and is between 1.9 and 2.0 grade levels below proficiency, the student will automatically move to Level 2 of support strategies.

These services fall along this scale, according to need:

**Level 1 Support Strategies for All Students**
- Additional instructional time
- Differentiated instruction
- Flexible groupings
- Additional exposure to the information and language being presented in the lesson
- Progress reports to parents/guardians
- Planner checks
- Paraprofessional support
- Focus on accelerating student progress and meeting student needs

**Level 2 Support Strategies for Low-Achieving Students**
- Extended day program for tutoring
- Teacher assistance
- Counseling and parent meetings
- One-on-One Instruction by teachers, paraprofessionals or the Inclusion Specialist
- Peer tutoring
- Additional Focused assignments

**Level 3 Support Strategies for Low-Achieving Students**
- Formal TTCHS Advisory meeting held to determine need for formal assessment for Special Education
- Special education classes providing academic support and learning strategies
- Special education/general education collaboration for instruction and assignments

TTCHS recognizes that there are students who may need additional support within the classroom both academically and behaviorally. The school requires that the teacher make the best use of their resources in the general education classroom before referring a student for consideration of Special Education Services. All TTCHS faculty will be trained in the signs of common learning disorders to increase the likelihood that these needs will be identified. Instruction activities will vary to accommodate different learning styles to draw out students' various strengths. Students' simply needing additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. Students who are not achieving because of distracting issues in their personal lives will have a forum for identifying and discussing issues during their Advisory sessions (described in an earlier section of this element) or one-on-one with staff. When additional interventions are needed, the staff will be proactive in coordinating support services.

The interventions for students who do not have an Individual Education Plan, but for who special education services the school leadership determines may be needed, are described in sections later in this element, and with the procedures for entering students with an IEP. Efforts will be made to assist and support the student in a general education setting before seeking in Special Education services.

In core and non-core academic areas, the central goal for all TTCHS students continues to be for all students to demonstrate academic proficiency in all of the core academic areas. “Proficiency” will be defined as a score of proficient or above on the California Standards Test, and “Satisfactory” evaluations on PEP goals, projects, or presentations. “Proficiency” for students with special needs and students designated as English Language Learners is defined appropriately according to their Individual Education Plans and English proficiency levels, respectively. Performance standards and assessments for students with special needs are adapted as appropriate to their Individualized Education Plans as well. Additionally, performance standards and
assessments for English Language Learner students are in accordance with the state-adopted English Language Development standards and CELDT.

Students arriving with standard scores below grade level in reading and math will be enrolled in supplemental programs such as Success for All Reading Edge and ALEKS, and Study Island. TTCHS is uniquely positioned to use computer-assisted intervention programs that assess students and adapt to their needs in real time. All students are receiving reading instruction at their level of proficiency through the Reading Edge. Students struggling with math computation receive support during and after school via ALEKS, Study Island, and Reading Edge. Identified students are enrolled in after-school tutoring sessions to supplement regular instruction. Tutors will be recruited from local colleges.

Regular progress monitoring is also an essential component of the academic support structure. Student reading and math proficiency are regularly assessed, and the data are used to identify appropriate placements, modify instruction, and identify student needs. (See Elements 2 and 3 of the petition, below).

The progress of all TTCHS students will be reviewed throughout the year, with progress and concerns recorded in each students Personalized Education Plan (PEP)

**STUDENTS OF LOW SOCIOECONOMIC STATUS**

TEACH Tech Charter High School will be committed to meeting the needs of all students who enroll in the school. The school serves a neighborhood where the vast majority of residents are of a low socioeconomic status. Enrollment patterns in the first charter resulted in a demographic that was at least 90 percent FRPM students, which is why SES students are identified by the CDE as a significant subgroup. The academic performance of the school in the first charter demonstrates that the needs of this subgroup are being met by the TTCHS curriculum.

**STUDENTS WITH INDIVIDUALIZED EDUCATIONAL PROGRAMS**

The TEACH Tech Charter High School staff will monitor students to assure that they receive appropriate support services, including special education and/or related services for students with exceptional needs. An important objective of professional development is to assure that teachers and administrators are aware of the breadth of student needs and the ways they are manifested in the classroom. Teachers who skillfully target students' diverse needs through appropriate instruction can do a lot to reduce the need for additional supplemental services. We are committed to create a supportive environment for students with demonstrated needs, and to provide services for those students who have Individualized Education Plans (IEPs).

**SPECIAL EDUCATION SERVICES**

TEACH Tech Charter High School reasserts its commitment as a public school to serve all students enrolled. The share of students with an IEP for TEACH Tech Charter High School during the first charter
has been within the range of 8% to 10%, reflecting the share of the LAUSD. This proportion is expected to remain at TTCHS.

TTCHS has developed a hybrid model for the provisioning of special education services, with one credentialed RSP instructor on staff, and the balance of services contracted via a state registered provider. Collectively, the staff providing special education services bring a rich set of experience to the school, and meet all certification requirements. For this charter TTCHS plans to maintain the hybrid model, projecting the hiring on an additional RSP on staff to accommodate enrollment growth.

CHARTER IMPLEMENTATION PLAN

The implementation from the first charter of TEACH Academy of Technologies serving middle school students to the full implementation of TTCHS charter represents the opportunity to continue the services and formation of the school. Within the TTCHS charter, significant milestones are projected, such as the graduation of the students from high school, achieving full WASC accreditation, reaching full enrollment for all grades, and expansions of the curriculum and programs needed in our community. For WASC accreditation we will make initial contact and attend any required trainings to ensure WASC accreditation. A chart delineating all academic goals can be found in Elements 2/3 of this petition.

TTCHS ACTIONS TO ACHIEVE ANNUAL GOALS

A chart delineating all academic goals can be found in Elements 2/3 of this petition.

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<tr>
<th>STATE PRIORITY / ANNUAL GOAL</th>
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<tr>
<td><strong>STATE PRIORITY #1—BASIC SERVICES—SUB PRIORITY A</strong>&lt;br&gt;The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))&lt;br&gt;• All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; TTCHS Superintendent of Schools will annually review credential status.</td>
<td>Superintendent of Schools and Principal</td>
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<tr>
<td><strong>STATE PRIORITY #1—BASIC SERVICES—SUB PRIORITY B</strong>&lt;br&gt;The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))&lt;br&gt;• All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition and this will be appropriately included in the school budget.</td>
<td>Superintendent of Schools and Principal</td>
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<tr>
<td><strong>STATE PRIORITY #1—BASIC SERVICES—SUB PRIORITY C</strong>&lt;br&gt;The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))&lt;br&gt;• Daily general cleaning by custodial staff will maintain campus cleanliness; annual and monthly facility inspections will screen for safety hazards.</td>
<td>All Staff</td>
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</tbody>
</table>
**STATE PRIORITY #2—IMPLEMENTATION OF COMMON CORE STATE STANDARDS — SUB PRIORITY A**

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

- Identify and participate in intensive professional development and trainings on teaching and learning the CA CCSS.

Superintendent of Schools, Principal, Teachers

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**STATE PRIORITY #2—IMPLEMENTATION OF COMMON CORE STATE STANDARDS — SUB PRIORITY B**

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

- Teachers will support EL students with appropriate instructional support and targeted strategies.

Superintendent of Schools, Principal, Teachers

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**STATE PRIORITY #3—PARENTAL INVOLVEMENT — SUB PRIORITY A**

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

- Each fall, the PAC nominates and elects parents to serve as new members; hold quarterly PAC meetings.

Principal

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**STATE PRIORITY #3—PARENTAL INVOLVEMENT — SUB PRIORITY B**

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

- Administrators will develop a calendar to include Parent Meetings, Back to School Night, and Parent Conferences.

Superintendent of Schools and Principal

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**STATE PRIORITY #4—STUDENT ACHIEVEMENT — SUB PRIORITY A**

Pupil achievement, as measured by all of the following, as applicable:

- CA Measurement of Academic Progress and Performance on statewide assessment
- The Academic Performance Index (API)
- Percentage of pupils who are college and career ready
- Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- EL reclassification rate
- Percentage of pupils who have passed an AP exam with a score of 3 or higher
- Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

Superintendent of Schools, Principal, Teachers

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**STATE PRIORITY #4—STUDENT ACHIEVEMENT — SUB PRIORITY B**

Pupil achievement, as measured by all of the following, as applicable:

- CA Measurement of Academic Progress and Performance on statewide assessment
- The Academic Performance Index (API)
- Percentage of pupils who are college and career ready
- Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- EL reclassification rate
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Superintendent of Schools, Principal, Teachers

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**STATE PRIORITY #4—STUDENT ACHIEVEMENT — SUB PRIORITY C**

Students will have access to coursework that meets the A-G college entrance requirements.

Superintendent of Schools, Principal, Teachers
Pupil achievement, as measured by all of the following, as applicable:

A. CA Measurement of Academic Progress and Performance on statewide assessment
B. The Academic Performance Index (API)
C. Percentage of pupils who are college and career ready
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

**STATE PRIORITY #4—STUDENT ACHIEVEMENT—SUB PRIORITY D**

Pupil achievement, as measured by all of the following, as applicable:

A. CA Measurement of Academic Progress and Performance on statewide assessment
B. The Academic Performance Index (API)
C. Percentage of pupils who are college and career ready
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

- EL students will receive in-class instructional support which includes teacher support; small group instruction; usage of SDAIE and ELD instructional strategies;

**STATE PRIORITY #4—STUDENT ACHIEVEMENT—SUB PRIORITY E**

Pupil achievement, as measured by all of the following, as applicable:

A. CA Measurement of Academic Progress and Performance on statewide assessment
B. The Academic Performance Index (API)
C. Percentage of pupils who are college and career ready
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

- EL students will receive in-class instructional support which includes teacher support; small group instruction; usage of SDAIE and ELD instructional strategies;

**STATE PRIORITY #4—STUDENT ACHIEVEMENT—SUB PRIORITY F**

Pupil achievement, as measured by all of the following, as applicable:

A. CA Measurement of Academic Progress and Performance on statewide assessment
B. The Academic Performance Index (API)
C. Percentage of pupils who are college and career ready
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

- TEACH Tech Charter High School will prepare teachers to lead AP courses and student to pass AP exams. Teachers will participate in on going professional development and attend trainings offered by the College Board.

**STATE PRIORITY #4—STUDENT ACHIEVEMENT—SUB PRIORITY G**

Pupil achievement, as measured by all of the following, as applicable:

A. CA Measurement of Academic Progress and Performance on statewide assessment
B. The Academic Performance Index (API)
C. Percentage of pupils who are college and career ready
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

- Students will be exposed to a rigorous college-ready curriculum while attending TTCHS.

Superintendent of Schools, Principal, Teachers
Pupil achievement, as measured by all of the following, as applicable:

A. CA Measurement of Academic Progress and Performance on statewide assessment
B. The Academic Performance Index (API)
C. Percentage of pupils who are college and career ready
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

STATE PRIORITY #5 — STUDENT ENGAGEMENT – SUB PRIORITY A
Pupil engagement, as measured by all of the following, as applicable:

A. School attendance rates
B. Chronic absenteeism rates
C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.

STATE PRIORITY #5 — STUDENT ENGAGEMENT – SUB PRIORITY B
Pupil engagement, as measured by all of the following, as applicable:

A. School attendance rates
B. Chronic absenteeism rates
C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

Parents and students will be informed of our attendance policies specified in our Student / Parent Handbook given out at the beginning of every year and to in-year enrollees.

STATE PRIORITY #5 — STUDENT ENGAGEMENT – SUB PRIORITY D
Pupil engagement, as measured by all of the following, as applicable:

A. School attendance rates
B. Chronic absenteeism rates
C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community.

STATE PRIORITY #5 — STUDENT ENGAGEMENT – SUB PRIORITY E
Pupil engagement, as measured by all of the following, as applicable:

A. School attendance rates
B. Chronic absenteeism rates
C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

The school will develop a school culture and academic environment that will promote high expectations, including high school graduation.

STATE PRIORITY #6 — SCHOOL CLIMATE – SUB PRIORITY A
School climate, as measured by all of the following, as applicable:

A. Pupil suspension rates
B. Pupil expulsion rates
C. Other local measures, including surveys of pupils, parents, and teachers on the

Team Advisory course to promote family and establish a sense of school connectedness. TTCHS Superintendent of Schools and Principal will monitor suspension and expulsion rates to inform policy and decision making to ensure a
positive school climate.

**STATE PRIORITY #6— SCHOOL CLIMATE – SUB PRIORITY B**
School climate, as measured by all of the following, as applicable:

A. Pupil suspension rates  
B. Pupil expulsion rates  
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

- Team Advisory course to promote family and establish a sense of school connectedness. TTCHS Superintendent of Schools and Principal will monitor suspension and expulsion rates to inform policy and decision making to ensure a positive school climate.  
  
  Superintendent of Schools,  
  Principal,  
  Teachers

**STATE PRIORITY #6— SCHOOL CLIMATE – SUB PRIORITY C**
School climate, as measured by all of the following, as applicable:

A. Pupil suspension rates  
B. Pupil expulsion rates  
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

- TTCHS will devise and administer satisfaction surveys to parents, students, and teachers annually.  
  
  All Staff,  
  Parents,  
  Students

**STATE PRIORITY #7— COURSE ACCESS – SUB PRIORITY A**
The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

- All academic content areas will be available to all students, including student subgroups, at all grade levels.  
  
  Teachers

**STATE PRIORITY #8— STUDENT PERFORMANCE – SUB PRIORITY A**

- Teachers receive data regarding past student performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.  
  
  Principal,  
  Teachers

**STATE PRIORITY #8— STUDENT PERFORMANCE – SUB PRIORITY B**

- Teachers receive dashboards with past student performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.  
  
  Superintendent of Schools,  
  Principal,  
  Teachers

**STATE PRIORITY #8— STUDENT PERFORMANCE – SUB PRIORITY C**

- All students will successfully complete 4 years of Advisory classes. Advisory classes will be designed to help student learn social responsibility.  
  
  Students,  
  Parents,  
  Teachers,  
  Principal
ELEMENT 2 & 3: MEASURABLE PUPIL OUTCOMES & METHOD BY WHICH PUPIL PROGRESS WILL BE MEASURED

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM


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

TEACH Tech Charter High School expects its graduates to demonstrate a mastery of specific subject matter competencies, as detailed by the Common Core State Standards (CCSS) for Reading/Language Arts and Math, and the California State Content Standards for Science, History/Social Science and Fine Arts (until these are updated to CA CCSS). The goals listed below directly relate to the CCSS statewide and local requirements.

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities school-wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control Accountability Plan (“LCAP”)
Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “sub-priorities.”

