Alliance Tennenbaum Family Technology High School

Sonia Sotomayor Learning Academies Complex
Los Angeles Unified School District

Charter Renewal Petition
Submitted August 21, 2014

Request for Five-Year Renewal Term
July 1, 2015 to June 30, 2020
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* Note: All District Required Language throughout this petition is highlighted in gray, as required.
ASSURANCES AND AFFIRMATIONS

Alliance Tennenbaum Family Technology High School (also referred to herein as "Tennenbaum Tech" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter "Ed. Code") § 47605(d)(1).


- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school's capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Ed. Code § 47605(d)(2)(B).

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

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

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

- Pursuant to the Public School Choice (PSC) Resolution, Charter School makes the following assurances:
  - Charter School is a not for profit entity.
  - Charter School shall maintain a record of financial solvency and sustainability.

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1 This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.

2 This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.
Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.

In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance for any available seats to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Ed. Code sections 47605(d)(1) and 47605(d)(2)(B). For purposes of this petition, “available seats” means any seats not already filled by current or returning Charter School students. The District’s waiver of Ed. Code section 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, Charter School further agrees not to refuse any resident students unless the resident enrollment exceeds the District’s established maximum operational enrollment for the school. Charter School understands and agrees that the attendance boundary configuration is subject to change at the sole discretion of the Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on District norms.

Charter School agrees to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the “opt out” procedures set forth in “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” A parent’s “opt-out” decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

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 any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

NOTE: Charter School currently participates in, and operates on a District campus under the auspices of, the District’s Public School Choice program. In the event that Charter School no longer participates in the PSC program, the PSC-specific provisions of the DRL included in this Charter will become inapplicable and inoperative; all provisions of the standard DRL will apply.
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.” Ed. Code § 47605(b)(5)(A)(i).

“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)(ii).

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

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

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

Academic Calendar and Schedules

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

Transitional Kindergarten

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

WASC Accreditation

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

English Learners

Charter 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), Charter 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 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.

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

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

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

Charter School shall 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.

**Public School Choice Service Plan for Students with Disabilities**

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, Charter School agrees to sign the Public School Choice Service Plan for Students with Disabilities Assurance Form (“Assurance Form”). The Assurance Form assures that the awarded PSC Charter School will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree. Signing the Assurance Form also assures that Charter School, which has been selected to operate a PSC school, agrees to use positive behavioral interventions and supports to address the learning and behavioral needs of students with disabilities in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) and to comply with the principals of the District’s Discipline Foundation Policy. Charter School, selected to operate a PSC school, further agrees to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, Charter School agrees to participate in the Los Angeles Unified School District’s Special Education Local Plan Area (SELPA), as required by all public schools formed or approved by the District.

**Special Education Program**

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, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. 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 had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status 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 ("OIM") required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension
District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data (Including Charter Schools)
  
  The usual file including District ID.

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

- CBEDS (Including Charter Schools)
  
  All Students enrolled as of December 1 of each school year

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

- Dropout (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 (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 which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to upload data into MiSiS, as required by the MCD, beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

**GENERAL INFORMATION**

| The contact person for Charter School is: | Dr. Abigail Nunez |
| The contact address for Charter School is: | 2050 N. San Fernando Road Los Angeles, CA 90065 |
| The contact phone number for Charter School is: | (323) 276-5545 |
| The proposed address or target community of Charter School is: | 2050 N. San Fernando Road Los Angeles, CA 90065 |
| This location is in LAUSD Board District: | 5 |
| This location is in LAUSD Educational Service Center: | XR |
| The grade configuration of Charter School is: | 9 - 12 |
| The number of students in the first year will be: | 440 |
| The grade level(s) of the students in the first year will be: | 9 - 12 |
| The scheduled opening date of Charter School is: | August 3, 2015 |
| The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student) | 520 |
Community Need for Charter School

Alliance Tennenbaum Family Technology High School operates as a small, high performing high school that prepares all students for admission to and success at 4-year colleges and universities. We seek to generate life-long learners in the 21st century through individualized, student-centered instruction that makes academics engaging, personal, and relevant. We utilize an innovative blended learning model, providing each student with 1:1 access to a laptop and/or tablet device and incorporating a wide variety of technological tools, including adaptive digital content resources, interactive (web 2.0) computer and iPad applications, and online programs. Accelerated students benefit from Honors and Advanced Placement (AP) courses, distance learning with CSU Dominguez Hills, and dual enrollment at Los Angeles and Glendale Community Colleges, while all learners have access to daily after-school tutoring by their teachers, summer school, and online credit recovery. Tennenbaum Tech students’ mentorship from a school Advisor (25:1 student to teacher ratio) and 4-year College Counseling program (125:1 student to counselor ratio) prepare them for acceptance and enrollment at colleges that range from prestigious private universities to the popular and competitive UC and CSU systems.

In addition to the school’s charter school status, Alliance was chosen to provide educational option through Public School Choice (PSC) and, in this capacity, Tennenbaum Tech serves as one of the LAUSD Neighborhood Zone of Choice Portfolio of Small School Options at Sonia Sotomayor Learning Communities in the Glassell Park / Northeast Los Angeles community. This area of Los Angeles is a historically underserved community, composed of mostly immigrant, low-income, and working class families struggling to overcome the socioeconomic barriers that accompany poor educational resources and cultural isolation. Tennenbaum Tech offers its students the opportunity to have a traditional high school experience in the context of a smaller, personalized learning environment that ensures their pathway to and through college. With access to Sotomayor after school programs, sports teams, student organizations, and events, Tennenbaum Tech students round out their academic experience.

Since its opening in 2011, Tennenbaum Tech (then called Alliance Technology, Science and Math College-ready Academy or ATAMS) has faced its share of challenges. Tennenbaum Tech students often enter the 9th grade several years behind in reading and math. In addition, students who have transferred into the school after the 9th grade have also arrived less proficient in academic subjects than their peers and very credit deficient or with grades substandard for 4-year college admission standards, as evidenced by transcripts and performance on diagnostic assessments that students take upon enrollment. Tennenbaum Tech administration, faculty, and staff has always welcomed students from all ethnic, linguistic, and academic backgrounds, as well as from a range of geographic areas, to become a part of our school community. The data below shows that through the school's unwavering high expectations for all students, its flexible academic supports, its timely whole-child and whole-family approach to intervention, and its vision for a school that consistently adapts to meets the needs of the future, Tennenbaum Tech has and will continue to move its students forward personally and academically.

Table 1.1 API Growth Comparison to Neighboring & Similar Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Type</th>
<th>2012 API</th>
<th>2013 Target</th>
<th>2013 API</th>
<th>API Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliance Tenn Tech</td>
<td>Charter</td>
<td>629</td>
<td>9</td>
<td>694</td>
<td>65</td>
</tr>
<tr>
<td>L.A. River School</td>
<td>Resident (Pilot)</td>
<td>650</td>
<td>8</td>
<td>659</td>
<td>9</td>
</tr>
<tr>
<td>School of History &amp; Dramatic Arts</td>
<td>Resident (Pilot)</td>
<td>720</td>
<td>5</td>
<td>755</td>
<td>35</td>
</tr>
<tr>
<td>ArtLAB</td>
<td>Resident (Pilot)</td>
<td>650</td>
<td>8</td>
<td>633</td>
<td>-17</td>
</tr>
<tr>
<td>Eagle Rock HS</td>
<td>Resident</td>
<td>773</td>
<td>5</td>
<td>776</td>
<td>3</td>
</tr>
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</table>
The 2012-13 API score of 694 reflects a gain of 66 growth points from the 2011-12 school year. In addition, all subgroups demonstrated a gain in API. Low-income, Hispanic students, and English Learners demonstrated the largest amount of growth.