<table>
<thead>
<tr>
<th>STATE PRIORITY #1—BASIC SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUB-PRIORITY A – TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUB-PRIORITY</td>
</tr>
<tr>
<td>All teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned.</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
</tr>
<tr>
<td>All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; TTCHS Superintendent of Schools will annually review credential status</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
</tr>
<tr>
<td>100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
</tr>
<tr>
<td>Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher</td>
</tr>
<tr>
<td>Sub-Priority B – Instructional Materials</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Goal to Achieve Sub-Priority</strong></td>
</tr>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
</tr>
</tbody>
</table>

| Baseline Performance Level             | None |
| **Methods of Measurement**             | Principal and faculty review all instructional materials before purchase; signed purchase orders; school maintained list of textbooks and supplemental materials. |
| **Frequency**                         | Ongoing |
| **Accountability Personnel**           | Superintendent of Schools and Principal |

<table>
<thead>
<tr>
<th>Sub-Priority C – Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal to Achieve Sub-Priority</strong></td>
</tr>
<tr>
<td><strong>Actions to Achieve Goal</strong></td>
</tr>
<tr>
<td><strong>Measurable Outcome</strong></td>
</tr>
<tr>
<td><strong>Baseline Performance Level</strong></td>
</tr>
<tr>
<td><strong>Methods of Measurement</strong></td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td><strong>Accountability Personnel</strong></td>
</tr>
</tbody>
</table>

**State Priority #2—Implementation of Common Core State Standards**

*Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*

**Sub-Priority A – CCSS Implementation**
<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></th>
<th>Teachers will participate in on-going professional development on the implementation of CA Common Core State Standards (CA CCSS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Identify and participate in intensive professional development and trainings on teaching and learning the CA CCSS</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Annually, 100% of teachers will participate in on-going Professional Development and trainings in CA CCSS</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Professional Development calendar and agendas will serve as evidence of participation by teachers in professional development activities.</td>
</tr>
<tr>
<td><strong>FREQUENCY</strong></td>
<td>Weekly</td>
</tr>
<tr>
<td><strong>ACCOUNTABILITY PERSONNEL</strong></td>
<td>Superintendent of Schools, Principal, Teachers</td>
</tr>
</tbody>
</table>

**SUB-PRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></th>
<th>All students will gain academic content knowledge through the implementation of the CA CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Teachers will support EL students with appropriate instructional support and targeted strategies.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>100% of students will gain academic content knowledge through the implementation of the CA CCSS</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Teacher lesson plans; daily class schedule; class roster and Observations by Administration</td>
</tr>
<tr>
<td><strong>FREQUENCY</strong></td>
<td>Daily, Weekly, Monthly</td>
</tr>
<tr>
<td><strong>ACCOUNTABILITY PERSONNEL</strong></td>
<td>Superintendent of Schools, Principal, Teachers</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #3—PARENTAL INVOLVEMENT**

*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*

**SUB-PRIORITY A – PARENT INPUT**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></th>
<th>Maintain parent representation on the Parent Advisory Council (PAC); Parent Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Each fall, the PAC nominates and elects parents to serve as new members; hold quarterly PAC meetings</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Annually, the PAC will have parent members attending quarterly meetings</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
</tbody>
</table>
METHODS OF MEASUREMENT | PAC meeting agendas and minutes; parent surveys
FREQUENCY | Quarterly
ACCOUNTABILITY PERSONNEL | Principal

<table>
<thead>
<tr>
<th>SUB-PRIORITY B – PROMOTING PARENT PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL TO ACHIEVE SUB-PRIORITY</td>
</tr>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
</tr>
<tr>
<td>FREQUENCY</td>
</tr>
<tr>
<td>ACCOUNTABILITY PERSONNEL</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #4—STUDENT ACHIEVEMENT**

Pupil achievement, as measured by all of the following, as applicable:

A. CA Measurement of Academic Progress and Performance on statewide assessment
B. The Academic Performance Index (API)
C. Percentage of pupils who are college and career ready
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL recategorization rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

**SUB-PRIORITY A – CAASPP, (FORMERLY REFERRED TO AS CALMAPP): ELA/LITERACY AND MATHEMATICS**

<p>| GOAL TO ACHIEVE SUB-PRIORITY | Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate then local schools on the CAASPP, (formerly referred to as CalMAPP) statewide assessment in the area of English Language Arts/Literacy and Mathematics |
| ACTIONS TO ACHIEVE GOAL | Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials |
| MEASURABLE OUTCOME | Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate then local schools on the CAASPP, (formerly referred to as CalMAPP) statewide assessment in the area of English Language Arts/Literacy and Mathematics |</p>
<table>
<thead>
<tr>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
<tr>
<td><strong>FREQUENCY</strong></td>
</tr>
<tr>
<td><strong>ACCOUNTABILITY PERSONNEL</strong></td>
</tr>
</tbody>
</table>

**SUB-pRIORITY B – API**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Classroom instruction will incorporate testing strategies in preparation for the CAASPP, (formerly referred to as CalMAPP)</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education</td>
</tr>
<tr>
<td>Baseline Performance Level</td>
<td>None</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>CAASPP, (formerly referred to as CalMAPP) Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education</td>
</tr>
<tr>
<td>Frequency</td>
<td>Daily</td>
</tr>
<tr>
<td>Accountability Personnel</td>
<td>Superintendent of Schools, Principal, Teachers</td>
</tr>
</tbody>
</table>

**SUB-pRIORITY C – COLLEGE AND CAREER READY**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Students are on track to be college and career ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Students will have access to coursework that meets the A-G college entrance requirements.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>90% of students will graduate from TTCHS completing courses that meet the A-G college entrance requirements</td>
</tr>
<tr>
<td>Baseline Performance Level</td>
<td>None</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>Graduation reports.</td>
</tr>
<tr>
<td>Frequency</td>
<td>Daily</td>
</tr>
<tr>
<td>Accountability Personnel</td>
<td>Superintendent of Schools, Principal, Teachers</td>
</tr>
</tbody>
</table>

**Grade Levels Not Applicable**
## Sub-priority D – EL Progress

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>EL students will advance at least one performance level per the CELDT each academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>EL students will receive in-class instructional support which includes teacher support; small group instruction; usage of SDAIE and ELD instructional strategies;</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>75% of 10-11th grade EL students will have advanced at least one performance level per the CELDT each academic year</td>
</tr>
<tr>
<td>Baseline Performance Level</td>
<td>None</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>CELDT Score Reports</td>
</tr>
<tr>
<td>Frequency</td>
<td>Daily</td>
</tr>
<tr>
<td>Accountability Personnel</td>
<td>Superintendent of Schools, Principal, Teachers</td>
</tr>
</tbody>
</table>

## Sub-priority E – EL Reclassification Rates

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP, (FORMERLY REFERRED TO AS CALMAPP) statewide assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>EL students will receive in-class instructional support which includes teacher support; small group instruction; usage of SDAIE and ELD instructional strategies;</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>Percentage of EL students reclassified as Fluent English Proficient annually will be higher than the District average</td>
</tr>
<tr>
<td>Baseline Performance Level</td>
<td>None</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>CELDT results; Reclassification documents</td>
</tr>
<tr>
<td>Frequency</td>
<td>Daily</td>
</tr>
<tr>
<td>Accountability Personnel</td>
<td>Superintendent of Schools, Principal, Teachers</td>
</tr>
</tbody>
</table>

## Sub-priority F – AP Exam Passage Rate

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Students will take and pass AP exams at a high rate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>TEACH Tech Charter High School will prepare teachers to lead AP courses and student to pass AP exams. Teachers will participate in ongoing professional development and attend trainings offered by the College Board.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>The percentage of pupils that will pass an AP exam with a score of 3 or higher will be higher than the LAUSD average comparison schools’ average.</td>
</tr>
<tr>
<td>Baseline Performance Level</td>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>AP exam pass rates</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>FREQUENCY</strong></td>
<td>Bimonthly, Yearly Review</td>
</tr>
<tr>
<td><strong>ACCOUNTABILITY PERSONNEL</strong></td>
<td>Superintendent of Schools, Principal, Teachers</td>
</tr>
</tbody>
</table>

**SUB-pRIORITY G – COLLEGE PREPAREDNESS/ EARLY ASSESSMENT PROGRAM (EAP)**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-pRIORITY</strong></th>
<th>Students will demonstrate college preparedness pursuant to the EAP.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Students will be exposed to a rigorous college-ready curriculum while attending TTCHS.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>TTCHS will have a higher percentage of students considered college-ready based on EAP results compared to LAUSD comparisons schools.</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>EAP results</td>
</tr>
<tr>
<td><strong>FREQUENCY</strong></td>
<td>Daily</td>
</tr>
<tr>
<td><strong>ACCOUNTABILITY PERSONNEL</strong></td>
<td>Superintendent of Schools, Principal, Teachers</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #5—STUDENT ENGAGEMENT**

Pupil engagement, as measured by all of the following, as applicable:

- **F.** School attendance rates
- **G.** Chronic absenteeism rates
- **H.** Middle school dropout rates (EC §52052.1(a)(3))
- **I.** High school dropout rates
- **J.** High school graduation rates

**SUB-pRIORITY A – STUDENT ATTENDANCE RATES**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-pRIORITY</strong></th>
<th>School will maintain a high ADA rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Annual Average Daily Attendance will be at least 95%</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Monthly, Quarterly, and Annual ADA reports</td>
</tr>
<tr>
<td><strong>FREQUENCY</strong></td>
<td>Monthly, Quarterly Yearly</td>
</tr>
<tr>
<td><strong>ACCOUNTABILITY PERSONNEL</strong></td>
<td>Superintendent of Schools, Principal, Teachers</td>
</tr>
</tbody>
</table>
### SUB-PRIORITY B – STUDENT ABSENTEEISM RATES

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></th>
<th>Students will have a minimum of unexcused absences in any school year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>Parents and students will be informed of our attendance policies specified in our Student / Parent Handbook given out at the beginning of every year and to in-year enrollees</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>80% of enrolled students will have there or fewer unexcused absences during any one school year</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Annual and Monthly absence reports from our student information system.</td>
</tr>
<tr>
<td><strong>FREQUENCY</strong></td>
<td>Monthly, Annually</td>
</tr>
<tr>
<td><strong>ACCOUNTABILITY PERSONNEL</strong></td>
<td>Superintendent of Schools, Principal, Teachers</td>
</tr>
</tbody>
</table>

### SUB-PRIORITY C – MIDDLE SCHOOL DROPOUT RATE (Grade Levels Not Applicable to School)

### SUB-PRIORITY D – HIGH SCHOOL DROPOUT RATES

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></th>
<th>School will retain and promote 9th - 12th grade students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>80% of the 11th and 12th grade classes will be comprised of students who were enrolled at school the prior academic year</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Student re-enrollment documentation as verified by our student information system and CALPADS</td>
</tr>
<tr>
<td><strong>FREQUENCY</strong></td>
<td>Annually</td>
</tr>
<tr>
<td><strong>ACCOUNTABILITY PERSONNEL</strong></td>
<td>Superintendent of Schools, Principal</td>
</tr>
</tbody>
</table>

### SUB-PRIORITY E – HIGH SCHOOL GRADUATION RATES

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></th>
<th>School will have a high percentage of graduates in comparison to other high schools in the same zip code. We will graduate at a higher percentage than schools in the same area, state and local district percentages.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>The school will develop a school culture and academic environment that will promote high expectations, including high school graduation.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>95% of seniors will graduate TTCHS meeting exceeding the A-G college entrance requirements.</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>High school graduation records</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>FREQUENCY</strong></td>
<td>Annually</td>
</tr>
<tr>
<td><strong>ACCOUNTABILITY PERSONNEL</strong></td>
<td>Superintendent of Schools, Principal, Teachers</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #6 — SCHOOL CLIMATE**

School climate, as measured by all of the following, as applicable:

- D. Pupil suspension rates
- E. Pupil expulsion rates
- F. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

**SUB-PRIORITY A — PUPIL SUSPENSION RATES**

**GOAL TO ACHIEVE SUB-PRIORITY**

School will maintain a low annual suspension rate

**ACTIONS TO ACHIEVE GOAL**

Team Advisory course to promote family and establish a sense of school connectedness. TTCHS Superintendent of Schools and Principal will monitor suspension and expulsion rates to inform policy and decision making to ensure a positive school climate.

**MEASURABLE OUTCOME**

Annually, 2% or fewer of all enrolled students will be suspended

**BASELINE PERFORMANCE LEVEL**

None

**METHODS OF MEASUREMENT**

Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report

**FREQUENCY**

Monthly, Annually

**ACCOUNTABILITY PERSONNEL**

Superintendent of Schools, Principal, Teachers

**SUB-PRIORITY B — PUPIL EXPULSION RATES**

**GOAL TO ACHIEVE SUB-PRIORITY**

Charter School will maintain a low annual expulsion rate

**ACTIONS TO ACHIEVE GOAL**

Team Advisory course to promote family and establish a sense of school connectedness. TTCHS Superintendent of Schools and Principal will monitor suspension and expulsion rates to inform policy and decision making to ensure a positive school climate.

**MEASURABLE OUTCOME**

Annually, 2% or fewer of enrolled students will be expelled

**BASELINE PERFORMANCE LEVEL**

None

**METHODS OF MEASUREMENT**

Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report

**FREQUENCY**

Monthly, Annually
<table>
<thead>
<tr>
<th><strong>ACCOUNTABILITY PERSONNEL</strong></th>
<th>Superintendent of Schools, Principal, Teachers</th>
</tr>
</thead>
</table>

**SUB-PRIORITY C OTHER – SCHOOL CONNECTEDNESS**

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE SUB-PRIORITY</strong></th>
<th>Students, parents and teachers will feel a sense of community and connectedness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>TTCHS will devise and administer satisfaction surveys to parents, students, and teachers annually.</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Annually, an approval rating of 85% or higher on student and family surveys</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Survey reports</td>
</tr>
<tr>
<td><strong>FREQUENCY</strong></td>
<td>Annually</td>
</tr>
<tr>
<td><strong>ACCOUNTABILITY PERSONNEL</strong></td>
<td>All Staff, Parents, Students</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #7— COURSE ACCESS**

*The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.*

*“Broad course of study” includes the following, as applicable:*

- Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
- Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

<table>
<thead>
<tr>
<th><strong>GOAL TO ACHIEVE PRIORITY</strong></th>
<th>Students, including all student subgroups and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s charter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACTIONS TO ACHIEVE GOAL</strong></td>
<td>All academic content areas will be available to all students, including student subgroups, at all grade levels</td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
<td>Annually, 100% of students, including all student subgroup, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>Student, teacher, course, and grade level schedules</td>
</tr>
<tr>
<td><strong>FREQUENCY</strong></td>
<td>Daily</td>
</tr>
<tr>
<td><strong>ACCOUNTABILITY PERSONNEL</strong></td>
<td>Teachers</td>
</tr>
</tbody>
</table>

**STATE PRIORITY #8— STUDENT PERFORMANCE**
## Sub-Priority A - Internal Assessment

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-Priority</th>
<th>Actions to Achieve Goal</th>
<th>Measurable Outcome</th>
<th>Baseline Performance Level</th>
<th>Methods of Measurement</th>
<th>Frequency</th>
<th>Accountability Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth is 10 percentage points, or one proficiency band, or 1.5 percentage points if already advanced. Students demonstrate growth on Benchmark Assessments.</td>
<td>Teachers receive data regarding past student performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.</td>
<td>Growth and achievement on internal benchmark assessments.</td>
<td>Students will show consistent growth on baseline assessments until they reach proficiency. Once proficiency is reached students are expected to grow 1.5 percentage points.</td>
<td>TEACH Tech Charter High School internal benchmark assessments.</td>
<td>Monthly</td>
<td>Principal, Teachers</td>
</tr>
</tbody>
</table>

## Sub-Priority B - Growth

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-Priority</th>
<th>Actions to Achieve Goal</th>
<th>Measurable Outcome</th>
<th>Baseline Performance Level</th>
<th>Methods of Measurement</th>
<th>Frequency</th>
<th>Accountability Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate expected growth and achievement on CAASPP, (formerly referred to as CalMAPP).</td>
<td>Teachers receive dashboards with past student performance and expectations for future performance. Teachers/leaders augment instructional activities and efforts based on students expected performance relative to the proficiency standard.</td>
<td>Consistent with state requirements, all students will reach growth expectations. Initial expectations for achievement will be based off State determined AMO, but augmented as results become clear with Common Core. (reasonableness of goals assessed annually)</td>
<td>None</td>
<td>CAASPP, (formerly referred to as CalMAPP) Reports; reports by student, classroom, and school levels, with filters available for academic cohort, critical sub-groups.</td>
<td>Weekly</td>
<td>Superintendent of Schools, Principal, Teachers</td>
</tr>
</tbody>
</table>

## Sub-Priority C - Social Responsibility Domain

| Goal to Achieve Sub-Priority | Actions to Achieve | |
|------------------------------|-------------------|
| All students will demonstrate a commitment to be better citizens, at school and in their community. | All students will successfully complete 4 years of Advisory |
Outcome Goals – Skills, Knowledge, and Aptitudes

TEACH Tech Charter High School will be a high performance school that will deliver a consistent educational environment and experience for students—preparing every student with the skills, experience, and knowledge to enter college. Our measure for success for students enrolled for four years is that:

- 100% of students will graduate from high school meeting or exceeding LAUSD graduation requirements to receive a high school diploma.
- 100% of students at TEACH Tech Charter High School from grades nine through twelve will pass the California High School Exit Examination and will be prepared for college—passing University of California and California State University A-G requirements.
- College/university.