While the schoolwide growth was impressive, we are further encouraged by the positive trajectory when subgroup performance data is analyzed. The subgroup data in Table 1.2 illustrates the impact of Tennenbaum on the students’ proficiency as measured by California Standards Tests.

<table>
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<tr>
<th>Tennenbaum Tech Subgroup</th>
<th>Academic Performance Index Growth</th>
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<tbody>
<tr>
<td></td>
<td>2012 API</td>
</tr>
<tr>
<td>Schoolwide</td>
<td>629 B</td>
</tr>
<tr>
<td>Hispanic</td>
<td>621 B</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>620 B</td>
</tr>
<tr>
<td>English Learner</td>
<td>605 B</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>371 B</td>
</tr>
</tbody>
</table>

Of the significant subgroups listed above, English Learners demonstrated the greatest gain as measured by API. Over the last year, we have not only seen significant growth in our school, but our subgroup APIs grew as well. Our socioeconomically disadvantaged students achieved a 70-point increase, Latino students earned a 65-point increase, and our English Learners earned a 43-point increase. Our Special Education students showed a moderate increase of 8 API points.

Based on an analysis of additional data, a correlation can be found between the API increase and increases in English Language Arts (ELA) and reading performance, as measured by students’ achievement on the ELA portions of the CST and California High School Exit Examination (CAHSEE), as well as their annual increases in Lexile level as measured by the Achieve 3000 reading program. Table 1.1 below compares students’ performance on these measures between in the spring of 2011 and the spring of 2012. An increase in CST ELA performance correlates with both the % of students scoring Proficient on the CAHSEE ELA portion in Grade 10 and Lexile growth in grades 9-11.

Additionally it is important to recognize that when looking at English Learner performance at comparison schools, Tennenbaum outperformed all resident, non-charter schools, students would have otherwise attended. This growth is even more dramatic for English Learners considering most similar schools demonstrated a substantial decline in performance.

**English Learners**

Tennenbaum Tech’s English Learner API Score outpaced other resident schools in Northeast Los Angeles as well as similar schools in LAUSD between 2011-12 and 2012-13.
Table 2.1 Tennenbaum Tech English Learner Academic Performance Index

<table>
<thead>
<tr>
<th>School</th>
<th>Type</th>
<th>2012 EL-API</th>
<th>2013 EL-API</th>
<th>API EL-Change</th>
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<tbody>
<tr>
<td>Alliance Tenn Tech</td>
<td>Charter</td>
<td>604</td>
<td>647</td>
<td>43</td>
</tr>
<tr>
<td>L.A. River School</td>
<td>Resident (Pilot)</td>
<td>587</td>
<td>515</td>
<td>-72</td>
</tr>
<tr>
<td>School of History &amp; Dramatic Arts</td>
<td>Resident (Pilot)</td>
<td>662</td>
<td>585</td>
<td>-77</td>
</tr>
<tr>
<td>ArtLAB</td>
<td>Resident (Pilot)</td>
<td>593</td>
<td>498</td>
<td>-95</td>
</tr>
<tr>
<td>Eagle Rock HS</td>
<td>Resident</td>
<td>639</td>
<td>588</td>
<td>-51</td>
</tr>
<tr>
<td>Franklin HS</td>
<td>Resident</td>
<td>606</td>
<td>532</td>
<td>-74</td>
</tr>
<tr>
<td>Lincoln HS</td>
<td>Resident</td>
<td>609</td>
<td>539</td>
<td>-70</td>
</tr>
<tr>
<td>Marshall HS</td>
<td>Resident</td>
<td>596</td>
<td>511</td>
<td>-85</td>
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<tr>
<td>Alliance Simon Tech</td>
<td>Similar (Charter)</td>
<td>651</td>
<td>719</td>
<td>68</td>
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<tr>
<td>School of Law &amp; Gov’t at Roosevelt HS</td>
<td>Similar</td>
<td>527</td>
<td>526</td>
<td>-1</td>
</tr>
<tr>
<td>Maya Angelou Community HS</td>
<td>Similar</td>
<td>483</td>
<td>488</td>
<td>5</td>
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<tr>
<td>APEX Academy</td>
<td>Similar</td>
<td>576</td>
<td>626</td>
<td>50</td>
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</table>

Data Source: CDE Dataquest

This growth in student performance results from their full immersion in the regular grade-level curriculum. Students are placed in rigorous college-preparatory content courses and provided with differentiated supports built into daily instruction. As a blended learningschool, Tennenbaum Tech students receive differentiated instruction in both content and language development through the individualized online learning station or independent station. At the direct learning station, they receive small group differentiated instruction, where the teacher utilizes methodologies such as SDAIE, which supports access to content and increases language development. Finally, opportunities for structured interaction between students about their learning occur through the collaborative station.

Table 2.2 English Learner Reclassification Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of ELs</th>
<th>Number Reclassified</th>
<th>Reclassification Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>77</td>
<td>1</td>
<td>14%</td>
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<tr>
<td>2012-13</td>
<td>74</td>
<td>14</td>
<td>18.2%</td>
</tr>
<tr>
<td>2013-14</td>
<td>63</td>
<td>6</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

Data Source: CDE Dataquest

Table 2.2 presents the reclassification rates of English Learners over the 3-year period since the school opened. Consistent with the gain in API points in 2012-2013, ELs also reclassified at a notable rate of 18.2%. Again, the full-immersion approach with our EL students accompanied by a differentiated model of instructional delivery through our blended learning model, supports aggressive gains for ELs. The reclassification rate in 2013-14 did not keep the pace with the previous year. This can be attributed to the increase in instructional rigor for CCSS implementation with which Tennenbaum approached this academic year. Through an analysis of the difference in student academic performance on the 2011-12 and 2012-13 CST versus their course grades, a pattern of potential grade inflation was identified. In other words, the evaluation of student performance in the classroom was not consistent with the standard upheld by annual state assessments. Students with higher levels of English as determined by CELDT may not have received sufficient SDAIE support in order to keep the pace with the increases in rigor, thus, their performance on 2013-14 reclassification measures such as the CAHSEE and ELA course grades may have suffered. Notable, however, is the consistent increase in overall English language development by EL students (see Table 2.3 below).

Table 2.3 CELDT Performance Bands by Year (Overall Score %)

<table>
<thead>
<tr>
<th>CELDT Level</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>17</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Early Advanced</td>
<td>10</td>
<td>26</td>
<td>43</td>
</tr>
<tr>
<td>Intermediate</td>
<td>32</td>
<td>42</td>
<td>40</td>
</tr>
<tr>
<td>Early Intermediate</td>
<td>34</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Beginner</td>
<td>7</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

Data Source: CDE Dataquest
Table 2.3 demonstrates a clear upward movement in English language acquisition for EL students at Tennenbaum over the past 3 years. The cluster of students classified as Early Intermediate and Intermediate ELs in 2011-12 moved up into Intermediate and Early Advanced Levels in 2012-13 and increasingly more moved from Early Intermediate and Intermediate levels into the Intermediate and Advanced levels in 2013-14. A decline in the Advanced levels of English Learners as determined by CELDT between 2011-12 and 2012-13 corresponds with the high reclassification rate that year. In other words, there is a clear annual progression of students in their language development while at Tennenbaum, resulting in eventual reclassification. Again, there was a dip in reclassification rates this past year, but the reason behind that dip more likely results from the increase in instructional rigor required by CCSS implementation and the new administration last year. As we continue to train and support our teachers in adequate support for advanced or even long-term ELs in the regular classroom, while still maintaining high expectations and academic rigor for all students, we can expect the reclassification rate to recover and continue the positive trend. This year we have added an academic counselor specifically charged with monitoring the progress of our ELs and appropriate interventions as needed, notably our comprehensive after school tutoring program and Saturday academies and boot camps.

Students with Disabilities

As indicated earlier in Table 1.2, our students with disabilities population grew by a modest 8 API points between 2011-12 and 2012-13. While growth is always a positive indicator of successful programming for Special Education students, Tennenbaum Tech responded to this data this past year to ensure this important subgroup had the support needed to keep pace with other students in the school in terms of academic growth.

Tennenbaum Tech utilizes a full-inclusion Resource Program model. Students participate in the general education setting with their general education peers for most, if not all, of their school day. Through the use of the push-in model, special education teacher(s) collaborate, co-teach, and consult with general education teachers on a regular basis to provide appropriate student supports as outlined in their respective IEPs. Collaborative, co-teaching, and consultation service delivery methods requires special education and general education teachers to plan, deliver, and assess the effectiveness of service delivery along with accommodations and/or modifications. Last year we included an instructional aide specifically funded for the Resource Program. Based on its success, this year an additional full-time Resource Specialist Teacher has been added. The dedication of financial resources in this manner has allowed us to augment the amount of time that RSP students receive academic support in the classroom beyond their required service minutes. Many Resource students also participate in a Resource Lab course with their IEP case-carrying Resource teacher to ensure that additional time, instruction, and monitoring of their specific IEP goals is provided. Services and supports such as DIS counseling, speech and language therapy, and adapted P.E. are provided to all Resource students in accordance with their IEPs. The IEP team, consisting of the principal, the RSP teacher, one academic counselor for all Resource students, the school psychologist, and a students parent and general education teacher meet regularly, both as legally required and intermittently between annual review meetings. This program will continue in the new charter term.

Instructional Program: The Impact of Lexile

Since opening, we have used the Achieve3000, a web-based reading program, to increase students Lexile levels. The use of this program led to improvements in both CAHSEE and CST performance. In the second year of the school, we surpassed our API growth target and increased 9th grade proficiency in English-Language Arts and improved 10th grade CAHSEE proficiency rates. Over a two year period, Table 1.4 shows the improvement in CST ELA 9th of 8%, 10th grade improved by 12%, and 11th grade increased by 1%. The CAHSEE proficiency grew during that same period by 23%.
Table 3.1 Correlation of English Language Arts Performance (CST & CAHSEE) and Lexile Growth

<table>
<thead>
<tr>
<th>Grade</th>
<th>2012 CST ELA % Prof/Adv</th>
<th>2012 CAHSEE ELA % Prof</th>
<th>Lexile Growth Points</th>
<th>2013 CST ELA % Prof/Adv</th>
<th>2013 CAHSEE ELA % Prof</th>
<th>Lexile Growth Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>45%</td>
<td>n/a</td>
<td>37</td>
<td>53%</td>
<td>n/a</td>
<td>47</td>
</tr>
<tr>
<td>10</td>
<td>27%</td>
<td>24%</td>
<td>65</td>
<td>40%</td>
<td>29%</td>
<td>122</td>
</tr>
<tr>
<td>11</td>
<td>26%</td>
<td>n/a</td>
<td>77</td>
<td>28%</td>
<td>n/a</td>
<td>114</td>
</tr>
</tbody>
</table>

Data Source: Achieve3000

We attribute the improvement on these accountability assessments to our consistent use of Achieve3000 to improve student reading levels as measured by Lexile. Given the 2014 change in state accountability calculation and implementation of Common Core State Standards, we consider it a missed opportunity to have not had opportunity to test against the California Standards to further prove the impact of the instructional program’s focus on Lexile growth. As the table above shows, our year of API growth corresponded with increasing students reading abilities. We strongly believe had we assessed using CST in spring of 2014, we would have demonstrated another substantial jump in API based on our ever-increasing student lexile levels.

Table 3.2 Average Lexile Growth by Student Cohort

<table>
<thead>
<tr>
<th>Graduating Cohort</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>37</td>
<td></td>
<td>77</td>
<td>37</td>
</tr>
<tr>
<td>2014</td>
<td>37</td>
<td>65</td>
<td>114</td>
<td>94</td>
</tr>
<tr>
<td>2015</td>
<td>37</td>
<td>122</td>
<td>166</td>
<td>TBD</td>
</tr>
<tr>
<td>2016</td>
<td>47</td>
<td>101</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>2017</td>
<td>34</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Data Source: Achieve3000

The data in the table above represents the average Lexile growth by student cohort. The use of Lexile data over multiple years allows for the trend analysis of student reading growth. While the graduating cohorts of 2013 and 2014, who started at Tennebaum as 11th and 10th graders respectively, do not reflect a consistent growth pattern. However, the cohorts of 2015 and 2016, the only students who have been enrolled at Tennebaum since grade 9, show impressive growth in Lexile reading level each year. This chart reinforces the premise of the Common Core State Standards in English-Language Arts that targeted leveled readings and systematic exposure to increasingly more challenging texts, steadily increases their overall reading ability. This has a positive impact on student reading in other content areas as well. Specifically, student proficiency rates on CST Content EOC exams increased dramatically where students had gained average Lexile of between 114 and 122 points.

Table 3.3 CST Performance in Non-ELA EOC

<table>
<thead>
<tr>
<th>Subject</th>
<th>2012 CST % P/A</th>
<th>2013 CST % P/A</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>World History</td>
<td>16%</td>
<td>25%</td>
<td>9%</td>
</tr>
<tr>
<td>U.S. History</td>
<td>31%</td>
<td>36%</td>
<td>5%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4%</td>
<td>19%</td>
<td>14%</td>
</tr>
<tr>
<td>Summative Math</td>
<td>14%</td>
<td>27%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Data Source: CDE Dataquest

Tennebaum Tech students receive differentiated instruction in both content and language development through the individualized online learning station or independent station. At the direct learning station, they receive small group differentiated instruction, where the teacher utilizes methodologies such as SDAIE, which supports access to content and increases language development. Finally, opportunities for structured interaction between students about their learning occur through the collaborative station.

Tennebaum witnessed dramatic growth in API for English Learners in comparison to both neighboring and similar schools. The performance of English Learners at neighboring schools and most similar schools declined. Our growth in student performance results from their full immersion in the regular grade-level curriculum. Students are placed in rigorous college-preparatory content courses and provided with differentiated supports built into daily instruction.
Adequate Yearly Progress

Tennenbaum has also made significant gains in Adequate Yearly Progress (AYP) for the two years that data is available.

Table 4.1 Tennenbaum Tech 2-Year AYP

<table>
<thead>
<tr>
<th>Year</th>
<th>Met all criteria</th>
<th># Met</th>
<th># Criteria</th>
<th>ELA Met</th>
<th>Math Met</th>
<th>ELA Participation</th>
<th>Math Participation</th>
<th>ELA Proficiency</th>
<th>Math Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>No</td>
<td>2</td>
<td>5</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2013</td>
<td>Yes</td>
<td>5</td>
<td>5</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Data Source: CDE Dataquest

Table 4.1 demonstrates significant gains in AYP for Tennenbaum Tech over the first two years in which AYP was available. In the first year, only the participation rate was met for both ELA and Math. In year 2, all criteria, including ELA and math proficiency were met. The increase in CST and CAHSEE scores, as described earlier, allowed for meeting AYP in 2013. The criteria for ELA and math proficiency were met by safe harbor, which further indicates that lower achieving Tennenbaum students in 2011-2012 were able to make gains the following year. This is consistent with the CELDT/EL achievement data which points to continued growth from students who are still developing language, literacy, and numeracy skill. Despite the fact that they have not yet reached a level that allows them to perform at the proficient or advanced levels and or meet all reclassification criteria, they are making steady progress.