In order to best serve our students and community, TEACH Tech Charter High School will continue to examine and refine its list of student outcomes over time to reflect the school’s mission and any changes to state or local standards that support such mission. The school will submit to the district any changes to the listed student outcomes. Understanding that TEACH Tech Charter High School is responsible for following the California State Standards and NCLB for students in grades 9-12, specific emphasis is placed on those standards, which prepare students for entry into and success in college. These include all or part of the following:

- 90% of graduates will be accepted and will make the transition to some level of post-secondary education, continuing on to community college, trade school or vocational training, or a four-year

<table>
<thead>
<tr>
<th>Curricular Focus</th>
<th>Measurable Outcomes</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>• Students will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works.</td>
<td>English – Grades 9-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>American Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contemporary Composition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Composition</td>
</tr>
<tr>
<td>Mathematics</td>
<td>• Students will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.</td>
<td>Geometry Integrated Math I, II, III Pre Calculus</td>
</tr>
<tr>
<td></td>
<td>• Students will be able to use geometric skills and concepts. They will be able to construct formal, logical arguments and proofs in geometric settings and problems.</td>
<td>Statistics Statistics A.P. Calculus A/B</td>
</tr>
<tr>
<td></td>
<td>• Students will gain experience with algebraic solutions of problems, including the solution of systems of quadratic equations, logarithmic and exponential functions and the binomial theorem, and the complex number system</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Students will be able to use trigonometric functions and the ability to provide basic identities regarding</td>
<td></td>
</tr>
</tbody>
</table>
### Curricular Focus

<table>
<thead>
<tr>
<th>Course</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological/Physical Science</td>
<td>Students will demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology.</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view. Students will demonstrate an understanding of American history, government, economics and a belief in the values of democracy and capitalism.</td>
</tr>
<tr>
<td>Foreign language and literature</td>
<td>Students will demonstrate the ability in a foreign language to read with comprehension, write with clarity and speak with meaning, as well as possess familiarity with literary works.</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>Students will demonstrate some facility with a fine or performing art. Students will understand the place of art in society.</td>
</tr>
<tr>
<td>Community Service</td>
<td>Students will demonstrate that they are active members of their community. Students will participate in meaningful community volunteer efforts.</td>
</tr>
<tr>
<td>Health Education</td>
<td>Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well being through healthy physical, social and mental habits.</td>
</tr>
</tbody>
</table>

In addition, students at TEACH Tech Charter High School will foster lifelong learning and interpersonal skills. All service learning activities will include assessments and reflection on students' core subject knowledge as well as the following life skills, including:

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration and Cooperation</td>
<td>Gain knowledge of and demonstrate the managerial, adaptive, and associative skills appropriate to their level</td>
</tr>
<tr>
<td>Self-assessment</td>
<td>Assess themselves, be aware of their status, and accordingly change their own behavior and attitudes</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>Learn to set their own short-term and long-term goals in keeping with their own goals and abilities</td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving</td>
<td>Learn to be effective problem solvers and</td>
</tr>
</tbody>
</table>
### Self-discipline
- Develop advanced critical-thinking skills
- Learn to control their behavior at all times while respecting and upholding the values of the community

### Technology
- Be familiar with current technology and use technological tools appropriately in their school work and community service.

### CAHSEE Score Goals
100% of students will pass the CAHSEE by graduation. 75% will pass with proficiency in the ELA or Math portions of the exam.

The passage rate first time takers will be 85% in English and math and 95% for those taking the exam a second time.

### Graduation Rate Goals
100% of 12th grade students will graduate from TEACH Tech Charter High School.

### Average Daily Attendance
95% of students will attend school on a daily basis.

### Individual Student Progress, Reporting, and Communication
Student progress reports and report cards are an important record of student progress, where assessment results are interpreted clearly, meaningfully and consistently. Because of TEACH Tech Charter High School's commitment to standards-based grading, student assessment through the grading process will be highly correlated to proficiency levels on the California Content Standards. Student progress reports and report cards create a succinct written record of student performance by compiling data from multiple assessments. Progress reports/report cards are one of several ways to keep parents, faculty, administration and Board members informed about student performance, and insure that data collection is regular and consistent. Additionally, student and teacher attendance and retention rates are also monitored, as these are closely related to student success. Progress report/report cards are distributed eight times a year.

The school will also provide a variety of opportunities for parents and teachers to meet and discuss student progress. This will occur on a formal basis through scheduled parent conference days, as well as on an “as needed” basis throughout the school year.

Teachers meet throughout the year in Professional Learning Communities to discuss assessment results within subject areas, by grade levels, as a whole staff, and in dialogue with students, parents, and administrators. These conversations are used to improve curriculum and instruction as well as to evolve the assessment process itself. Additionally, students also conduct ongoing self-assessments in class.

TTCHS will also use the following tools to measure student progress.

- **Placement Exams:** All freshman and new students will be given placement exams, including the CELDT (for English Language Learners), a diagnostic test for Math, and a diagnostic for Spanish. These results will better enable the teachers to set individualized intervention programs for the students at the beginning of the year and ensure proper placement in courses. **Annually**
- **State-Required Tests:** All state required tests including CST, PFT, CAHSEE, and CELDT (for English Language Learners). **Annually**
- **Other Standardized Tests:** PSAT beginning in 10th grade and AP tests for those students enrolled in AP courses. **Annually**
- **Traditional Classroom Assessments:** Quizzes, essays, projects and presentations. Some **Weekly, Some Monthly**
- **Formal Interim Assessments:** Common standards-based formative assessments, aligned to curriculum, for each major academic content area. Every core academic class will administer mid-term exams. **Quarterly**
- **Final Exams/Summative Assessments:** Common standards-based summative assessments, aligned to curriculum, for each major academic content area. Every core academic class will administer final exams at the end of the course. **Bi-Annually**
**GRADE COMPUTATION**

TTCHS courses are graded using a A-F grading scale. Progress reports are issued monthly and report cards are issued twice a year. TTCHS will use school-generated Student Progress Reports. Teacher grade-books are kept electronically, using the application, Grade Keeper, Data Director, PowerSchool and other accepted recording and documentation. All specific information regarding students’ grades are made available to the respective parents and other TTCHS staff upon request.

The teachers will use the standard “4-point” grading scale. Grades will be determined by demonstrated proficiency on assignments, projects, and assessments that are linked to the California State Content standards. In order to compute a student’s Grade Point Average, the following equivalencies will be used:

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Number equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Students are required to complete at least a “C” average in each Class.

**Equivalencies for Advanced placement (AP) courses using the following scale.**

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Number equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
</tr>
</tbody>
</table>

Students are required to complete at least a “C” average in each AP Class. In addition, written permission from the student’s advisor will be needed to enroll in an AP class. Students who do not earn a C will have to repeat the course. Before the final failing grade is entered students are offered tutoring and small group support to improve grades.

**CALIFORNIA HIGH SCHOOL EXIT EXAM**

Education Code Section 60850a authorized the development of a high school exit examination in language arts and mathematics based on California content standards. It is understood by the TEACH Tech Charter High School that all students must pass both the English Language Arts and Mathematics section of California High School Exit Exam (CAHSEE) to be eligible to receive a diploma from a public
TEACH Tech Charter High School will offer multiple opportunities to retake the exam within the appropriate testing window.

School-wide Report of Regarding Annual Progress
TEACH Tech Charter High School will prepare an annual accountability report with multiple elements reflecting on the school’s performance toward meeting the provisions of the charter, including student achievement goals. The report will be available on the school’s website and in hardcopy form to all stakeholders, including LAUSD. The entire school community will be responsible for meeting student progress as it relates to academic achievement.

STUDENT ACHIEVEMENT
TEACH Tech Charter High School will implement a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Students will be assessed regularly throughout their years at TEACH Tech Charter High School through a variety of methods. Student content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. The approach to assessment will be conducive to benchmarking students against themselves, evaluating groups of students, and assessing the school on an annual basis, using local, state, and national standards. TEACH Tech Charter High School will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.

STANDARDIZED TESTING
TEACH Tech Charter High School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. If TEACH Tech Charter High School does not test with the District, 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.

Assessment at TEACH Tech Charter High School will be fully integrated into teaching and learning. Assessments will guide the course of instruction. Students will demonstrate they can integrate knowledge, skill, and analysis to produce authentic work. They will have the opportunity to synthesize information across disciplines and evaluate their own learning and progress. Examples of such work at TEACH Tech Charter High School will include essays, performances, debates, staged conferences, presentations, and community service projects.

All the data for each student will be summarized within a Personalized Educational Plan (PEP). The PEP will form the primary document to record progress, as well as to record annual commitments from the Advisory Team formed by the student, the student’s parent(s), and the instructor to which TTCHS Advisory the student is assigned. TTCHS Advisory and PEP is described in Element 1.

METHODS TO MEASURE STUDENT OUTCOMES
TEACH Tech Charter High School will use the following methods to assess student progress and fulfillment of
instructional objectives:

- **School wide Quarterly Assessments, in all core subjects**, will be utilized to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students. In science and social studies, quarterly assessments will be designed using a test-generator tool from Data Director or an equivalent program. Test generated tools will be monitored by the Superintendent of Schools and the Principal. This resource will allow teachers to input standards they have addressed for the quarter into a system that will then generate standards-based test items. In the case where two teachers teach the same grade level and content area, they will collaborate to ensure pacing alignment and common test design. The results of these assessments will be used in conjunction with teacher-created assessments to monitor student progress on at least a quarterly basis.

- **Classroom Assessment** will provide ongoing analysis of student progress on a daily basis. Each lesson will incorporate some form of assessment to determine whether the objectives of that lesson were met. Daily assessment will be documented in the form of class work and activities and will be recorded in teacher grade books. Teachers will monitor student progress through exams, essays, research projects, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments will reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents will be informed of their child’s progress and report cards will be sent home quarterly. Teachers will be encouraged to provide a narrative report in addition to a letter grade for each student. Teacher teams will meet weekly to discuss the progress of students in their cohort. These meetings will allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.

- **Digital Portfolios that reflect schoolwide ESLRs and state standards** provide students with the opportunity to reflect upon and demonstrate their learning. Students at TEACH Tech Charter High School will document their mastery of standards in the 21st Century through academic portfolios. Portfolios will be a collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student’s growth and progress. Students will engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students will analyze their academic progress and with a teacher set new short and long term goals. Student portfolios will be evaluated by teachers and staff according to a predetermined scoring rubric.

- **Capstone Projects and Presentations of Learning** at the end of each semester will demonstrate student learning across disciplines. Students will work in extended project blocks during the last week of each semester. Capstones and Presentations of Learning may take the form of an exhibit, community project, or theatrical presentation. Students in the 9th grade might create stops along the Silk Road complete with the cultural-historical conditions, maps and distance calculations, scientific discoveries, and stories found along the way. Students in the 10th grade might stage a demonstration and debate that compare the scientific and technological changes of the current age with those of the Scientific Revolution through the modern age complete with an analysis of the impacts on science and society. Students in the 12th grade might complete a service learning project on the technology divide...
and its impact on freedom, equality, economics and democracy complete with surveys, data analysis and a proposal presented to local authorities.

TEACH Tech Charter High School staff will refine a rubric for evaluating student performance for the capstone and presentations of learning projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts will all take part providing constructive critique and assessment of capstone projects.

- **State Standardized Testing:** Students will be expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Standardized Testing and Reporting (STAR) exams.

  o TTCHS Data Dashboard: Beginning in 2014-2015, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and CST data.
  o CAASPP, (formerly referred to as CalMAPP) will be mailed to our school, and in turn TTCHS mails individual data results home to the student’s parents. Parents and others can also access CST school data by using the California Department of Education website, Dataquest.
  o CELDT— the California English Learners Development Test, is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.
  o API, the Academic Performance Index, is determined by the state. Our students’ scores on the STAR and additional demographic statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting Adequate Yearly Progress.

The purpose of the TTCHS assessments is to support and guide the learning process. Assessment also clarifies those areas that need further development, and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students’ abilities at a given time in order to differentiate instruction based on individual needs.

At TTCHS assessments are a means of measuring each student's progress according to clearly recognizable standards. It is a source of motivation for the students and a guide for helping them achieve personal expertise while being carried out in a spirit of collaboration that provides positive reinforcement to the student. TTCHS will use these measurements to assess the extent to which all students demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in TTCHS' educational program. Furthermore, these assessment tools will provide structure and guidance to teachers to drive classroom instruction. The Administrators and teachers will be accountable to the students, parents, our community, LAUSD, and the state for student progress and student achievement.

**Assessment Methods**

Teacher-led assessment design is tempered by the need for common assessments that allow for collaborative data analysis, examination of student work, and progress monitoring. In order to meet this need, all content areas administer common objective assessments. In ELA and math, the assessments are externally designed
(Gates MacGinitie and 4Sight for ELA & Math, and ALEKS for Math). In Science and Social Studies, teachers have in the past worked together to develop standards-based assessment items. Teachers will use the test-item generator function of Data Director to input standards and automatically produce professionally designed test items that help predict performance on the CST. In this way, all four core content areas will have objectively designed assessments that they will administer quarterly, as well as teacher and textbook designed assessments to be used formatively (daily and weekly) and summatively (capstone and presentation of learning projects, etc.). As described under the section on exiting Program Improvement, all teacher-designed assessments, including the Capstone and POLs projects are designed based on an analysis and alignment to the state content standards.

**Assessment Benchmarks**

Students scoring 80% or above on quarterly, portfolio, classroom, and/or capstone project assessments will have mastered the standards aligned to the specific assessment. Students scoring between 50-80% are still at an instructional level and students scoring below 50% will receive additional interventions.

**Longitudinal Data Analysis**

TEACH Tech Charter High School staff will monitor student and school progress through the collection of all academic assessments, teacher assessments, student portfolios, state tests, and projects through software such as PowerSchool and Data Director. This data will be analyzed on an annual basis and compared to previous years’ data to determine student progress and the effectiveness of the school curriculum. This information will be used to drive instruction. In addition to reviewing multiple forms of data on an annual basis, the TEACH Tech Charter High School leadership team will hold quarterly data and strategic planning meetings (coinciding with the administration of quarterly assessments) in order to study student achievement data and make mid-course adjustments.

Administrators along with lead teachers will examine the following data in order to identify students at risk of failing and patterns of achievement across classrooms:

- Attendance
- Discipline (suspension and referrals)
- Quarterly test scores
- Grades
- IEPs if applicable
- CAASPP, (formerly referred to as CalMAPP) and CELDT scores

The use of Data Director will facilitate an examination of all of this data, as the leadership team will be able to quickly generate school, grade-level, class, and student-level reports, as well as a comprehensive profile of each student.

If students are not meeting targets, depending on the nature of the issue (class or grade-wide pattern or individual student issue) the leadership team will take proactive and immediate steps to remedy the issue through an SST, referral to, teacher training, classroom observation, rescheduling, after school tutoring and
other intervention program, or any other intervention that is deemed appropriate for the given case. Conversely, in cases where the data has demonstrated individual student gaps, students will be referred to tutoring, where they will receive tutoring in a 5:1 ratio and 1:1 support from teachers during lunch and nutrition, and from tutors after school.

As part of the monitoring process, teachers will hold quarterly meetings with parents to discuss student progress based on Data Director reports.

CAASPP, (formerly referred to as CalMAPP) Students will engage in daily test preparation throughout the year in all subjects by completing daily warm-up activities that include problems modeled on the CDE Released Test Questions. Furthermore, in the 2 months leading up to testing, all students practice test problems and reinforce standards-based skills through Study Island, ALEKS, NWEA MAP, Data Director Item Bank and CAASPP, (formerly referred to as CalMAPP).

Students will be prepared to take the state tests through their participation in the school’s standards-based instructional program. In addition, just prior to the test, teachers will work with students to familiarize them with the test format and develop effective strategies for taking the test. Programs such as Kaplan and Measure Up will be considered as resources for test preparation support.

**GRADING POLICY**

Students have regular end-of-course examinations, performances, projects, papers, research reports, as well as mid-course assessments that are graded using a collaboratively designed four-point proficiency rubric, which translates easily to a letter-grade system. Letter grades ranging from A to F are given for all courses. The school will explore a transition to a four-point grading system for report cards as well. Teachers will determine the deadlines for submission of missing work as well as consequences and final grades when students fail to complete missing work. TEACH Tech Charter High School will follow a two semester calendar. Three progress reports and one summative report card are given each semester. All grades reflect student proficiency on grade-level standards, as well as work habit and citizenship grades (assigned separately from standards proficiency to reflect effort, compliance, and completion of work). All teachers will work collaboratively to align their grading criteria and ensure consistency throughout the school. Quarterly assessments (approximately every five to seven weeks) given by teachers will provide timely feedback for parents and teachers regarding student progress.
ELEMENT 4: GOVERNANCE

CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION

TEACH Tech Charter High School will exist as a legally and operationally independent nonprofit entity incorporated as TEACH Inc. an independent California Nonprofit Public Benefit Corporation with its own Board of Directors. The affairs of the nonprofit corporation are managed and its powers exercised under the Board’s ultimate jurisdiction.

TEACH Tech Charter High School will be governed pursuant to the Articles of Incorporation and bylaws adopted by the incorporators, and subject to the limitations of the California Nonprofit Public Benefit Corporation Law. TEACH Tech Charter High School agrees to comply with all laws that apply to public agencies, and all federal laws and regulations and state codes as it pertains to charter schools. TTCHS shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of the TTCHS’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

TEACH Tech Charter High School / TEACH, Inc. and its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

BOARD OF DIRECTORS

The Board of Directors has legal and fiduciary responsibility for TEACH Tech Charter High School / TEACH, Inc. The Board is responsible for providing fiscal accountability by approving and monitoring the budget. The Board will ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities (for non-district sites), fundraising, and overseeing that school resources are managed effectively. This goal will be accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary, dismissing the Principal

The Board is currently made up of a high school educator, parent representative, representatives of community-based organizations. The minimum number of Board members is 5 and the maximum is 11.

The TEACH Tech Charter High Schools development team has designated the composition of the Board, a minimum of 5 and a maximum of 11. Subsequent board members will be nominated by any member of the community and will be elected by a simple majority of current board members. Board member selection, terms of service, and number of members are regulated in accordance with the bylaws. The Board will meet in accordance with the bylaws, once a month.

TEACH Tech Charter High School will post meeting notices at the school and in the community in advance of all Board meetings to be held monthly, in accordance with the Brown Act. The school will distribute agendas to parents of students and in the community. A scribe will record all meeting minutes and publish them for all stakeholders to view. Minutes will be posted at the school site and on the website.
CURRICULUM STEERING COMMITTEE

A curriculum steering committee will be formed during the initial phase of the TEACH Tech Charter High School. This committee will include teachers, parents, community leaders, and academic partners as members and will meet quarterly. New members are recommended by current members. Additionally, potential members go through an application and interview process. Academic partners will include The School Redesign Network at Stanford University and representatives from the University of California Los Angeles (UCLA) and California State University, Los Angeles (CSLA), (CSUDH) and The University of Southern California. The role of the academic partners serve as external evaluators, share best practices and provide current research. In addition, TEACH Tech Charter High School will partnership with Young Eisner Scholars where staff is collaborating in developing and addressing curriculum in the area of social emotional intelligence for high school students. The primary mission of the committee will be to uphold our definition of the 21st century educated person and prepare our students to strive toward this goal. The permanent nature of the committee (though members may come and go) allows this goal to remain relevant and its definition to evolve over time. The committee will work closely with school administration and will make recommendations to the school’s teaching team. Additionally the committee will design and present A-G courses based on CAL State / UC requirements.

PARENTAL INVOLVEMENT

One of the primary predictors of student success is parent involvement in the education of their children. Parents of TEACH Tech Charter High School students are encouraged and expected to participate in the educational experience of their child(ren). TEACH Tech Charter High School will create a school culture where parents and families are embraced as partners in the education of each child.

Teachers and staff will receive ongoing training in the importance of parent involvement and specific strategies to enhance their partnership. Teachers will be encouraged to build relationships with the families of their students and receive resources for reaching out to parents.

The school will provide translation services and materials in the child’s home language to ensure effective communication. Staff will receive ongoing training on quality parent services. TEACH Tech Charter High School will implement administrative procedures to measure the level of parent satisfaction with school staff.

TEACH Tech Charter High School will convene a Parent Advisory Council, an advisory only council, and will encourage and provide training to parents on how to participate in school governance. The school will create activities that involve parents in the education of their children at school and in our community.

Equally important, TEACH Tech Charter High School will provide ongoing parent education classes and workshops. For example, some of the activities focuses on helping parents understand how to: create a home environment that encourages learning; express high expectations for their children; and help their children form a vision for their own future. Other activities will teach parents the significance of their involvement in the school.

TEACH Tech Charter High School will encourage its parents to participate in the parent initiatives, which will provide ESL and literacy classes, workforce training, and immigration services, as well as health education to parents.
Prior to admission all parents/guardians are encouraged to a) attend an orientation; and b) sign a non-binding contract indicating they understand the TEACH Tech Charter High School philosophy, program, targeted outcomes, and accept the responsibilities of parent involvement/partnership. Contracts for parents/guardians of all students will require their involvement in and support of their child(ren)’s educational experiences. The parent/guardian commitment will address the following:

- Work with the child at home with homework, projects, etc.
- Maintain positive and effective communication with the teacher and staff.
- Ensure that their child attends school on a regular basis and arrives on time.
- Enforce the school code of conduct with their child (i.e. wearing the uniform (see below TEACH Tech Charter High School Uniform Policy), uniform bottom, polo shirt with the TTCHS logo, and closed toe footwear).
- Enroll their child in academic enrichment programs (After School Institutes Saturday classes, etc.) if the school deems it necessary.
- Attend at least two parent workshops during the school year.
- Volunteer at the school.

**TEACH Tech Charter High School Uniform Policy**

We believe that student attire affects the learning environment of the school campus. All students are expected to arrive to school ready to learn, wearing a clean, ironed, neat, in good repair and appropriate for their placement uniform. It is expected that a high level of personal hygiene will be maintained at all times. TTCHS relies upon the good judgment and taste of both students and families with respect to grooming and appearance. The following uniform requirements apply to all students of TTCHS. Special considerations for families that cannot provide the uniform are outlined below.

- Uniform items, including pants, must be no smaller/larger than one size of the students’ regular clothing size.
- Head/hair accessories such as hats, bandanas, and beanies are not to be worn.
- No attire may be worn that may be a distraction. Distracting attire includes but is not limited to: accessories such as extra clothing pieces, and excessive and/or large pieces of jewelry, body piercing except for earrings (no mouth, tongue, lip, eyebrow, neck, wrist, cheek or nose piercing allowed.
- No visible tattoos are allowed. Clothing must cover tattoos at all times, even during free dress days.
- Shirts must be tucked in at all times.

**Uniform Description**

**Shirts: Collared TTCHS Logo Shirts ONLY.**

- Colors:
  - White (9th & 10th grades), Dark Gray (11th grade), Black (12th grade)
- Shirts must fit appropriately - neither too tight nor too loose.
- T-Shirts/undershirts must be plain white under a white shirt, plain white or dark gray under a dark gray shirt and plain white or black under a black shirt.
• A long-sleeved undershirt/t-shirt of the same color as the uniform shirt may be worn beneath the uniform shirt.

**Pants, Shorts or Skirts:** Only uniform pants such as “Dickies” or “Dockers” are allowed. Pants must fit appropriately, neither too tight nor too loose. Skirt or shorts must be of appropriate length (no more than 3 inches above the knee).

• Colors:
  o Khaki (9th grade), Black (10th & 11th grades), Khaki or Grey (12th grade)

**Shoes:** must be closed-toed. Crocs and other similar shoes are not allowed.

• Colors:
  o Solid color black, brown or white shoes only – no other colors will be accepted.

**Jackets:** Only TTCHS logoed zippered or button-down jackets are allowed.

• Exception: Zippered or buttoned college logo jackets (i.e. UCLA, USC) will be allowed on Thursdays only

**Physical Education Uniform**

All students enrolled in physical education must have a tan colored TTCHS T-shirt to wear for class. Shorts or sweatpants must be black and of appropriate length (no more than 3 inches above the knee) with no logos, letters and/or designs on them. A supervised facility for changing with separate areas for boys and girls will be available. The physical education uniform is only to be worn for P.E. Students will be required to change back into the school uniform when the class ends each day.

**Prohibited Clothing**

The following clothing items are expressly prohibited:

• Sweatpants
• Pullover hoodies
• Jeans (in place of the uniform pants)
• Tight jeans or skinny jeans
• Low rise and/or hip-hugger pants
• Short shorts, skirts or any clothing that does not properly cover the body
• Low cut or see-through blouses, bare midriffs, tube, halter tops, or spaghetti straps
• Tank tops, net tops, mesh jerseys and muscle shirts
• Bicycle shorts or boxer shorts worn alone
• Lewd or profane clothing or clothing that exhibits prejudice or makes fun of racial, ethnic, gender, cultural, sexual orientation or religious groups
• Clothing that advertises illegal or controlled substances, alcohol, tobacco, or marijuana
• Any clothing that may be construed as having gang-affiliation, including but not limited to plain white t-shirts, colored shoelaces, initialed belt buckles, “sagging”/oversized clothing, or belts.
• Metal accessories, including, but not limited to, utility chains and studded collars, that may cause harm to others
• Sports jerseys or other clothing with sports logos
• Hats, and beanies

Out of Uniform Consequences

Parents will be contacted immediately if the student is not adhering to the uniform policy. Students will be issued a temporary uniform shirt. Parents are responsible for covering the cost of any new shirt provided to a student without uniform. Students observed wearing prohibited clothing to school will be required to turn it in to school personnel. Items will be returned to the owner’s parent or guardian. If items not claimed within a month, they will be donated to a nonprofit organization. The staff of TTCHS will conduct daily uniform checks. Please contact our school, in case you have questions regarding the uniform.

TEACH Tech Charter High School Uniform Policy – Extraneous Circumstances

TTCHS understands the financial constraints of our demographic and will provide at no cost to the family one logoed shirt per semester and one full PE uniform per year. Families will not have to provide any statement of need, they will just have to speak with the Parent Coordinator.

COMMUNITY INVOLVEMENT

TEACH Tech Charter High School will work closely with established community based organizations in the South Los Angeles area to ensure community participation and maximize the resources available to students and families.

• Boys and Girls Club
• YMCA
• South Los Angeles Organizations
• LAPD
AMENDMENTS TO THE CHARTER

Any amendments to TEACH Tech Charter High School’s bylaws or the bylaws of a “parent” nonprofit corporation that affect or impact the charter or school operations must be approved through the District’s petition amendment process.

GRIEVANCE PROCEDURE FOR PARENTS AND STUDENTS

TEACH Tech Charter High School will 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 TEACH Tech Charter High School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. TEACH Tech Charter High School will 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 which would be prohibited by Title IX or Section 504.

TEACH Tech Charter High School will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

**LEGAL AND POLICY COMPLIANCE**

TTCHS shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

**RESPONDING TO INQUIRIES**

TEACH Tech Charter High School and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. TEACH Tech Charter High School and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to TEACH Tech Charter High School operations is received by the District, the TEACH Tech Charter High School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

TTCHS shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by [Charter School]. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

**CODE OF ETHICS**

Our mission is to educate all students to their maximum potential. Our success depends on our teamwork, trust and commitment. Our Code of Ethics is intended to help us achieve success by setting common expectations and increasing trust, commitment and teamwork within TEACH Tech Charter High School, and the community.

**CORE PRINCIPLES**

To help us achieve our mission, we are committed to three core ethical principles:

- Commitment to Excellence
- District and Personal Integrity
- Responsibility

**TRANSFER OF STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.
Purpose

Our Code of Ethics helps develop trust by describing what the public can expect from us, and what we can expect from each other and our school community. It is central in our school’s commitment to help school personnel achieve the highest ethical standards in their professional activities and relationships. Our goal is to create a culture that fosters trust, commitment to excellence and responsibility, personal and institutional integrity, and avoids conflicts of interest and appearances of impropriety.

Application and Enforceability

The Code of Ethics applies to all personnel including Board Members. Provisions of this Code of Ethics are supported by State law, and TEACH Tech Charter High School Board Rules and regulations. Violations of this Code of Ethics may result in administrative or disciplinary action under those laws, rules and regulations.

Making Ethical Decisions

While the Code of Ethics provides general guidance, it does not provide a complete listing or a definitive answer to every possible ethical situation. When making decisions, we should use good judgment to fulfill the spirit as well as the letter of the Code. The References section of the Code lists other documents such as laws, rules, policies and bulletins that provide more detailed guidance. When making decisions:

- Evaluate the situation and identify the ethical issues.
- Follow the rules. Consult the Code of Ethics, law, and the TEACH Tech Charter High School Board rules, regulations, bulletins, policies and procedures, and apply them to the situation.
- Ask for guidance from your supervisor. If your supervisor is involved in the problem, contact his or her supervisor, or the Board to ask for help. Ask for help early—before you act.
- Make and carry out a decision that is consistent with the rules and develops excellence, integrity and responsibility.

Commitments and Expectations

To achieve our mission of educating students, TEACH Tech Charter High School will strive to create a school culture that fosters trust and focuses on excellence. TEACH Tech Charter High School goal is to develop a culture that is personally fulfilling, supports ethical decision-making, and provides an environment where hard work, creativity and innovation are the norm. To succeed, we must have the same expectations about how we will practice our commitment to excellence, integrity and responsibility in our everyday work.

A. Commitment to Excellence. We are committed to being the best school and personnel we can be, educating our students to their maximum potential. Everything we do has an impact on the classroom.

1. Set the example. We are committed to providing the best example we can, striving to demonstrate excellence, integrity and responsibility in our work.

2. Create an environment of trust, respect and non-discrimination. We are committed to creating an environment of trust, care and respect. We will not tolerate discriminatory or harassing behavior of students or colleagues.

3. Provide honest, accurate and timely information. We are committed to candor in our work relationships, providing other school personnel including classified staff, teachers, administrators and Board members with accurate, reliable and timely information. We will not tolerate falsification or cheating.

4. Identify problems and help create solutions. We are committed to identifying areas for improvement within our school, and suggesting and implementing solutions that make us more successful.

5. Keep policies, procedures and rules. Our rules, policies and procedures are the foundation of trust and how our school conducts everyday business. They define our expectations and
evaluation criteria. We are committed to following our Code of Ethics, laws, and school rules, regulations, bulletins, policies and procedures, recommending changes required to make them better, and will not tolerate improper conduct.

6. **Report improper conduct.** When someone does well, it reflects well on all of us. When we make a mistake, we strive to correct it and learn from it. We are committed to reporting gross mismanagement, significant waste of funds, abuse of authority, threats to safety, violations of our Code of Ethics, laws, rules, regulations, bulletins, policies and procedures, or other conduct that damages our integrity or reputation, to our Principal or Superintendent of Schools, Executive Director, or, the TEACH Tech Charter High School Board President.

7. **Keep colleagues safe from retaliation.** We are committed to creating a work environment where problems can be reported and solved. We are prohibited from threatening, harassing, punishing or retaliating against employees who make good faith complaints.

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### B. School and Personal Integrity

To maintain our integrity, we are committed to making decisions in the best interests of TEACH Tech Charter High School. We avoid conflicts of interest and the appearance of impropriety.

1. **Avoid conflicts of interest and improper outside income.** A conflict of interest can exist anytime our position or decisions provide us a financial benefit or improper advantage. We will not make decisions or use our position for personal benefit or to gain an improper advantage.

2. **Decline gifts.** A gift is a benefit we receive for which we did not pay. Gifts can include merchandise, food, tickets, and use of facilities, investments, rebates or discounts not offered to the public or forgiveness of debt from vendors, lobbyists, parents, students or others. We will not accept gifts or gratuities in excess of $100 from a single source in a single year (aggregate retail value) or that give the appearance that the gift improperly influenced our decisions regardless of the amount. We will not solicit vendors, lobbyists, parents or others for anything that provides us a personal benefit different from the public.

3. **Improper influence of family members and associates.** We are committed to abstaining from decisions that could result in a direct benefit to a close relative or co-habitant including, but not limited to, hiring, promotion, discipline, evaluation or direct supervision.

4. **Maintain appropriate relationships with students.** We are committed to ensuring that employee-student relationships are positive, professional and non-exploitative. We will not tolerate improper employee-student relationships.

5. **Keep procurement information confidential.** To reinforce public trust and confidence in our procurement processes, we are committed to using an objective bid process.

6. **Keep the contracting process objective.** We are committed to making contract award recommendations in the best interest of TEACH Tech Charter High School. From the time an RFP, specification or other contract document is issued until the staff recommendation is made public (the contract’s board report is published by the Board Secretariat), we will not have contact concerning the contract with contractors participating in the process or their representatives.