The Annual Measurable Objectives (AMOs) chart below show the movement of students from the “far below” performance band:

As stated earlier, our impact has been generally been positive, and highly impactful on students who have been enrolled at Tennenbaum since grade 9.

Table 4.2 AYP Comparison to Neighboring & Similar Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Met Growth Target 2013</th>
<th>Ranking 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Schoolwide</td>
<td>All Student Groups</td>
</tr>
<tr>
<td>Alliance Tenn Tech</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>L.A. River School</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>School of History &amp; Dramatic Arts</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>ArtLAB</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Eagle Rock HS</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Franklin HS</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Lincoln HS</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Marshall HS</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Alliance Simon Tech</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>
Performing Arts at Diego Rivera LC | Y | N | N | 1 | 1
School of Law & Gov’t at Roosevelt HS | Y | N | N | 1 | 7
School of Communications/New Media Roosevelt HS | Y | N | N | 1 | 1
Maya Angelou Community HS | Y | N | N | 1 | 1
Helen Bernstein HS | Y | N | N | 1 | 6
APEX Academy | Y | Y | Y | 1 | 3

Data Source: CDE Dataquest

The chart above demonstrates the adequate yearly progress being made by Tennenbaum against comparison schools. The only schools that met all three criteria for adequate progress were small schools—four from the list are charter schools.

Graduation and College Readiness

Table 5.1 Tennenbaum 2012-2013 Cohort Graduation Rates Versus Neighboring Schools

<table>
<thead>
<tr>
<th></th>
<th>Tenn Tech</th>
<th>SOHDA</th>
<th>ArtLAB</th>
<th>LA River School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>75.30%</td>
<td>71%</td>
<td>70%</td>
<td>90%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>73%</td>
<td>71%</td>
<td>70%</td>
<td>88%</td>
</tr>
<tr>
<td>English Learner</td>
<td>71%</td>
<td>50%</td>
<td>55%</td>
<td>77%</td>
</tr>
<tr>
<td>Special Education</td>
<td>66%</td>
<td>42%</td>
<td>37%</td>
<td>73%</td>
</tr>
<tr>
<td>All Students</td>
<td>76%</td>
<td>71%</td>
<td>70%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Table 5.2 Tennenbaum 2012-2013 Cohort Dropout Rates Versus Neighboring Schools

<table>
<thead>
<tr>
<th></th>
<th>Tenn Tech</th>
<th>SOHDA</th>
<th>ArtLAB</th>
<th>LA River School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>9.00%</td>
<td>7%</td>
<td>16%</td>
<td>4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10%</td>
<td>9%</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>English Learner</td>
<td>12%</td>
<td>6%</td>
<td>33%</td>
<td>0%</td>
</tr>
<tr>
<td>Special Education</td>
<td>11%</td>
<td>28%</td>
<td>50%</td>
<td>13%</td>
</tr>
<tr>
<td>All Students</td>
<td>8%</td>
<td>8%</td>
<td>16%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Due to the unique nature of Tennenbaum Tech opening in its first year with grades 9-11, the school graduated only 88% of its first 12th grade class in 2013. Many incoming students in the 11th grade were severely credit deficient. Several students were not able to graduate on time with their class for that reason. For students in the class of 2014, some of whom also came in as 10th graders already severely credit deficient, students who were behind were asked to work intensively during last summer and throughout this school year using the APEX online credit recovery software, to get on track. This past spring, Tennenbaum Tech graduated 94% of its seniors, advancing toward the Alliance mission of graduation 100% Tables 5.1 and 5.2 show cohort graduation and cohort dropout rates for Tennenbaum Tech and neighboring schools.

While the graduation rates for the schools’ opening years are more or less consistent with most neighboring schools, it should be noted that the rates are more consistent at Tennenbaum between
subgroups. In other words, there is less of a “graduation gap” or “drop out gap” than at other schools. Also notable are the rates for English Learners and Special Education students, who graduated at a higher rate and dropped out at a lower rate than in the neighborhood schools. This can be attributed to the additional administrative, counseling, special education, and office personnel that work together to support these students and their families on their pathway through high school and to college. In addition, as described earlier, our blended learning instructional model allows for these students’ full inclusion into the rigorous, grade level instructional program while still providing the targeted and differentiated intervention they need to be successful. While we again acknowledge that the slower progression with achievement for specific subgroups is a concern and something that must continue to be monitored and addressed, it does not appear to have overly burdened the students’ ability to graduate at Tennenbaum Tech.

In sum, Tennenbaum Tech has taken great strides to ensure that students pass all A-G classes and graduation requirements with a grade of C or higher. We continue to meet quarterly with all families of students who are behind in credits to delineate a plan for credit recovery, or ideally early intervention to prevent a grade of Not Passing. This spring we will graduate our first cohort of students that started with us as 9th graders. We anticipate from this point forward not only to graduate 100% of our seniors each year, but also to ensure their admission to a 4-year college or university.

Table 5.3 Tennenbaum Tech CAHSEE Pass Rates

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>68%</td>
<td>84%</td>
<td>90%</td>
</tr>
<tr>
<td>English Learners</td>
<td>38%</td>
<td>60%</td>
<td>67%</td>
</tr>
<tr>
<td>Special Education</td>
<td>0%</td>
<td>0%</td>
<td>43%</td>
</tr>
<tr>
<td>All students</td>
<td>70%</td>
<td>84%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Table 5.4 Tennenbaum Tech College Readiness Indicators

<table>
<thead>
<tr>
<th>College Readiness Indicators</th>
<th>All students participate in college entrance and readiness exams to indicate college-readiness by the end of grade 12. Target readiness scores: SAT (500), ACT (18-22), AP (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Reasoning</td>
<td>Average Score</td>
</tr>
<tr>
<td></td>
<td>Verbal</td>
</tr>
<tr>
<td>Class of 2013</td>
<td>396</td>
</tr>
<tr>
<td>Class of 2014</td>
<td>409</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACT</th>
<th>Average Score</th>
<th>Percent of Students College-Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>Math</td>
</tr>
<tr>
<td>Target Score</td>
<td>18</td>
<td>22</td>
</tr>
</tbody>
</table>
The above table summarizes Tennenbaum students’ performance on the typical college readiness indicators: ACT minimum overall score of 21, SAT minimum score of 500 per section, EAP college readiness proficiency, and AP test score of 3 or higher. All of these areas are major areas of growth for Tennenbaum Tech in its second charter term, and the work is already underway.

The Alliance College-Ready Public Schools’ mission that all students will be accepted and graduate from a 4-year college or university drives both the instructional and counseling program at Tennenbaum. We have 200:1 administrator to student ratio and a 9:1 administrator to teacher ratio. We have a 125:1 counselor to student ratio. Our Advisory teachers loop with their groups of 25-30 students for four years for an additional layer of support. We are in the process of revamping our Advisory curriculum to focus specifically on the various indicators of college readiness: college and career awareness, college entrance exam preparation and simulations, and a senior portfolio that includes no less than 12 4-year college or university applications, financial aid applications, scholarship applications, job applications, and a resume. Our college counselors will train and support our Advisory teachers in acting as true advisors in walking students and their families through the college readiness curriculum.