7. **Future employment.** In order to prevent conflicts of interest, TEACH Tech Charter High School personnel are not permitted to discuss the possibility of future employment with a person or organization. We will not direct or permit
school personnel to perform personal services on school working time and will report such incidents to the Principal or Superintendent of Schools, Executive Director, or the TEACH Tech Charter High School Board President that might benefit from their official decisions. Contractors are required by the school to disclose all personnel, consultants and sub-contractors who were employees of the TEACH Tech Charter High School in the previous three years. The school will not contract with a contractor who compensates a former TEACH Tech Charter High School employee to influence an action on a matter pending with the school if that employee, within the last twelve (12) months, held a TEACH Tech Charter High School position in which the employee personally and substantially participated in that matter. The school will not contract with a contractor that employs a former school employee who, while serving in a school position within the last two years, substantially participated in the development of the contract’s RFP, requirements, specifications or in any other part of the contracting process. No former TEACH Tech Charter High School official is permitted to lobby the school for one year after leaving the school. We are committed to avoiding discussions about future employment with people or organizations that can benefit from our decisions, and will not take or influence official actions that might benefit that person or organization.

8. **Uphold TEACH Tech Charter High School interests in hiring and promotion.** We are committed to hiring and promoting school personnel based on their qualifications and the job-criteria of the position, and will not tolerate improper practices such as hiring unqualified or not properly credentialed personnel.

9. **Responsibility.** We are committed to holding each other responsible for our performance as a school and as individuals.

10. **Proper use of public position.** We are committed to ensuring that our power and authority are used in an appropriate, positive manner that enhances the public interest and trust. We will not use our authority to improperly influence people or obtain preferential treatment.

11. **Proper use of public resources.** Except for occasional and limited personal use that does not interfere with performance of duties or create an appearance of impropriety, we are committed to ensuring that school facilities, equipment, supplies, or other school resources are used for school purposes only. Except for occasional and limited personal use, we will not tolerate improper use of public resources, and will report and reimburse TEACH Tech Charter High School for significant costs, costs exceeding $150, of any limited personal use.

12. **Leadership of TTCHS personnel and use of TTCHS time.** We are committed to ensuring that school personnel are tasked to perform only school work on school working-time.

13. **Uphold confidentiality.** To achieve excellence, our school employees, parents and students must be able to discuss issues frankly, and when appropriate, in confidence. We are committed to abiding by all laws and school policies concerning confidential information, including student records, personnel files, agreements, and school records and policies. We will not reveal confidential information, including meeting content and the sources of comments, from staff, faculty, parent and closed Board meetings.
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 which 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 all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.


Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

LEGAL AND POLICY COMPLIANCE

[Charter School] shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

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], including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.
NOTIFICATION OF THE DISTRICT

[Charter School] shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by [Charter School]. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

TRANSFER OF STUDENT RECORDS

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

TEACH Tech Charter High School elected a group of professionals that share the educational philosophy of the school and are committed to the education of all children. All personnel must commit to the mission and vision of the school. Employees’ job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the school and its students. Employee salaries and benefits are based on the job duties and work basis as outlined in the charter.

EQUAL EMPLOYMENT OPPORTUNITY

TEACH Tech Charter High 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 identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

NCLB AND CREDENTIALING REQUIREMENTS

[Charter School] shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

HIRING/SELECTION PROCESS

The TEACH Tech Charter High School’s development team will review the qualifications of candidates that wish to apply for employment at the school. The positions expected to be fully employed include the Administrators, teachers, office personnel, maintenance, certificated and non-certificated staff. Individuals who wish to apply for a position are required to submit a resume and a TEACH Tech Charter High School employment application. Administrative staff at TEACH Tech Charter High School will review all submissions and determine which candidates are best suited for the school based on their qualifications. TEACH Tech Charter High School administrative staff conducts interviews with candidates and notify each person of their status once a decision is made. Candidates who are offered employment receive written notice from TEACH Tech Charter High School.

Teachers are selected by the Principal working with the Administrators and in consultation with the current teachers. Selection is based on teaching experience, the degree of subject matter expertise, and ability to demonstrate classroom capabilities. Teacher candidates will demonstrate how they will provide a quality curriculum and a strong classroom environment. Experience working with low income students is a strong qualification for employment. TEACH Tech Charter High School will strive to recruit teachers holding a CLAD
or BCLAD credential with experience in scaffolding techniques and performance based instruction. Teachers need to be well versed in SDAIE and English Language Development (ELD) techniques.

TEACH Tech Charter High School is committed to supporting its staff and teachers by providing constant opportunities for professional growth and development. TEACH Tech Charter High School believes that one of the best methods for professional development consists of learning from others facing similar situations. TEACH Tech Charter High School fosters a collaborative school environment whereby teachers are given a chance to interact on a periodic basis to perform a variety of development activities. Such activities include lesson plan development, student achievement strategies, and general student related discussions between teachers. All teachers will be encouraged to seek assistance from TEACH Tech Charter High School staff or other teachers throughout the year. TEACH Tech Charter High School desires to create an open environment where teachers feel part of a team and are able to trust each other for various school related issues.

All teachers and other instructional staff (including teaching aides) must meet the requirements for highly qualified teachers and staff required by the NCLB Act.

**STAFFING**

**Executive Director (as of 2014-2015 this is a Non Compensated Position)**

The Board of Directors will select an Executive Director. Selection of the Executive Director are based on proven experience in the following: 1) expertise in curriculum design and evaluation, 2) experience as an administrator and teacher, 3) experience working in the charter school movement, and 4) an interest, or associated work history, in facilities management. The Executive Director will:

- Develop an integrated curriculum and evaluation of educational program
- Develop a strategic facilities plan
- Develop a strategic operational plan
- Have direct oversight and supervision of the Superintendent of Schools and staff, recruitment and hiring
- Develop and implement a student recruitment/outreach plan.
- Develop a Community Relations plan
- Report to the Board of Directors on the progress of the school in achieving educational success once a month.
Oversee the following efforts by others:

- Educational Leadership
- Finance
- Facilities
- Technology
- Administration/Human Resources

**Superintendent of Schools (Funded 2014-2015, shared cost with TEACH Academy of Technologies)**

The Executive Director will recruit, interview, and recommend candidates to the Board of Directors. Selection of the Superintendent of Schools 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 ability, and interest and commitment to educational reform. The SOS responsible for overseeing the creation and implementation of a competitive business plan that brings together the school’s divergent goals and objectives The Superintendent of Schools will:

- Report to the Executive Director and Board of Directors
- Develop an integrated curriculum and evaluation of educational program
- Evaluate and support Principals
- Have the shared responsibility of hiring and dismissing (with cause) all other employees according to the mission, philosophy, and obligations of the school as spelled out in the charter.
- Oversee the day-to-day operations of the school.
- Lead in maintaining and support of facilities, and related grants, etc.
- Assist with student discipline.
- Be a liaison to community and business partners.
- Represent school at meetings/forums.
- Call needed meetings.
- Assist in writing grants, facilitating fundraising, and/or obtaining loans.
- Lead parents in organizing, parent support center and meetings.
- **Staff Management** – Create a systematic approach to the recruitment, training and retention of qualified individuals who understand their contribution to the learning services standard of our school. Ensure that our school is a safe, amiable, honest, and competent school.
- **Collaboratively create and approve the schools’ operating plan including projections for revenue, expenses, and profitability. Lead the school’s implementation of the operating plan. Provide analysis of factors related to impacting cost management and overall profitability; including the real-time management of the school’s budget.**
- **Quality Management** – Ensure that the school has the ability to anticipate and meet the needs, demands and expectations of all of our stakeholders.
- Experience in staff supervision, hiring, and training/developing staff
- Proven ability to maintain compliance to budget and expense targets
- Strong analytical ability to assess financial performance
- Demonstrates effective verbal and written communication skills
- Self-motivated individual with creative problem solving skills
- Excellent interpersonal and leadership skills
- Lead in the day to day operations of the school
- Prepare credentialing paperwork and monitor processing.
- Assist in writing grants, facilitating fundraising, and/or obtain Financial Data.
- Prepares and reviews operational reports and schedules to ensure accuracy and efficiency. Formulates annual budgets and reviews financials with Leadership Team monthly.
- Performs other duties as assigned.
- Ability to maintain confidentiality of information.
- Excellent organization and detail-oriented skills.
- Excellent problem solving skills.
- Ability to coordinate and prioritize multiple tasks in a fast-paced environment.

**Principal (Funded 2014-2015)**

The Principal will provide instructional leadership and assist in overall management of the school as prescribed by federal and state laws and TTCHS Charter Schools policies and regulations. The Principal reports to the Superintendent of Schools.

**Essential duties and responsibilities:**

- Facilitates priorities and resources on improving the academic achievement of all students.
- Demonstrates high standards of excellence.
- Provides instructional leadership and support for all staff.
- Demonstrates continual emphasis on accomplishing the mission of the school.
- Provides guidance, supervision and assistance in instructional practice.
- Actively participates and Uses the iObservation System and all other Coaching Support sharing ideas, supporting best practices and the implementation of innovative strategies.
- Oversees the focus, scheduling and implementation of professional development activities.
- Oversees and monitors the administration and review of periodic performance assessments and state mandated testing.
- Actively participates in the Student Study Team process and attends IEP meetings as necessary.
- Monitors progress by grade levels and school-wide accomplishments, and identifies areas in need of improvement.
- Oversees materials adoption.
- Ensures compliance with all state and federal programs. (CBEDS, Fall Survey, Bilingual Survey, STAR Testing, CELDT, Special Education)
- Plans and oversees reorganization of classes yearly.
- Supervises and evaluates the teaching and classified staff.
- Maintains highest level of security, confidentiality and integrity with regard to personnel files.
- Provides teacher and staff support through intervention, discipline as necessary, and dismissal as warranted.
- Teacher Staffing and development of schedule matrix
- Implementation of Instructional Programs and recommendations for fiscal needs
- Monitors textbook inventory and Instructional materials
- Manage instructional related material budgets
- Takes responsibility for the daily safety and security of the site, collaborating with the Maintenance and Operations Manager.
• Plans capital projects for facilities improvement working in collaboration with the Maintenance and Operations Manager.
• Oversees the Student Information System in collaboration with the Data Base Coordinator.
• Plans, coordinates and creates schedules.
• Assumes responsibility for all written communications between home and school.
• Organizes and implements the Emergency Operations Plan.
• Ensures compliance with child abuse reporting procedures.
• Ensures maintenance of a clean physical environment that is conducive to good health and safety.
• Oversees the quality of the food services program.
• Attends general meetings, events, and activities as needed.
• Provides guidance, supervision, assistance and leadership for all members of the staff.
• Maintains a school climate that ensures the safety, health and welfare of the students and staff, while continually building a relationship of trust and confidence within the community.
• Acts as the formal liaison between the school, parents and community members.
• Other duties as assigned.

Requires knowledge of:
• Professional growth appropriate for educational administration at the high school level and awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.
• Evidence of educational leadership at the secondary level, including ability to:
  1. Promote and provide opportunities for recognition, development, and leadership among students and colleagues; and
  2. Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies. Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups comprising the Los Angeles community; knowledge of resources relating to multicultural development and instructional materials.
• Knowledge of TTCHS Charter School policies and procedures, Education Code, Board Rules, goals and objectives, organizational structure and functions, and negotiated contracts.
• Knowledge of effective administrative and managerial practices and ability to implement them.
• Knowledge of and skill in budget preparation and control.

Requires ability to:
• Lead, direct, and supervise fellow workers in education on a democratic basis, including:
  1. Sensitivity to what is appropriate in dealing with students, teachers, administrators, and public;
  2. Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program;
  3. Ability to recognize, use, and credit ideas of others;
  4. Recognition that differences in background present an educational challenge toward the improvement of working relationships.
• Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.
• Leadership skill in facilitating groups’ process, including consensus building and conflict resolution.
• Communicate effectively with students, parents, peers other TTCHS Charter School personnel and community representative, both individually and as a group.
• Compose and comprehend written communication
• Observe and evaluate subordinates’ activities.
• Mobility to traverse all areas of the work site.
• Travel to other sites/locations.

Experience requirements:
• At least four school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
• In addition to or concurrent with the 4 years required above:
  – At least two years of public school certificated service directly related to an instructional program at a high school covering grades 9 through 12.
• At least one year of verifiable experience in a non-classroom leadership position such as a coordinator, instructional coach, etc.

Education & qualification requirements:
• An earned master’s degree or advanced degree of at least equivalent standard from an accredited college or university.
• At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the school’s plan for English Language Learners.

Credentials
One of the following California credentials or credential combinations authorizing K-12 service must be on file with TTCHS:
• Administrative Services Credential (or Certificate of Eligibility)
• Elementary and/or secondary level teaching credential

Coordinator of Student Services (Funded 2014-2015)
Under the direct supervision of the Principal, the Coordinator of Student Services will oversee all disciplinary issues and ensure that all students are provided the necessary support on a safe and secure campus.

Essential duties and responsibilities:
• Issues and enforces school behavioral expectations.
• Issue suspensions and suspension letters.
• Provide academic and behavior counsel and support to students.
• Counsel students and parents about school and district policies.
• Assists staff and parents in developing student behavioral expectations.
• Assist in the planning, developing and implementing of individual student behavior plans.
• Serve as a resource to staff in dealing with classroom management issues.
• Manage discipline policies and log.
Investigate, document, and resolve student complaints and disagreements.
Make referrals to community resources as needed.
Manage positive behavior reinforcement program.
Develop programs to promote positive student behavior as well as intervention strategies.
Confers appropriate consequences for behavior including detention, in school suspension and out of school suspension.
Track, analyze, and report on suspensions and behavior issues.
Develop appropriate drug and alcohol intervention strategies (assemblies, drills, trainings, etc.)
Coordinate and document emergency preparedness activities and trainings.
Oversee the supervision of the school and the supervision staff.
Supervise and organize counseling services.
Complete monthly suspension reports.
Detentions (Saturday and After School).
Oversee the scheduling and maintaining of state testing requirements.
Monitoring student attendance and reporting excess absences to students, parents, and state.
Manage supervision staff for before-during-after school.
Manage and provide supervision for student and parent activities.
Manage onsite counselors.
Manage discipline policies and log.
Other duties as assigned.

Requires knowledge of:
- State testing procedures
- Disciplinary management strategies used within a secondary school.
- The California education code
- Procedures, methods, techniques, and strategies pertaining to the administration and operation of a secondary school.
- Student activity, behavior management, and campus supervision and control methods, procedures, and techniques.
- Methods, procedures, and strategies of the supervision of instruction and a variety of student body related activities and programs.
- Knowledge of TTCHS Charter School policies and procedures, Education Code, Board Rules, goals and objectives, organizational structure and functions, and negotiated contracts.
- Professional growth appropriate for educational administration at the high school level and awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.

Requires ability to:
- Provide fair disciplinary procedures to all students according to the education code
- Maintain a safe and secure campus
- Research and schedule school safety drills, trainings, and assemblies
- Provide direction to others and make independent decisions.
- Keep and maintain accurate records.
- Meet deadlines
- Communicate with individuals of varied cultural and educational backgrounds.
• Communicate in oral and written form.
• Promote and provide opportunities for recognition, development, and leadership among students and colleagues.
• Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies.

Experience requirements:
• Four years’ successful teaching or prior job related experience with increasing levels of responsibilities in school setting.
• Excellent interpersonal skills, especially the ability to communicate and collaborate with children and young adults
• Demonstrated leadership capabilities
• Proven management and team building skills

Education & qualification requirements:
• Bachelor of Arts in education and/or related field
• Graduate degree preferred
• Previous administration experience preferred
• Bilingual (English/Spanish) highly desirable

Teachers (Funded 2014-2015)

At TEACH Tech Charter High School the teacher's job is to assure that all students learn the basic and essential skills at each grade level. Teachers will be hired by an interview panel composed of Executive Director, Superintendent of Schools, Principal and other school personnel.