We have also begun rapid development of our Advanced Placement program, sending 7 teachers to AP by the Sea training this past summer and several more planned for next year. Balancing open access and student success with the exams, our Instructional Leadership Team and counseling staff have worked together to develop an application process, family and student orientation, a student contract, and mandatory tutoring and test preparation as part of our program. In its first three years of operation, Tennenbaum only offered 2 AP classes annually. The chart above shows an inverse correlation between participation and pass rates during the first two years. This past year, we saw positive results with 2 new courses offered—AP Biology and AP Spanish literature, with pass rates of around 30% and 50% respectively. Together, this data has informed our approach to expanding our AP program to 6 courses this year. We invite all students to participate in the program, but ask them to carefully consider their readiness and commitment. In addition, we will be adding Honors level courses in the grade levels prior for students to receive a pre-AP curriculum that exposes and prepares them for the courses. Beginning in 2014-15 and throughout our second charter term, we expect to run about 10 AP courses annually, exceeding the Alliance—wide goal of all students enrolling in at least two AP courses before graduation and passing at least 2 exams with a score of 3 or higher. Students with Disabilities and those with 504 plans would be encouraged and supported in meeting this goal through an individualized analysis of the needed accommodations for instruction and testing using the ITPs, IEPs and 504 plan documents. In the

<table>
<thead>
<tr>
<th>Advanced Placement (AP) Exam</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tested</td>
<td>Passed</td>
<td>Tested</td>
</tr>
<tr>
<td>Art History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus AB</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus BC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus BC AB Subscore</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>European History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microeconomics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Theory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish Literature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio Art 2-d</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio Drawing Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>US Government</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>US History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World History</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data Source: Raw Data provided by State

The Alliance Tennenbaum Family Technology High School
August 2014
event that the IEP or 504 plan team determines that an AP course would not provide the appropriate instructional setting for a student to achieve the identified goals, an alternate college-ready course that meets the same graduation requirement would be made available to the student.

**School Culture and Climate**

**Attendance**

Tennenbaum Tech has maintained an attendance rate of 94% or higher since its opening three years ago. Over the past year under new school administration, structures and personnel have been put in place to reach the goal of 97% average daily attendance. Attendance data is shared on a regular basis with all stakeholder groups. The school community has identified trends, strategies, and areas of concern and we collaboratively develop solutions to address them. As part of our Local Control Accountability Plan, we have hired a full-time attendance clerk to monitor and process attendance daily. The office manager works closely with the attendance clerk and the counselors to provide routine intervention measures. This year we hired an additional counselor to oversee the School Site Attendance Review Team and work with the Alliance home office’s School Attendance Review Team in the most challenging cases of attendance issues. We use a counseling and informative approach in working with families to resolve attendance issues. Our counselor and principal also work with Advisory teachers and the Associated Student Body/Leadership club to implement both individual and group attendance incentives. Perfect attendance is recognized each semester on an individual level and each month the Advisory with the highest average attendance receives special recognitions and privileges at the school-wide Monthly Celebration.

**Suspension/Expulsion Rates**

Similar to many schools across LAUSD and the state, Tennenbaum Tech has given increased attention to the school’s suspension and expulsion rates. Under new administration last year, Tennenbaum Tech issued only 2 out-of-school suspensions and 6 in-school suspensions. There were no expulsions. This year, an additional counseling position was funded specifically to implement restorative-based interventions and supports for attendance, behavior, students with IEPs, and other wrap-around counseling services. She also works closely with the Parent Engagement Specialist to provide parent educational programming around matters that support positive behavior and academic success, such as Student Success Teams and the Coordination of Services Team. As a school, we are committed to issuing zero suspensions in the upcoming term, with the exception of those required by California Educational Code. Other small, personalized aspects of our school environment, such as Advisory, academic tutoring, and the blended learning and differentiated instruction mode help to prevent typical misbehavior before they arise as well as provide students with coping strategies and positive behaviors that they can benefit from utilizing as they prepare for college and careers.

**Parent Engagement**

A final and irrefutably essential component of our school program includes the work of our Parent Engagement Specialist through the school’s parent center. These two components were added in last year with the school's new administration, and they have begun to flourish, aligning with core value “Parents as partners” in all Alliance Schools. The Parent Engagement Specialist facilitates weekly opportunities for parental involvement both on campus and in the community. Parent are strongly encouraged and publically recognized at our Monthly Celebrations and semester awards ceremonies for meeting their commitment of 40 documented service hours annually to their children’s education. School-based workshops, community non-profit-led academy series, school councils, town halls, and conference nights abound throughout the year. Parents are welcome to visit the school daily, and their voice is greatly appreciated. We seek to provide parents with the opportunities and training to ensure that they can be strong advocates not only for their own children, but also for the community as a whole.
### Student Population to be Served

**SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA**

Address: 2050 San Fernando Road, Los Angeles, CA 90065

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2013-14</th>
<th>% Students Eligible for Free/Reduced Lunch*</th>
<th>% of Special Ed. Students*</th>
<th>% of English Learners*</th>
<th>% Major Ethnicity #1*</th>
<th>% Major Ethnicity #2*</th>
<th>% Major Ethnicity #3*</th>
<th>2013 Growth API</th>
<th>Met School wide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API State wide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-14 School Performance Framework Classification (SPF)</th>
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</thead>
<tbody>
<tr>
<td>Tennenbaum Tech</td>
<td>384</td>
<td>84</td>
<td>9</td>
<td>18</td>
<td>Latino 92</td>
<td>Filipino 3</td>
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<td>694</td>
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<td>LA River School</td>
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<td>Yes</td>
<td>NA</td>
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<tr>
<td>School of History &amp; Dramatic Arts</td>
<td>298</td>
<td>78</td>
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<td>Yes</td>
<td>NA</td>
<td>5</td>
<td>10</td>
<td>Service &amp; Support</td>
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<tr>
<td>Marshall SH</td>
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<td>67</td>
<td>10</td>
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<td>Filipino 13</td>
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<td>No</td>
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<td>Franklin SH</td>
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<td>16</td>
<td>Latino 90</td>
<td>Filipino 4</td>
<td>Asian 3</td>
<td>713</td>
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<td>No</td>
<td>687</td>
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<td>Lincoln HS</td>
<td>1342</td>
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<td>11</td>
<td>20</td>
<td>Latino 74</td>
<td>Asian 25</td>
<td>Filipino 1</td>
<td>694</td>
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<td>No</td>
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<td>Eagle Rock HS</td>
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<td>765</td>
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<td>Irving MS Math, Music, Engineering Magnet</td>
<td>614</td>
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<td>Watch</td>
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<tr>
<td>Early College Ac for Leaders &amp; Scholars-PUC</td>
<td>412</td>
<td>80</td>
<td>9</td>
<td>11</td>
<td>Latino 94</td>
<td>Filipino 3</td>
<td>Asian 2</td>
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<td>NA</td>
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<tr>
<td>LA Leadership Academy</td>
<td>541</td>
<td>90</td>
<td>7</td>
<td>21</td>
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<td>Santa Rosa Charter Academy-PUC</td>
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<td>16</td>
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<td>Yes</td>
<td>No</td>
<td>779</td>
<td>5</td>
<td>8</td>
<td>Service &amp; Support</td>
</tr>
</tbody>
</table>

Data Sources: Demographic data from CALPADS via CDE School Demographic Characteristics; API data from CDE Dataquest; SPF data from LAUSD

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**Who Tennenbaum Tech is Attempting to Educate**

Tennenbaum Tech is an independent charter high school that serves students in grades 9-12, providing an alternative choice of quality education in the Eagle Rock, Franklin, and Marshall High School area.

The community contains a large, underserved, urban student population. The ethnicity of students in schools throughout the area, and at Tennebaum Tech, is predominately Latino and Filipino, and an average of over 80% of students qualify for the free/reduced lunch meal program. Tennenbaum will seek to relieve overcrowding and improve academic performance in this high need community as a priority.
Enrollment By Grade Level

As is continues to grow, Tennenbaum Tech will ultimately serve approximately 520 students in grades 9-12, with 130 students enrolled at each grade level.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>9</td>
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<td>10</td>
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<tr>
<td>11</td>
<td>87</td>
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<tr>
<td>12</td>
<td>130</td>
<td>90</td>
<td>100</td>
<td>130</td>
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<tr>
<td>Total</td>
<td>440</td>
<td>448</td>
<td>490</td>
<td>520</td>
<td>520</td>
</tr>
</tbody>
</table>

Mission

The mission of Tennenbaum Tech is to operate a small high performance school that prepares all students to graduate and prepares all students to enter and succeed in college. Moreover, we strive to ensure that each Tennenbaum Tech student will develop resilient character and strong critical thinking and collaborative skills necessary to become socially responsible, globally minded citizens who are an integral part of their local, national and international communities.

Vision

The vision of Tennenbaum Tech is to provide a highly accountable model of innovation with highly effective teachers guided by core principles that are based on what research has shown to be best educational practices, and to serve as a research and development model for the District and other public schools.

Tennenbaum Tech will consistently demonstrate student readiness for success in college with: a high success rate in student proficiency on state content/common core standards; 80-100 percent success rate in passing high school exit exams; dramatically reducing the dropout rate to less than 10 percent; and achieving a 80-100 percent success rate of students enrolled for at least four years who will graduate ready to successfully enter college.

Core Values

Tennebaum Tech students, staff and community embrace the following five Alliance core values in establishing and maintaining the culture of the school:

1. **High Expectations For All Students** - All students, including students in historically underachieving communities, can successfully learn at high levels and have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in college³. All students must pass the A-G college entrance course requirements with a grade of C or better to graduate and be at least proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in college.

2. **Small Personalized Schools And Classrooms** - Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the school. Blended-learning classrooms, like those at Tennenbaum Tech, offer even more personalized and individualized instruction that targets individual student learning needs, takes them from where they are and accelerates their learning to where they need to be in order to graduate ready for success in college.

3. **Increased Instructional Time** - All students must have sufficient time in school to learn successfully. The school offers a school year of up to 190 days of instruction and an ongoing opportunity for extended learning time for intervention or enrichment to meet individual student needs. Daily instructional learning time is structured in longer 2-hour blocks of time to allow for

³ Doug Lemov, Teach Like a Champion, March 2010
focused in-depth learning. Students will also have access to extended online resources, be able to replay online content, and access other features allowed by using technology, creating 24/7 learning opportunities. Research demonstrates how increased learning time can lead to higher achievement.

4. **Highly Qualified Principals And Teachers** – All Alliance schools must have exemplary principals who are capable instructional leaders and entrepreneurs in managing resources, and who are given opportunities for ongoing leadership training. Knowing that students learn best with teachers who know their subject field, are well trained to deliver rigorous instruction, and can attend to the diverse needs of individual students, these skills are at the forefront when selecting and developing teachers. Our teachers work in collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility.

5. **Working With Parents As Partners** - Parents are meaningfully and actively engaged in their children’s education. They have a right to choose to send their children to excellent high performing schools. Parents must be responsible and accountable for supporting their children’s learning at school and at home. They must understand what it will take to prepare their children for college, and they are encouraged to support the goals of the school through their voice and through volunteering. Technology training will be provided to engage parents as part of the blended learning process, to provide parent access to real-time data on student progress and activities, and to support more effective parent contributions to their child’s education.

**What it Means to Be an Educated Person in the 21st Century**

A well-educated person in the 21st Century must be highly proficient in a rigorous set of competencies in language, reasoning/problem solving, reading, writing, computation, interpersonal relationships, social/economic studies, the use of technology, and personal work habits in order to succeed in a global economy.

A well-educated person recognizes that the world is constantly changing, and is a self-directed lifelong learner prepared to continually adapt to changes that require new skills and competencies to be successful in their lifetime. An educated person understands that creative thinking leads to opportunity, that talent can be turned into true skill, and that all human beings are equal and important.

The Tennenbaum Tech curriculum, instructional methodology, and environment are designed to instill and develop these skills in our students so that they can succeed in college and in their chosen careers, and can continue to be self-directed learners, highly skilled critical thinkers and effective communicators throughout their lives.

**How Learning Best Occurs**

At Tennenbaum Tech, we believe that learning occurs best:

- When there are consistent high expectations for 100% success for all students with clear expectations for what students should know and be able to do and how well; where students are actively engaged in their learning and where academic expectations are rigorous. One consistent finding of academic research is that high expectations are the most reliable driver of high student achievement, even in students who do not have a history of successful achievement.

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5 Douglas Kellner, New Media and New Literacies: Reconstructing Education for the New Millennium, UCLA, 2000
6 Lauren Resnick, Institute for Learning, Principles of Learning, 1995
7 Doug Lemov, Teach Like a Champion, March 2010
- When each classroom in the school creates a thirst for learning through inquiry-based learning designed to help students learn how to learn, and is designed to adapt to students' diverse learning styles.

- When students have an active voice in all aspects of the school that directly affect student learning, interests and needs through structures such as advisory groups that connect each student with a personal learning team. Students actively involved in the educational process in the classroom directly affects student learning. Through blended learning, students are also engaged in helping to manage their own learning through online curriculum, individualized pacing driven by real-time data feedback, online student learning communities, and multimedia delivery of instruction.

- In small learning communities where their education is personalized, where they know their teachers, where their teachers and all adults in the school know them, where advisory structures connect each student with a personal learning team, and when assessment of what is taught and learned is ongoing to inform students, teachers, and parents about student progress.

- In a school that functions as an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a small, supportive environment where staff and students know and respect each other and each other’s similarities and differences.

- When the instructional methodology used helps students see the real-life relevance of the material they are studying and is relevant to students’ real world. When instructional methods include strategies that provide opportunities for project-based learning where the curriculum is integrated and students see the relationship of the various academic courses to each other and to the real world. When students apply their skills to real-life situations through the use of technology as a tool, through participation in internships, and through service learning.

- When students and teachers have adequate access to technology so that it can be used effectively in student learning, classroom instruction, data management and communication. We believe that technology used as an effective tool in high performing schools must provide electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents and inform individual learning needs of each student.

- When guidance and support are provided for all students through highly qualified inspiring teachers, an exemplary principal, and through parents as partners in their child’s education.

Annual Goals for Local Control Funding Formula (LCFF)

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: ALLI Rubric Evaluation Score; Teacher Retention Rate</th>
</tr>
</thead>
</table>

---

8Bill & Melinda Gates Foundation, Making the Case for Small Schools: Size Makes a Difference: 1) Average achievement is higher in small schools 2) More students from small high schools pass core classes and go on to college 3) Effects of school size are greatest for low income and minority students.
Recruit and retain highly qualified teachers with 3 to 5 years teaching experience (schoolwide) who are appropriately credentialed for all assignments.