Responsibilities include:

Instructional Practice

• Plans and implements a program of instruction that adheres to the TEACH Tech Charter High School philosophy, goals and objectives as outlined in the Charter School Petition., and by the Principal, and the Executive Director.
• Ensures the implementation of classes which focus on interdisciplinary, project-based learning culminating in “capstone” exhibitions, CA Standards Based English Language Arts, Math, History, Social Studies, & Science curriculum.
• Integrates technology and service-learning into instruction.
• Makes purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task.
• Plans and implements a program of study designed to meet individual needs of students.
• Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies, which include strategies learned at the Insight Education, Culturally Relevant & Responsive Education, Thinking Maps, and Reading Edge Trainings.
- Encourage student enthusiasm for the learning process and the development of good study habits.
- Maintains appropriate records for students-cums, grading, portfolios, and files.
- Provides progress and interim reports as required.
- Administers all assessments as prescribed by TEACH Tech Charter High School, curricular programs, and subject areas.
- Prepares substitute folder containing appropriate information as required by the Administrator.
- Plans and prescribes purposeful assignments for paraprofessionals, tutors and volunteers as needed.
- Recognizes learning problems and makes referrals as appropriate.
- Demonstrates a strong grasp of subject matter.
- Uses effective oral and written expression.
- Other duties as assigned by the Principal or the executive director.

Curriculum Development
- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for continual improvement of the school's curriculum.
- Assists on the ongoing curriculum revision process, including the revision of written pacing schedules.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Classroom/School-Wide Management
- Leads a student advisory group.
- Develops, in accordance with TEACH Tech Charter High School guidelines, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
- Takes necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Shares responsibility during the school day for the supervision of students in all areas of the school.
- Provides for the supervision of assigned students when circumstances require a brief absence from the assignment.

Public Relations
- Upholds and enforces TEACH Tech Charter High School board policy, administrative procedures, and school rules and regulations, and is supportive of them to the public.
- Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
- Participates and accepts responsibilities of a team member.
- Strives to communicate the positive aspects of our school program to the public in word and deed.
- Works cooperatively with parents to strengthen the educational program for their children.
- Serves as a resource for and provides assistance and information to parents and other stakeholders.
- Establishes and maintains cooperative relationships with other staff members.
- Actively participates in the decision making process by supporting additional school functions.
Professional Growth
- Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
- Maintains membership in appropriate professional organizations.
- Cooperates with the administration in planning appropriate in-service training programs at a school or at the district level.
- Attends staff, department, and committee meetings as required.

Student Evaluation
- Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students' work, mastery skills check lists, criterion-referenced tests and norm-referenced tests.
- Makes appropriate adjustments in the instructional program and as required by the Principal.
- Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Health
- Maintains physical and mental health in order to carry out the duties as outlined above

Other Certificated Staff
A list of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

Parent Coordinator (Funded 2014-2015, shared cost with TEACH Academy of Technologies)
Under the direct supervision of the Principal, the Parent Coordinator will

Assists in planning meetings with parents for the purpose of enhancing the effectiveness of relationships between the parent, school and student.

Coordinates educational opportunities using district level, or other professionally developed modules (e.g. parenting skill workshops, etc.) for the purpose of promoting student achievement, student attendance and home-school partnerships.

Develops programs and/or activities for parents to be involved in with their children for the purpose of promoting successful participation in all phases of school life.

Interprets Spanish/English at gatherings, home visits, and social visits regarding school activities for the purpose of better communication between staff, students and school.
Makes home visits for the purpose of acquiring information regarding parent needs.

Orients volunteers for the purpose of accomplishing assigned functions.

Participates in meetings, workshops, trainings, and seminars for the purpose of conveying and/or gathering information required to perform functions.

Prepares written materials (e.g. invitations, memos, letters, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.

Processes documents and materials for the purpose of disseminating information to appropriate parties.

Recruits parent volunteers for the purpose of assisting the school in its activities.

Responds to inquiries (e.g. community programs, assistance, etc.) for the purpose of providing information and/or direction.

Seeks out and visits parents of children new to the community for the purpose of helping bridge communication between home, school, and community.

Supports assigned administrative personnel for the purpose of providing assistance with their administrative functions.

**Classified Staff**

Classified, Parent Coordinator, and other personnel will be selected by the Chief Operations Officer on an application and interview basis in consultation with other classified staff and teachers. Selection will be based on ability to perform the job duties for that position. Classified personnel will perform duties appropriate to their job titles. Both full-time and part-time classified staff will be hired on an as-needed basis. Full-time employees will be those working in excess of 36 hours per week.

**Office Personnel (One position to be funded 2014-2015)**

Office Personnel will be selected by the Chief Operations Officer on an application and interview basis in consultation with parents and other staff members. Selection will be based on the ability to perform the job duties for that position. Office personnel duties will include, but not be limited to:

- Answering telephones.
- Filing reports.
- Enrolling students.
- Managing/monitoring office operations.
- Ordering and purchasing office and classroom supplies, and vendor management.
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation and communication with parents and community.
Evaluations
Evaluations will be performed annually. Performance measures, both quantitative and qualitative, will be used to evaluate all school personnel. The Executive Director will be evaluated by the Board of Directors.

The Executive Director Performance Review form consists of three parts:

1. The “what”: To what extent is the ED leading the organization to accomplish what it should be accomplishing? Is the ED leading the organization to deliver results in the short- and longer-term?
2. The “how”: To what extent is how the ED is leading consistent with our values, and our beliefs about what skills the ED needs in order to be effective?
3. The “what next”: Moving forward, what are the implications of this review in terms of ED tenure, areas in which the ED should continue performing well, and areas in which the ED should improve?

PART I: WHAT WAS ACHIEVED?
The board and ED should agree at the start of the year on the most important goals for the organization. The first section of the review focuses on the extent to which the organization achieved those goals. (In cases where unforeseen opportunities or challenges arose during the year that were not captured in the initial goals, they should be added here as well.)

PART II: HOW WAS IT ACHIEVED?
This section focuses on values that all employees are expected to demonstrate, and which the ED should model, as well as competencies that are key to the ED position in particular.

PART III: SUMMARY AND NEXT STEPS
This section summarizes performance for the year and identifies overall areas of strength, areas for improvement, and next steps.

The Principal will be evaluated by the Superintendent of School on:
- Maintaining a fiscally sound charter school including a balanced budget.
- Overall successful school academic program and achievement of educational goals.
- High parental and community involvement.
- Completion of required job duties.
- Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

Teachers will be evaluated by the Principal on:
- Student progress as referenced from assessment measures.
- Effectiveness of teaching strategies as evaluated by the director, lead/mentor teacher, and Academic Review Board through classroom visitations.
- Performance of job duties.
- Knowledge of curriculum.

Classified and other personnel will be evaluated by the Director of Operations based upon completion of assigned job duties and regular, punctual attendance.

If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in the Due Process and Process for Resolving Complaints/Grievances.
ELEMENT 6: Health and Safety Procedures

TEACH Tech Charter High School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. [Charter School] shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

The charter school shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Dependent on the facility lease requirements, TEACH Tech Charter High School will outsource all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.

**Auxiliary Services**

School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training.

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

TEACH Tech Charter High School including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

**EMERGENCY SITUATIONS**

TEACH Tech Charter High School will develop policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school will train instructional and administrative staff in basic first aid.

**Fire Drills**

Fire drills will be held at least once a semester. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

**Disaster Drills (I.E. EARTHQUAKE)**

Disaster drills will be conducted at least once every two months. Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the
rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

**Bomb Threats**

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

**Evacuation Plan**

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities, will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.
Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

**Staff Responsibilities**

All employees are responsible for their own safety, as well as that of others in the workplace. TEACH Tech Charter High School will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on TEACH Tech Charter High School’s premises, or in a product, facility, piece of equipment, process, or business practice for which TEACH Tech Charter High School is responsible, the employee will bring it to the attention of their supervisor or Principal or Superintendent of Schools immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal or Superintendent of Schools to work on the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis TEACH Tech Charter High School may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

**Child Abuse Reporting**

TEACH Tech Charter High School will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. TEACH Tech Charter High School staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The Principal or Superintendent of Schools will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicious of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a
misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars ($1,000) or by both. Staff will not be made to investigate any incident, only report to the Principal or Superintendent of Schools and/or proper authorities.

All suspected cases of child abuse will be brought to the Principal or Superintendent of Schools and/or proper authorities. A written report of the situation will be completed and the Department of Children Services will be immediately notified. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, TEACH Tech Charter High School staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent/guardian.

**Prescription Medications**

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week’s notice to alert them that additional medication is needed.

**Facility Status/Location:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Location</th>
<th># of Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>8477 S. Normandie Avenue, Los Angeles, CA 90044</td>
<td>16-20 at full capacity</td>
</tr>
</tbody>
</table>

Contact: Mildred S. Cunningham, Executive Director  
(323) 493-3426  
mcunningham@teachacademy.net
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

TEACH Tech Charter High School will make every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD. TEACH Tech Charter High School will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held in several locations of the South Los Angeles area in order to ensure all students in the area have an opportunity to attend the school. Open houses and school tours will be conducted on a regular basis during the school year as well.

TEACH Tech Charter High School will develop 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. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district. Materials in languages other than English, such as Spanish, will be distributed in order to reach the limited English proficient populations that exist in the area. Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested student will be subjected to the admission procedures detailed in Element 8. The geographic area that will be targeted in the charter’s outreach efforts will be within the boundaries of 90044.

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

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 to achieve its goals. 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. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.
NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS

The District and TEACH TECH Charter High School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 ("NCLB"). [Charter School] agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

As required under NCLB, all NCLB-PSC students attending [Charter School] shall have the right to continue attending [Charter School] until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to TEACH TECH Charter High School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

TEACH TECH Charter High School shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. TEACH TECH Charter High School shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at TEACH TECH Charter High School under the NCLB-PSC program increases in subsequent years, TEACH TECH Charter High School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

FEDERAL COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, TEACH Tech Charter High School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. TEACH Tech Charter High School understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. TEACH Tech Charter High School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

TEACH Tech Charter High School also understands that as part of its oversight of the TEACH Tech Charter High School, the District may conduct program review of federal and state compliance issues.

**Dates and locations for Recruitment Efforts**

The plan includes:
- An enrollment process that includes a timeline that allows for a broad-based recruiting process.
- Outreach meetings will be held in several locations in South Los Angeles in an effort to ensure all students in the area have equitable access to the school. Open houses and school tours will also be conducted.
- Develop promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) in English and languages other than English for distribution 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 LAUSD.
<table>
<thead>
<tr>
<th>Meeting</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
</table>
| Meeting with Parents and community | TEACH Tech Charter High School  
8477 S. Normandie Avenue  
Los Angeles, CA 90044 | October through April monthly  
(Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.) |
| Outreach to local schools       | Local Elementary and Middle School                                        | Review posted available dates and provide flyers, information and presence. |
| Community Organization          | Neighboring organization:  
- Local Libraries  
- organizations including faith-based organizations  
- Local Business, which include, restaurants, sports shops, e.g. | Review posted available dates and provide flyers, information and presence. |
| Residents within the 90044 zip code | Mailings, door-to-door contacts (canvassing) students and parents recruitment, Bert Corona Middle School staff, teachers, students, parents, board members and others active recruitment. | Review posted available dates and provide flyers, information and presence. |
ELEMENT 8: ADMISSION REQUIREMENTS

McKinney-Vento Homeless Assistance Act

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

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.

Public Random Drawing

Should the amount of pupils that wish to attend TEACH Tech Charter High School exceed capacity, a public random lottery will take place to determine the school enrollment in accordance to Education Code, section 47605(d)(2)(B). If a lottery is to be held parents of students who submitted applications are notified by telephone and in writing by U.S. mail of the date, time, place, openings available and procedures of the public random drawing. Applicants are not required to be present. TTCHS also publishes information regarding the lottery in local newspapers when possible and in front of the school. Procedures that are followed and related materials used are made available to the LAUSD Charter Office. LAUSD Charter Office staff is welcome to observe the random public drawing should one be necessary. The location of the lottery is at the school site. A specific room is determined each year. All students who meet the enrollment criteria receive a number in order of the submission of all required enrollment documents. Preference is extended to siblings currently attending TTCHS. These siblings are automatically accepted and are not part of the lottery. Preference is also extended to students living within the boundaries of LAUSD. If the number of applicants on the preference list exceeds the available seats on the lottery date, their applications are placed in a barrel and the number of applications for seats available are randomly drawn. Remaining applicants on the preference list are placed on the waiting list in the order their names are drawn. All applications not on the preference list are then placed in a barrel and randomly drawn in the lottery to determine order of placement on the waiting list. All applications
and a record of the order in which they are drawn are kept on file at the school for a period no less than an academic year. All applicant will be notified by phone and by certified mail.

**Lottery Timeline**

Open Enrollment is December of each year. The lottery will be held in March. TEACH Tech Charter High School will invite LAUSD representatives and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

**Admission and Recruitment**

TEACH Tech Charter High School will implement an outreach plan that includes, but is not limited to, the following elements or strategies which focus on achieving and maintaining a racial, ethnic, economic, and academic balance among students that is reflective of the general population residing within the South Los Angeles area and the surrounding communities:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups.
- Presentations and booths in multiple locations throughout the District to generate interest throughout the District.
- Advertised open houses/tours at the school.
- Purposefully recruit and reach out to students from zip codes 90044 and 90047, which are largely made up of low-achieving and socioeconomically disadvantaged students.

The process for enrollment after acceptance is comprised of the following:

- Although parent attendance is not required for the parent orientation, parents must complete the necessary enrollment process; parents simultaneously receive the orientation information. In the weeks prior to the first day of school TCHHS will hold two orientation meetings.
- Completion of a student enrollment form
- Parent signature of School Contract indicating the school rules, grading policy and requirements for graduation.
- Proof of Immunizations
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

TTCHS will 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. EC 47605(d)(1)

TEACH Tech Charter High School anticipates using the community as its primary means of student recruitment. The school has already held several planning and informational meetings with resident families, who have expressed great enthusiasm and support for the creation of new educational opportunities in their community. Informational meetings involving community members and organizations will continue to create an
awareness of the school and its intentions. In addition to these community meetings, the charter school will advertise in the community via flyers (in English, Spanish, and other languages prevalent in the community) to be placed in community centers, businesses, libraries, social service agencies, faith-based organizations, apartment complexes, and grocery stores. The school founders have already made significant connections with local community organizations that will help with recruitment. In addition, members of the planning committee will contact local elementary schools and middle school to make presentations at PAC meetings. With effective outreach, as outlined above, TEACH Tech Charter High School anticipates filling its initial openings with ease.
ELEMENT 9: ANNUAL FINANCIAL AUDITS

Each fiscal year an independent audit will be conducted of the financial affairs of TEACH Tech Charter High School to verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and internal controls.

TEACH Tech Charter High School will engage an independent public accountant with education finance experience certified by the State of California, to audit the school’s financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California. The TEACH Tech Charter High School Board of Directors will be responsible for contracting and overseeing the independent audit. The school’s plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the Certified Public Accountant will be submitted to District within four months following the close of the fiscal year. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and the LAUSD by December 15 of each year. TEACH Tech Charter High School agrees to resolve outstanding issues from the audit prior to the completion of the auditor’s final report. Once the auditor locates discrepancies research is conducted within 72 hours of the finding. Within the following 72 hours, possible resolutions are determined to fix the issue. Finally, the best resolution is implemented and the discrepancy will be resolved before the audit is finalized.

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

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

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 school’s Calendar
h. Statistical Report – monthly according to 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
**DISTRICT OVERSIGHT COSTS**

The District may charge for the actual costs of supervisorial oversight of the TEACH Tech Charter High School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.
ELEMENT 10: SUSPENSIONS AND EXPULSIONS PROCEDURES

General Provisions

TEACH Tech Charter High 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.

TEACH Tech Charter High 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.

TEACH Tech Charter High 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.

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

TEACH Tech Charter High 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

TEACH Tech Charter High School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, TEACH Tech Charter High 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, TEACH Tech Charter High 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, including a District representative, 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 49068 (a) and (b).

OUTCOME DATA

TEACH Tech Charter High 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 TEACH Tech Charter High School shall be given a rehabilitation plan upon expulsion as developed by TEACH Tech Charter High 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 TEACH Tech Charter
High School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**

TEACH Tech Charter High 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, TEACH Tech Charter High School’s governing board shall readmit the pupil, unless TEACH Tech Charter High 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**

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

**GUN FREE SCHOOLS ACT**

TEACH Tech Charter High School shall comply with the federal Gun Free Schools Act.

**DISCIPLINE FOUNDATION POLICY**

Students learn best in an environment where there are clear expectations about behavior, and when the culture of the school values and respects all stakeholders.

The TTCHS student discipline policy and procedures for suspension and expulsion shall include positive behavioral interventions. These policies will be distributed in the school’s student handbook and will describe the school’s expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

The discipline policy developed by the TTCHS staff will not be discriminatory or arbitrary. The process will follow general principles of due process. Students will sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Referral to the administrator
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

Prior to suspension/expulsion proceedings, a Student Success Team will be formed of involved teachers, parents, and the Principal to support the student in the improvement of his/her behavior. The SST will meet with the student's advisor as needed on Early Dismissal Days to discuss specific modifications and intervention strategies for the student to follow. Student behavior will be monitored with the expectation that the student will comply with the plan. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may be suspended.

TTCHS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

**SUSPENSION OR EXPULSION ALTERNATIVES**

No student shall be immediately suspended or expelled for a first time offense, except in extreme cases enumerated below under Grounds for Mandatory Suspension or Expulsion. Interventions shall be first attempted and will include family support team meetings, behavior modification plans and contracts. Additionally, alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or otherwise absent from assigned school activities. Tardies and truancies are dealt with through TTCHS attendance policy and are not in of themselves a student discipline issue.

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

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

The TTCHS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Superintendent/Principal's office.

Disciplinary Records
TTCHS shall maintain the confidentiality of Pupil Records of all student suspensions and expulsions in locked files at the School. These files will only be accessible to the Superintendent, Principal, and any staff members providing services to the students. Signatures will be required of those utilizing the confidential files. Such records shall be made available to the District upon request.

**SUSPENSION AND EXPULSION**
A Pupil Suspension and Expulsion Policy will be established in order to promote learning and protect the safety and well-being of all students at TTCHS. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as TTCHS’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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

TEACH Tech Charter High School follows the list of offenses established in California Education Code 48915 when determining whether an offense calls for mandatory or discretionary suspension or expulsion. The following chart (developed by the Los Angeles Unified School District) describes these categories.

## LAUSD MATRIX FOR STUDENT SUSPENSIONS AND EXPULSION RECOMMENDATIONS

(State Law Applies to School Principals)

<table>
<thead>
<tr>
<th>Category I</th>
<th>Category II</th>
<th>Category III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Offenders with No Principal Discretion (except as otherwise required by law)</td>
<td>Student Offenders with Limited Principal Discretion</td>
<td>Student Offenders with Broad Principal Discretion</td>
</tr>
<tr>
<td>Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915(c))</td>
<td>Principal may recommend expulsion when the following occur at school or at a school activity off campus. (E.C. 48915(d))</td>
<td>Principal may recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds, while going to or coming from school, during the lunch period, whether or not on or off the campus, or during, or while going to or coming from a school-sponsored activity. (E.C. 48915(b) and (e))</td>
</tr>
<tr>
<td>1. Possessing, selling, or furnishing a firearm. E.C. 46915(a)(1); 46903(a)(1)</td>
<td>1. Causing serious physical injury to another person, except in self-defense. E.C. 46915(a)(1); 46903(a)(1), and also 46903(a)(2)</td>
<td>1. Caused, attempted to cause, or threatened to cause serious physical injury to another person. (Regardless of the case of “caused,” the injury to serious. See 8.4.) E.C. 46903(a)(1); 46915(a)</td>
</tr>
<tr>
<td>2. Brandishing a knife at another person. E.C. 46915(a)(2); 46903(a)(1) and 46903(a)(2)</td>
<td>2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 46915(a)(2); 46903(a)(2)</td>
<td>2. Causing or attempting to cause damage to school or private property. E.C. 46903(a)(1); 46915(a)</td>
</tr>
<tr>
<td>3. Unlawfully selling a controlled substance. E.C. 46915(a)(3); 46903(a)(3)</td>
<td>3. Unlawful possession of any controlled substance, except for the first offense of no more than one ounce of marijuana. E.C. 46915(a)(3); 46903(a)(4)</td>
<td>3. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 46903(a)(4); 46915(a)</td>
</tr>
<tr>
<td>4. Committing or attempting to commit a sexual assault or a violation of the sexual battery (as defined in 48900(a)), E.C. 48900(b)(1)</td>
<td>4. Robbery or extortion. E.C. 46915(a)(4); 46903(a)(4)</td>
<td>4. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 46903(a)(4); 46915(a)</td>
</tr>
<tr>
<td>5. Possession of an explosive E.C. 46915(a)(5); 46903(a)(5)</td>
<td>5. Assault or battery upon any school employee. E.C. 46915(a)(5); 46903(a)(3) and 46903(a)(5)</td>
<td>5. Made terroristic threat against school officials or school property, or both. E.C. 46903(b); 46915(a)</td>
</tr>
</tbody>
</table>

*For Categories I and II, the school must provide evidence of wrongdoing. (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the pupil or others.

**Graduals 4 through 12 inclusive.**

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A student will not be suspended or expelled for truancy or tardiness.
SUSPENSION PROCEDURES

SUSPENSION FROM CLASS
A teacher-generated suspension from class is for the day of the act and the following meeting of the class. The teacher shall immediately report the suspension to the Principal, who will then report the suspension to the Superintendent. The pupil will be sent to the Principal for appropriate action, which may include suspension from school or other disciplinary measures.

SUSPENSION FROM SCHOOL
Suspensions from school shall be initiated according to the following procedures:

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

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

This conference shall be held within two school days of the offense, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The decision to waive the conference will be made by the parent/guardian if the student is a minor.

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

SUSPENSION NOTICE TO PARENTS/GUARDIANS
At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student and the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

SUSPENSION APPEAL PROCESS
The parent or guardian of a suspended student or the suspended student himself or herself may appeal, in writing stating their case and their reason for objection, the suspension decision within 5 working days directly to the Superintendent. The Superintendent will expeditiously review the case with the parent and/or student in question within 5 working days of receipt of the appeal. If the Superintendent determines that the student has not violated one of the rules in the student handbook as agreed to by the student and parent or believes that extenuating
circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed. During the required parent conference, information is provided to the student and parent or guardian about their right to appeal a suspension, along with information about the appeal process.

- The Superintendent will gather information from the Principal, student, parent or guardian to determine whether or not the Principal suspended the student properly and followed all applicable procedures. The Superintendent will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.
- Based on the information submitted or requested, the Superintendent may make one of the following decisions regarding the suspension.
  - Uphold the suspension
  - Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

The Superintendent will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision will also be mailed to the school Principal.

LENGTH OF SUSPENSION
The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension.

SUSPENSION TIME LIMITS
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student will be considered for expulsion after receiving suspensions totaling 20 days in a single school year.

ACCESS TO EDUCATION DURING SUSPENSION
Students will be provided all classroom assignments and related materials with the expectation that these assignments will be completed while on an extended suspension. The Principal will direct each teacher to create a packet of missed assignments from each class once a week, including all classwork, homework, and assessments. The Principal or designee will deliver these assignments to the suspended or expelled student, by mail, by email or in person.

RECOMMENDATION FOR PLACEMENT/EXPULSION
Upon a Recommendation of Placement/Expulsion by the Principal or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.
EXPULSION PROCEDURES

Authority to Expel
A student may be expelled by an Expulsion Panel which shall consist of at least three members appointed by the Board who are certificated but are not employees of the school nor have knowledge of the incident. The Board shall appoint one member of the Expulsion Panel as the hearing officer to chair the panel and oversee its proceedings. The Expulsion Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Such a hearing is to be held only if requested by the student or the student's parent/guardian. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense and makes an expulsion recommendation.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian by the Principal or designee at least ten (10) calendar days before the date of the hearing. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
TTCHS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer (appointed by the Board; see above). Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her
choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. TTCHS must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the Expulsion Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Expulsion Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

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

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Expulsion Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Expulsion 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.

7. 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 Expulsion Panel 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 Expulsion Panel from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped testimony or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Expulsion Panel
conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence at a separate hearing conducted by the Expulsion Panel. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Expulsion Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense. These may include: The date and place of the expulsion hearing, a statement of the specific facts, charges and offenses upon which the proposed expulsion is based, a copy of the School's disciplinary rules which relate to the alleged violation, copies of all documents to be used at the expulsion hearing, the opportunity to question all witnesses who testify at the hearing, and the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

WRITTEN NOTICE TO EXPEL
Following a decision of the Expulsion Panel to expel, the Principal or designee shall send to the student and parent/guardian written notice of the decision to expel, including the panel's adopted findings of fact. This notice to expel a student will include the following:

a) The reinstatement eligibility review date. The student must have successfully completed the conditions outlined in the rehabilitation plan.
b) A copy of the rehabilitation plan. The rehabilitation plan typically includes one or more of the following categories: 1) academic performance (i.e. maintain a certain grade); 2) satisfactory behavior expectations (i.e. no suspensions, related disciplinary referrals); and 3) other (i.e. counseling or other social services support that will have a direct impact on remedying the identified issue).
c) The type of educational placement or study plan during the period of expulsion.
d) Appeal procedures.
e) The specific offense(s) committed by the student
f) Notice of the student's or parent's obligation to inform any new school district in which the student seeks to enroll of the student's status with TTCHS.

**APPEAL OF EXPULSION**

An expulsion decision may be appealed within 30 calendar days of the date of the Panel's decision to expel. The parent/guardian must submit the appeal in writing to the principal or designee. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student's parent/guardian must attend to present their appeal. The Expulsion Appeal Panel shall have three members. However, Panel members shall not be TTCHS employees, shall know nothing of the incident or student, and shall not be the same individuals who served on the expulsion panel. The TTCHS Board of Directors will choose the panel. The scope of review of the Panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel is final.

Parents will be notified of the Expulsion Appeal Panel's decision, in writing, within two business days of the hearing. In the event that Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated.

**EXPELLED PUPILS/ALTERNATIVE EDUCATION**

In the event of a decision to expel a student from TTCHS, the school will work cooperatively with the district of residence, county, and other charter and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior is communicated to the district/school to which the student matriculates. TTCHS has the responsibility to facilitate expulsion placements and enrollment to ensure that expelled students do not get lost in the system. In accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

If a student is under an expulsion order from another school district (LEA), all information must be provided to the TTCHS Board of Directors for review. The TTCHS Board of Directors will determine if enrollment will be granted based upon the offense for which the student was expelled, information about the student’s past behavior which is available to the Board, and the ability of the school to provide the necessary support to ensure the success and safety of the student in question and all students at the school.

**EVIDENCE OF RESEARCH**
TTCHS researched other LAUSD public high schools\textsuperscript{6} and a variety of academic studies\textsuperscript{7} before developing this charter petition\textsuperscript{8}.

\textsuperscript{6} http://soces.lausd.k12.ca.us/about/rules/discipline.htm
\textsuperscript{7} http://idea.gseis.ucla.edu/publications/suspension/index.html
\textsuperscript{8} http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/STUDENT_HEALTH_HUMAN_SERVICES/SHHS/DISCIPLINE_POLICY/BÜL-3638.0.PDF
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEM

BENEFITS
Mandatory benefits such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by TEACH Tech Charter High School. Life, health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. Employees on charter school leave from LAUSD will elect to give up district-offered coverage during the term of their employment with TEACH Tech Charter High School. Employees will earn paid legal holidays not less than currently offered by LAUSD for a work year of comparable length.

RETIREMENT
All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and TEACH Tech Charter High School will contribute the employer’s portion required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. TEACH Tech Charter High School 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. Social Security payments will be contributed for all qualifying non-STRS members. The TEACH Tech Charter High School’s 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. All full-time classified employees who are eligible will be covered by a 403b retirement plan. All full-time eligible employees will be covered by the Federal Social Security program. The Executive Director will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

WORK SCHEDULES
Work calendars, hours per week, and vacation time will be determined by individual employment contracts or work agreements. Administrators and office staff will work a calendar year of 12 months. Teachers will work a calendar year of 11 months including staff development days and supplemental instruction. A typical work week will be Monday through Friday, 8 hours daily, with the possibility of extra time for special events, school meetings, parent conferences, etc.

TIME OFF
TEACH Tech Charter High School will comply with all the regulations pursuant to California Labor Code 233. TEACH Tech Charter High School retains the right alter any of the stated time off policies in the future.

Vacation
Only full-time employees working in excess of 36 hours may accrue and take paid vacation time. Part time employees working 30 hours or more will receive pro-rated paid vacation. Part-time employees working less than 30 hours and teachers are not eligible for paid vacation. Full-time employees accrue 15 days of paid vacation per year. Vacation is accrued on a monthly basis (i.e., a full-time employee accrues one and one quarter vacation day per month)
Sick Days
Only full-time employees and teachers working in excess of 36 hours accrue paid sick leave. Full-time employees and teachers accrue a total of 6 days of paid sick leave per year. Sick leave is accrued on a monthly basis (an employee accrues one-half of a sick day per month). Eligible employees may not carry over unused sick leave from one calendar year to the next. Sick leave will not accrue during any unpaid leave of absence.

Bereavement
Eligible full-time employees and teachers may take up to five (5) days paid leave per rolling 12-month period for the death of a parent, parent-in-law (including parent of a domestic partner), spouse, domestic partner, child (including stepchild or child of domestic partner), or sibling. Paid bereavement leave is available only to a full-time employee or teacher who has been working at TEACH Tech Charter High School for twelve (12) consecutive months. Upon request, and at the school's sole discretion, those employees not eligible for paid bereavement leave may take up to five (5) days unpaid leave per rolling 12-month period as bereavement leave.

Termination
All employees will be hired on the basis of annual contracts and their terms expire at the end of their annual contract. In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment. TEACH Tech Charter High School recognizes two reasons to remove an employee from the payroll:

- Voluntary Termination (Resignation). Voluntary termination occurs when an employee chooses to leave TEACH Tech Charter High School. To leave in good standing and be eligible for rehire consideration, employees must give at least two weeks prior notice.
- Involuntary Termination (Discharge). Involuntary termination occurs when TEACH Tech Charter High School chooses to discharge the employee. The Principal or Superintendent of Schools may terminate or suspend the employment of any employee if s/he determines that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, or if other good cause exists. In the event the school finds it necessary or desirable to terminate an employee’s employment before the end of the school year, the school will attempt to give the employee written notice at least 10 calendar days before termination, unless the Principal or Superintendent of Schools determines that the employee poses a threat to the health, safety, or welfare of the school or students.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below.

Due Process and Process for Resolving Complaints/Grievances
Grievance Procedure: Should a grievance arise, the following procedure shall be the employee’s sole and exclusive remedy with respect to that grievance. Grievance procedures are highly sensitive and confidential and all parties are obligated to maintain the highest standards of confidentiality. Articles of this Agreement specifically exempted by contact language shall not be subject to this grievance procedure. Failure by a grievant to follow the timelines or requirements in this Article shall render the grievance inarbitrable.
Informal resolution

Any grievance shall first be addressed with the immediate supervisor, within five (5) calendar days of the event or condition giving rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party’s rights under this procedure.

Step 1

If the grievance is not resolved informally, an employee having a grievance shall present the grievance in writing to his or her Principal or Superintendent of Schools within fifteen (15) calendar days of the event or condition giving rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party’s rights under this procedure. The grievance shall clearly state all of the following: (1) the specific provisions of the Agreement alleged to have been violated, (2) the specific facts of the alleged violation, including dates, names of witnesses, (3) the adverse action resulting to the employee, and the circumstances giving rise to the grievance, and (4) the remedy requested by the grievance. The Principal or Superintendent of Schools shall meet with the employee and other persons as determined by the Principal or Superintendent of Schools and shall provide a written response within ten (10) calendar days of the meeting.

Step 2

If the employee is not satisfied with the response at Step 1, he/she shall, within five (5) days of service of the response at Step 1, notify the Executive Director that a grievance has been denied or unresolved by the site Principal or Superintendent of Schools, using the Notification of Grievance Form available in the main office of all campuses. The Step 2 grievance shall specifically state any portions of the Step 1 response disputed by the grievant. Failure to file in a timely manner shall be construed as a waiver of the party’s rights, under the procedure. The Executive Director will convene a meeting within ten (10) calendar days of receipt. Any resolution shall be reduced to writing. If not resolved the Executive Director shall provide a written response within ten (10) calendar days of the meeting.