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to Instructional Materials</td>
<td>Recruit and retain more highly qualified teachers with more experience and ensure they are appropriately credentialed for all assignments</td>
<td>100%</td>
</tr>
<tr>
<td>ACCESS TO INSTRUCTIONAL MATERIALS</td>
<td>Increase teacher compensation by 5% in 2014-2015 and 5% in 2015-2016 depending on resources available</td>
<td>100%</td>
</tr>
<tr>
<td>State Priority #1: Basic Services</td>
<td>Implemented and monitored by: School principal/administration and Alliance HR and Finance personnel</td>
<td>100%</td>
</tr>
</tbody>
</table>

Fund full-time IT Assistant to service/update iPads                          |                                                                                                                 | 100%                |

Coordinate Tennenbaum Tech/ Home Office IT for Pearson updates               |                                                                                                                 | 100%                |

Implemented and monitored by: School principal/administration and Alliance IT personnel |                                                                                                                 | 100%                |

Maintain our current building on the Sotomayor campus (schoolwide)          | Fulfill requirements related to the Public School Choice agreement, incl. facilities contract services with LAUSD | 100%                |

IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS                    | Implemented and monitored by: School principal/administration and Alliance Facilities and Operations personnel in collaboration with administration from other Sotomayor schools | 100%                |

State Priority #2                                                             |                                                                                                                 | 100%                |

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Priority #2: Basic Services</td>
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<td>100%</td>
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</tbody>
</table>

Increase teacher and student support for transitioning to Common Core State Standards and Next Generation Science Standards

Teachers and students will be provided with CCSS-aligned curriculum resources for instruction (schoolwide)

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACILITIES MAINTENANCE</td>
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<td>100%</td>
</tr>
<tr>
<td>State Priority #1: Basic Services</td>
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<td>100%</td>
</tr>
</tbody>
</table>

Maintain our current building on the Sotomayor campus (schoolwide)          | Fulfill requirements related to the Public School Choice agreement, incl. facilities contract services with LAUSD | 100%                |

Mainten requirements related to the Public School Choice agreement, incl. facilities contract services with LAUSD

Implemented and monitored by: School principal/administration and Alliance Facilities and Operations personnel in collaboration with administration from other Sotomayor schools |                                                                                                                 | 100%                |

Method for Measuring: Teacher Satisfaction Survey; annual SBAC results       |                                                                                                                 | 100%                |

Method for Measuring: Annual inspections by LAUSD                           |                                                                                                                 | 100%                |
### Increase student and teacher support for transitioning to Common Core State Standards and Next Generation Science Standards (schoolwide)

- **Shadowing of other schools that are successfully implementing CCSS**
- **PDs on CCSS instruction/strategies/best practices/materials/technology**

**Implemented and monitored by:** School principal/administration and Alliance Instructional personnel

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline – 14-15 data (not yet available)</th>
<th>Baseline + 1%</th>
<th>Baseline + 2%</th>
<th>Baseline + 3%</th>
<th>Baseline + 4%</th>
<th>Baseline + 5%</th>
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</thead>
<tbody>
<tr>
<td>Shadowing of other schools that are successfully implementing CCSS</td>
<td>(13-14 Completion Rate – 94%)</td>
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<td></td>
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</tr>
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</table>

### PARENT INVOLVEMENT

**State Priority #3**

#### Annual Goals

(Identify schoolwide and subgroup goals as applicable)

1. **Increase the number of parents participating in workshops, town halls, and school council meetings (schoolwide)**
   - Advertise parent events, workshops, Town Hall meetings, conferences, and offer volunteer opportunities through Teleparent, School Website, and Flyers both at school and in the community
   - Initiate “Coffee with the Principal” and other venues/opportunities for parents to provide input
   - Maintain record of parent volunteer sign-in sheets & hours
   - Maintain and update parent volunteer hours on the school website
   - Provide incentives and recognitions for parents who attend regularly
   - Streamline recruitment, parent outreach, and alumni engagement through the Parent Engagement Specialist position
   - Maintain records of meeting agendas that discuss LCAP
   - Provide workshops specific to the needs and academic success of low-income students, foster youth, ELs and RFEPs
   - Share data and gather input at school town hall and council meetings regarding the successes and challenges students from low-income families, foster youth, ELs, and RFEPs encounter as well as best practices in supporting them

**Implemented and monitored by:** School principal/administration, Parent Engagement Specialist, Counseling Team, Office Team, and Alliance Director of Parent and Community Engagement

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline – 14-15 data (not yet available)</th>
<th>Baseline + 5%</th>
<th>Baseline + 10%</th>
<th>Baseline + 15%</th>
<th>Baseline + 20%</th>
<th>Baseline + 25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of parents participating in workshops, town halls, and school council meetings (Low-income, Foster youth, ELs, RFEPs)</td>
<td>(13-14 – participation rate – 17%)</td>
<td></td>
<td></td>
<td></td>
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</table>

### Statewide Assessments

**State Priority #4: Student Achievement**
### Annual Goals
(Identify schoolwide and subgroup goals as applicable)

#### Specific Annual Actions

<table>
<thead>
<tr>
<th>Enrichment Activities</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase college and university acceptance for the following groups of students: Sped, ELLs, Foster Youth and AB 540 (schoolwide)</td>
<td>Method for Measuring: Individual Graduation Plans (IGPs), including 4-year college acceptance rates</td>
</tr>
<tr>
<td>Implemented and monitored by: School principal/administration and Alliance College Counseling personnel</td>
<td>Baseline - 14-15 data (not yet available)</td>
</tr>
</tbody>
</table>

### ACADEMIC PERFORMANCE INDEX (API)
State Priority #4: Student Achievement

#### Specific Annual Actions

<table>
<thead>
<tr>
<th>Enrichment Activities</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase our Academic Performance (schoolwide)</td>
<td>Method for Measuring: API</td>
</tr>
<tr>
<td>Implemented and monitored by: School principal/administration</td>
<td>Baseline Measured by the State’s SBAC</td>
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</tbody>
</table>

### A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]
State Priority #4: Student Achievement

#### Specific Annual Actions

<table>
<thead>
<tr>
<th>Enrichment Activities</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase number of students who meet 4-year college acceptance requirements (schoolwide)</td>
<td>Method for Measuring: IGPs, 4-year college acceptance rates</td>
</tr>
<tr>
<td>Hire additional counselors to focus on social/emotional and student services to maximize college counselors’ time with supporting students with college applications and scholarships Provide systematic and comprehensive test prep for college entrance exams beginning in the 9th grade</td>
<td>Baseline 2015-2016</td>
</tr>
<tr>
<td>Implemented and monitored by: School principal/administration and counseling team</td>
<td>Increase college acceptance by 2% (2013-14 – 33%)</td>
</tr>
</tbody>
</table>

### ENGLISH LEARNER ADEQUATE PROGRESS RATE
State Priority #4: Student Achievement

#### Specific Annual Actions

<table>
<thead>
<tr>
<th>Enrichment Activities</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase our Academic Performance (schoolwide)</td>
<td>Method for Measuring: CELDT scores</td>
</tr>
<tr>
<td>Hire additional counselors to focus on social/emotional and student services to maximize college counselors’ time with supporting students with college applications and scholarships Provide systematic and comprehensive test prep for college entrance exams beginning in the 9th grade</td>
<td>Baseline 2015-2016</td>
</tr>
<tr>
<td>Implemented and monitored by: School principal/administration and counseling team</td>
<td>Increase college acceptance by 2% (2013-14 – 33%)</td>
</tr>
</tbody>
</table>
### English Learner Reclassification Rate

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of ELs proficient as measured by CELDT through 2016; and transition to the ELPAC assessment in 2016-17 (schoolwide)</td>
<td>Tutoring Summer school Boot camp Additional EL Assistant Implemented and monitored by: School principal/administration and counseling team</td>
<td>Baseline - 14-15 data (not yet available) (13-14 – 41% scored 4 or 5 on CELDT) Baseline + 2% Baseline + 4% Baseline + 6% Baseline + 8% Baseline + 8%</td>
</tr>
</tbody>
</table>