Step 3

If the employee is not satisfied with the response at Step 2, he/she shall, within five (5) days of service of the response at Step 2, notify the executive director that a grievance has been denied or unresolved and that the grievant wishes to submit the matter to the advisory recommendation of a mediator from the California Mediation and Conciliation Service. The Step 3 grievance shall specifically state in the portions of the previous level disputed by the grievant, and shall set forth a remedy requested. The executive director shall, within ten (10) days, contact the California Mediation and Conciliation Service and request the assistance of a mediator to meet with the parties and render an advisory recommendation. While such recommendation shall not be binding on the governing board, it shall be considered by the governing board at Step 4 of this procedure.
Step 4

If the employee is not satisfied with the response at Step 3, he/she shall notify the full TEACH Tech Charter High School's Board of Directors that a grievance is pending, using the Notification of Grievance Form available in the main office of all campuses with five (5) calendar days of service of the Executive Director's written response at Step 2. Each party to the grievance (employee and Principal or Superintendent of Schools) shall select two members of the TEACH Tech Charter High School Board of Directors to constitute a Grievance Board, to be chaired by a designee of the Board of Directors. If a selected Board member cannot participate in a timely manner or recuses himself or herself as an interested party due to a conflict of interest, the nominating party may make another choice.

The five-member grievance board shall meet within thirty (30) calendar days of receipt of the Step 3 Notification of Grievance Form. Each party will have 1 hour each to present all arguments and documentation, including witnesses, to the Grievance Board. Failure to appear before the Grievance Board shall be a waiver of all rights under the grievance procedure.

Alternatively, the Grievance Board may direct this matter to be heard and settled by an external arbitrator selected by the Grievance Board. If the Grievance Board chooses to hear and settle the matter without arbitration, the Grievance Board decision is final and no further action is available under this grievance procedure. If the matter is referred to an arbitrator, the arbitrator's decision is final, provided, however that an outside arbitrator shall not have jurisdiction to make any monetary award in excess of $2,500.00, nor shall he/she have the authority to reinstate a terminated employee.

A written decision made by the Grievance Board or Arbitrator shall be rendered within ten (10) working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten (10) working days of the last committee hearing, or as soon thereafter as is practical.
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Pupils who choose not to attend TEACH Tech Charter High School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.
ELEMENT 13: RIGHTS OF DESCRIPTION OF EMPLOYEES

Job applicants for positions at TEACH Tech Charter High School will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Any district union employee who is offered employment and chooses to work at TEACH Tech Charter High School will not be covered by his or her respective collective bargaining unit agreement, although TEACH Tech Charter High School may extend the same protections and benefits in individual employee contracts.

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.

TEACH Tech Charter High School will consider entering into a collective bargaining agreement with its employees if the employees and Board of Directors jointly elect to do so. Otherwise, all employees will be individually contracted rating in at a level competitive to the District’s salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.
ELEMENT 14: MANDATORY DISPUTE RESOLUTION

The staff and governing board members of TEACH Tech Charter High School agree to resolve any claim, controversy or dispute in which money damages are claimed by either party, and which arises out of or relates to the Charter agreement between the District and TEACH Tech Charter High School, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”), or which either party seeks injunctive relief, pursuant to the terms of this Element 14.

Any Dispute between the District and TEACH Tech Charter High School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made 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 PM 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 shall be addressed as follows:

   To Charter School:  
   TEACH Tech Charter High School  
   c/o Executive Director

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

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 5:00 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.

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

TEACH Tech Charter High School
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: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

TEACH Tech Charter High School will be the exclusive public employer of all employees of the charter school for collective bargaining purposes. As such, TEACH Tech Charter High School will comply with all provisions of the Educational Employment Relations Act (“EERA”), and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. TEACH Tech Charter High School will consider entering a collective bargaining agreement with its employees.
ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES

REVOCATION OF THE CHARTER

The District may revoke the Charter if TEACH Tech Charter High 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 School Act of 1992. The District may revoke the charter of TEACH Tech Charter High School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify TEACH Tech Charter High School in writing of the specific violation, and TEACH Tech Charter High 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 clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close TEACH Tech Charter High School either by the governing board of TEACH Tech Charter High 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 or non-renewed by the LAUSD Board of Education; the governing board of TEACH Tech Charter High School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to TEACH Tech Charter High School, including its nonprofit corporation and governing board.
Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of [Charter School] or the LAUSD Board of Education, the governing board of TEACH Tech Charter High School shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how TEACH Tech Charter High 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 CSD, if the Closing Action is an act of TEACH Tech Charter High School. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in [Charter School] within 72 hours of the Closure Action. TEACH Tech Charter High School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). TEACH Tech Charter High 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 the school participates. TEACH Tech Charter High 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 the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, TEACH Tech Charter High School shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), 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 this notification and correspondence to the CSD.

6. The California Department of Education (CDE TEACH Tech Charter High 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. TEACH Tech Charter High 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 school employees and vendors within 72 hours of the Closure Action. TEACH Tech Charter High School shall simultaneously provide a copy of the written employee and vendor notification 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 school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents, guardians, and students shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.
School and Student Records Retention and Transfer

TEACH Tech Charter High School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to the receiving schools shall be in accordance with 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. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.

4. TEACH Tech Charter High 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 the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

TEACH Tech Charter High School shall ensure completion of an independent final audit within six months after the closure of the school that includes:
1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

TEACH Tech Charter High 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 TEACH Tech Charter High School will be the responsibility of TEACH Tech Charter High School and not LAUSD. TEACH Tech Charter High School understands and acknowledges that TEACH Tech Charter High School will cover the outstanding debts or liabilities of TEACH Tech Charter High School. Any unused monies at the time of the audit will be returned to the appropriate funding source. TEACH Tech Charter High 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 TEACH Tech Charter High School participates, and other categorical funds will be returned to the source of funds. TEACH Tech Charter High 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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year. For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets
The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any
assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.

2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

TEACH Tech Charter High 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.

TEACH Tech Charter High School’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments. Prior to final 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. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

   c. Make final federal tax payments (employee taxes, etc.)

   d. File its final withholding tax return (Treasury Form 165).

   e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end TEACH Tech Charter High School’s right to operate as a charter school or cause TEACH Tech Charter High School to cease operation. TEACH Tech Charter High School and the District agree 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 16. The District therefore shall have the right to seek equitable relief to enforce any
right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the 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 LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD 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 LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD 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 LAUSD 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. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** LAUSD 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 LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

• **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities:**
  1. **Pro Rata Share:** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  2. **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 LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities, and the costs incurred in such inspection shall be paid by Charter School.
  1. **Co-Location:** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD 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.
  2. **Sole Occupant:** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections which as the owner of the real property 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 those 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

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code
permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**
No coverage shall be provided to Charter School by the 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
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 bus service. If Charter School provides student bus 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 $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. 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.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. 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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
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:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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 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.

**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.

**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**
TEACH Tech Charter High School will 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. EC 47612(b)

**Local Control and Accountability Plan**
In accordance with California Education Code §§ 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 EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)
ADDENDUM

Assurances and Affirmations

TEACH Tech Charter High School (hereinafter “[TTCHS]” or “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)

- Not charge tuition. EC 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. EC 47605(d)(1)

- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)

- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)

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

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

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes 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 should exist between the DRL provisions
contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.

Element 1 – The Educational Program

General Information

- The contact person for TEACH Tech Charter High School is Mildred S. Cunningham, Executive Director TEACH, Inc.
- The contact address for TEACH Tech Charter High School: 4711 - 11th Avenue
  Los Angeles, CA 90043
- The contact phone number for TEACH Tech Charter High School is: (323) 493-3426
- The proposed address of TEACH Tech Charter High School: 8477 S. Normandie Avenue
  Los Angeles, CA 90047
- Which is located near Washington Prep High School Board District 1 and Educational Service Center South
- The term of this charter shall be from July 1, 2014 through June 30, 2019.
- The grade Configuration at TEACH Tech Charter High School: 9th grade through 12th grades
- The number of Students at TEACH Tech Charter High School the first year will one hundred students
- The grade level(s) of the Students at TEACH Tech Charter High School the first year will be 9th grade
- The scheduled opening date of TEACH Tech Charter High School: August 4, 2014

The admissions requirements include:

- Subject to legal minimum and maximum age of admission, TEACH Tech Charter High School shall admit all students (traveling or otherwise) who wish to attend up to its capacity (See Element 8 for further details).
- Parents and guardians of each student enrolled at TEACH Tech Charter High School will be informed on the admissions forms that students have no right to admission in a particular school of an local education agency as a consequence of enrollment at TEACH Tech Charter High School, except to the extent that such a right is extended by the local education agency.
- No student may be required to attend TEACH Tech Charter High School. Students who choose not to attend TEACH Tech Charter High School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

The enrollment capacity for TEACH Tech Charter High School is Four hundred (400) students

If space is available, traveling students will have the option to attend.

The bell schedule for Charter School will be

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<td>2</td>
<td>10:15 AM</td>
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<td>6</td>
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<tr>
<td>Professional Development</td>
<td>2:00 PM</td>
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**Local Control and Accountability Plan**

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 submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 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 § 47605(b)(5)(A)(iii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education.
Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 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.” § 47606.5(e).

**ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

**TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

**ENGLISH LEARNERS**

TEACH Tech Charter High School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the 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), TEACH Tech Charter High School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional 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 the 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

TEACH Tech Charter High School shall provide to the CSD an annual report of its EL program assessment. Upon request, TEACH Tech Charter High School shall provide a copy of its current EL Master Plan to the CSD.

TEACH Tech Charter High School shall administer the CELDT annually in accordance with federal and state requirements.
TEACH Tech Charter High School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding 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**
All LAUSD-authorized charter schools must adhere to all terms and conditions of the *Chanda Smith* Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, TEACH Tech Charter High School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and TEACH Tech Charter High 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 § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 have 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 will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education
classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools**
District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

**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 measurable 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 schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are 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.

- **STAR – Preliminary and Final. (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day – 2013**
  
  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 – 2013 (Including Charter Schools)

- All Students enrolled December 1, 2013.
  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 2012-13 (Including Charter Schools)
  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 from non-SIS schools (Including Charter Schools)

- Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

### Measurable Goals of the Educational Program


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

### Standardized Testing

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. If Charter School does not test with the District, 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.
Element 4 – Governance

GENERAL PROVISIONS

As an independent charter school, TEACH Tech Charter High 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.

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

All employees and representatives of Charter School, including members of the [Charter School’s] governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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 Charter School amends its bylaws, it 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.

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

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 which 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 TEACH Tech Charter High 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 all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.


Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

**LEGAL AND POLICY COMPLIANCE**

TEACH Tech Charter High School shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

**RESPONDING TO INQUIRIES**

TEACH Tech Charter High 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. TEACH Tech Charter High School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

TEACH Tech Charter High School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by
TEACH Tech Charter High School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

**TRANSFERS OF STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.

**Element 5 – Employee Qualifications**

**EQUAL EMPLOYMENT OPPORTUNITY**

TEACH Tech Charter High 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 identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

**NCLB AND CREDENTIALING REQUIREMENTS**

TEACH Tech Charter High School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

**Element 6 – Health and Safety Procedures**

**HEALTH, SAFETY AND EMERGENCY PLAN**
TEACH Tech Charter High School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. TEACH Tech Charter High School shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

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

TEACH Tech Charter High School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

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

**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 to achieve its goals. 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. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

**NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS**

The District and TEACH Tech Charter High School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). TEACH Tech Charter High School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

As required under NCLB, all NCLB-PSC students attending TEACH Tech Charter High School shall have the right to continue attending TEACH Tech Charter High School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to TEACH Tech Charter High School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

TEACH Tech Charter High School shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. TEACH Tech Charter High School shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.
Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at TEACH Tech Charter High School under the NCLB-PSC program increases in subsequent years, TEACH Tech Charter High School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, TEACH Tech Charter High School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. TEACH Tech Charter High School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. TEACH Tech Charter High School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact

- Hold an annual Title I meeting for parents of participating Title I students

- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

- Complete and submit Local Education Agency (LEA) Plan to CDE

- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise,
identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

TEACH Tech Charter High School also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.

**Element 8 – Admission Requirements**

**McKinney-Vento Homeless Assistance Act**

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

**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 annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

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 school’s Calendar
h. Statistical Report – monthly according to 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

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 be responsible for the appropriate interim placement of students during and pending the completion of the 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 implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, 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, including a District representative, 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 sections 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.

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**Element 11 – Employee Retirement Systems**

[NOTE: No District Required Language is being provided for inclusion in this element.]

**Element 12 – Public School Attendance Alternatives**

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

**Element 13 – Rights of District Employees**

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 staff and governing board members of TEACH Tech Charter High School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and TEACH Tech Charter High 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 TEACH Tech Charter High 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 shall be addressed as follows:

   To Charter School:  
   c/o School Director

   To Director of Charter Schools:  
   TEACH Tech Charter High School  
   Charter Schools Division  
   Los Angeles Unified School District  
   333 South Beaudry Avenue, 20th Floor  
   Los Angeles, California 90017

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 5:00 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.

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 – Exclusive Public School Employer

TEACH Tech Charter High School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“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.

Element 16 – Charter School Closure Procedures

Revocation of the Charter

The District may revoke the Charter if TEACH Tech Charter High 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 School Act of 1992. The District may revoke the charter of TEACH Tech Charter High School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify TEACH Tech Charter High School in writing of the specific violation, and give TEACH Tech Charter High 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 clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

**Closure Action**

The decision to close TEACH Tech Charter High School, either by the governing board of TEACH Tech Charter High 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 or non-renewed by the LAUSD Board of Education; the governing board of TEACH Tech Charter High School votes to close Charter School; or the Charter lapses.

**Closure Procedures**

The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to TEACH Tech Charter High School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of TEACH Tech Charter High School or the LAUSD Board of Education, the governing board of TEACH Tech Charter High School shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how TEACH Tech Charter High 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 CSD, if the Closing Action is an act of TEACH Tech Charter High School. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.
2. Parents, guardians, and/or caretakers of all students currently enrolled in TEACH Tech Charter High School within 72 hours of the Closure Action. TEACH Tech Charter High School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). TEACH Tech Charter High 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 the school participates. TEACH Tech Charter High 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 the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, TEACH Tech Charter High School shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), 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 this notification and correspondence to the CSD.

6. The California Department of Education (CDE). TEACH Tech Charter High 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. TEACH Tech Charter High 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 school employees and vendors within 72 hours of the Closure Action. TEACH Tech Charter High School shall simultaneously provide a copy of the written employee and vendor notification 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 school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence
4. How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents, guardians, and students shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

TEACH Tech Charter High School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:
1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with 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. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.

4. TEACH Tech Charter High 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 the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

TEACH Tech Charter High School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

TEACH Tech Charter High 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 TEACH Tech Charter High School will be the responsibility of TEACH Tech Charter High School and not LAUSD. TEACH Tech Charter High School understands and acknowledges that TEACH Tech Charter High School will cover the outstanding debts or liabilities of TEACH Tech Charter High School. Any unused monies at the time of the audit will be returned to the appropriate funding source. TEACH Tech Charter High 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 TEACH Tech Charter High School participates, and other categorical funds will be returned to the source of funds.

TEACH Tech Charter High 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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.
Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

TEACH Tech Charter High School shall retain sufficient staff, as deemed appropriate by the TEACH Tech Charter High School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

TEACH Tech Charter High School’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final 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. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).
This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end TEACH Tech Charter High School’s right to operate as a charter school or cause TEACH Tech Charter High School to cease operation. TEACH Tech Charter High School and the District agree 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 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the 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 LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD 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 LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD 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 LAUSD 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. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: LAUSD 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 LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities**:
  
  (i) **Pro Rata Share**: LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School 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 LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD 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 LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD 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 LAUSD facilities, LAUSD shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections which as the owner of the real property 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 those 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**

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm).

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**
No coverage shall be provided to Charter School by the 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 bus service. If Charter School provides student bus 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 $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. 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.
7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. 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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

**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:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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 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.

**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.

**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
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**

TEACH Tech Charter High School will 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. EC 47612(b)

**Local Control and Accountability Plan**

In accordance with California Education Code §§ 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 EC § 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC § 47606.5(b)