### AP Examination Passage Rate [High Schools Only]

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase passage rate of 3 or higher on AP exams for students with a 3.0 or better GPA (schoolwide)</td>
<td>Development of Honors/pre-AP course sequence in grades 9 &amp; 10 Early identification of students’ academic interests and talents regarding advanced courses AP teachers to attend a 4-day AP training over summer 2014 or summer 2015 Summer, after school, and Saturday tutoring/workshops for AP students Implemented and monitored by: School principal/administration and counseling team</td>
<td>Baseline - 14-15 data (not yet available) (13-14 – 24%) Baseline + 1% Baseline + 2% Baseline + 3% Baseline + 4% Baseline + 5%</td>
</tr>
</tbody>
</table>

### EAP College Preparedness Rate [High Schools Only]

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Annual EAP Assessment Scores</td>
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</tbody>
</table>

Alliance Tennenbaum Family Technology High School
Alliance College-Ready Public Schools

August 2014

Page 26
<table>
<thead>
<tr>
<th>SCHOOL ATTENDANCE RATE</th>
<th>State Priority #5: Student Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Goals</strong></td>
<td>(Identify全校wide and subgroup goals as applicable)</td>
</tr>
<tr>
<td>Shadowing of other schools that are successfully implementing CCSS PDs on CCSS instruction/strategies/best practices/materials/technology</td>
<td>Implemented and monitored by: School principal/administration</td>
</tr>
<tr>
<td>Increase the % of students deemed college ready by the annual EAP assessment</td>
<td>Baseline - 14-15 data (not yet available) (13-14 – 11% ELA and 0% Math)</td>
</tr>
<tr>
<td><strong>Specific Annual Actions</strong></td>
<td></td>
</tr>
<tr>
<td>Hire additional counselor to work with attendance and discipline</td>
<td>95% attendance rate or higher (13-14 – 95%)</td>
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<tr>
<td>Institute parent workshops throughout the year that review attendance data and school revenue and address the importance of school attendance</td>
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<tr>
<td>Hire additional counselor to work with attendance and discipline, tailoring needs to high-risk student subgroups through a Coordination of Services Team (COST) approach</td>
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<tr>
<td>implemented and monitored by: School principal/administration, office team and counseling team</td>
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</tr>
<tr>
<td><strong>Measurable Outcomes</strong></td>
<td>Method for Measuring: Monthly attendance reports</td>
</tr>
<tr>
<td>To maintain 95% or above (schoolwide)</td>
<td></td>
</tr>
<tr>
<td>To maintain 95% or above (Low-income, Foster youth, ELS, RFEPs)</td>
<td></td>
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<tr>
<td><strong>CHRONIC ABSENTEEISM RATE</strong></td>
<td>State Priority #5: Student Engagement</td>
</tr>
<tr>
<td><strong>Annual Goals</strong></td>
<td>(Identify全校wide and subgroup goals as applicable)</td>
</tr>
<tr>
<td>Decrease the percent of students missing 10 or more days each school year (schoolwide)</td>
<td>Implemented and monitored by: School principal/administration, office team and counseling team</td>
</tr>
<tr>
<td><strong>Specific Annual Actions</strong></td>
<td></td>
</tr>
<tr>
<td>Hire additional counselor to provide attendance and counseling and intervention</td>
<td>Baseline - 14-15 data (not yet available)</td>
</tr>
<tr>
<td><strong>Measurable Outcomes</strong></td>
<td>Method for Measuring: Monthly attendance reports</td>
</tr>
<tr>
<td><strong>DROPOUT RATE [Middle and High Schools Only]</strong></td>
<td>State Priority #5: Student Engagement</td>
</tr>
<tr>
<td><strong>Annual Goals</strong></td>
<td>(Identify全校wide and subgroup goals as applicable)</td>
</tr>
<tr>
<td><strong>Specific Annual Actions</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Measurable Outcomes</strong></td>
<td>Method for Measuring: Annual cohort graduation and dropout rates</td>
</tr>
</tbody>
</table>
### ANNUAL GOALS

(Identify schoolwide and subgroup goals as applicable)

### SPECIFIC ANNUAL ACTIONS

|----------------------|----------|-----------|-----------|-----------|-----------|-----------|

#### GRADUATION RATE [High Schools Only]

**STATE PRIORITY #5: STUDENT ENGAGEMENT**

**ANNUAL GOALS**

(Identify schoolwide and subgroup goals as applicable)

**SPECIFIC ANNUAL ACTIONS**

- Maintain student drop out rate less than 1% (schoolwide)
- Maintain student drop out rate less than 1% (Low-income, Foster Youth, ELs, RFEPs)

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<tr>
<td>Maintain student drop out rate less than 1%</td>
<td>Maintain student drop out rate less than 1%</td>
<td>Maintain student drop out rate less than 1%</td>
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<td>Maintain student drop out rate less than 1%</td>
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**ANNUAL ACTIONS**

- Hire additional counselor to provide attendance counseling and intervention to maximize counselor’s time with supporting students with academic monitoring and intervention
- Hire additional counselor to work with attendance and discipline, tailoring needs to high-risk student subgroups through a Coordination of Services Team (COST) approach

**Baseline**

- 2015-2016
- 2016-2017
- 2017-2018
- 2018-2019
- 2019-2020

**MEASURABLE OUTCOMES**

- End-of-year graduation rate

**STUDENT SUSPENSION RATE**

**STATE PRIORITY #6: SCHOOL CLIMATE**

**ANNUAL GOALS**

(Identify schoolwide and subgroup goals as applicable)

**SPECIFIC ANNUAL ACTIONS**

- Maintain suspension rate at 3% or less (schoolwide)

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<tr>
<td>Maintain monthly suspension rates at 3% or less</td>
<td>Maintain monthly suspension rates at 3% or less</td>
<td>Maintain monthly suspension rates at 3% or less</td>
<td>Maintain monthly suspension rates at 3% or less</td>
<td>Maintain monthly suspension rates at 3% or less</td>
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**ANNUAL ACTIONS**

- Hire additional counselors to develop and train staff around restorative discipline techniques

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<tbody>
<tr>
<td>Monthly suspension reports</td>
<td>3% or less</td>
<td>Maintain monthly suspension rates at 3% or less</td>
<td>Maintain monthly suspension rates at 3% or less</td>
<td>Maintain monthly suspension rates at 3% or less</td>
<td>Maintain monthly suspension rates at 3% or less</td>
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</table>

**STUDENT EXPULSION RATE**

**STATE PRIORITY #6: SCHOOL CLIMATE**

**ANNUAL GOALS**

(Identify schoolwide and subgroup goals as applicable)

**SPECIFIC ANNUAL ACTIONS**

<table>
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<tbody>
<tr>
<td>Maintain monthly suspension rates at 3% or less</td>
<td>Maintain monthly suspension rates at 3% or less</td>
<td>Maintain monthly suspension rates at 3% or less</td>
<td>Maintain monthly suspension rates at 3% or less</td>
<td>Maintain monthly suspension rates at 3% or less</td>
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</tr>
</tbody>
</table>

**ANNUAL ACTIONS**

- Implement and monitored by: School principal/administration and counseling team
<table>
<thead>
<tr>
<th>Maintain expulsion rates at/or below 1% (schoolwide)</th>
<th>Maintain expulsion rates at/or below 1% (low-income, foster youth, ELs, RFEPs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain expulsion rates at/or below 1% (schoolwide)</td>
<td>Maintain expulsion rates at/or below 1% (low-income, foster youth, ELs, RFEPs)</td>
</tr>
</tbody>
</table>

**[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]**
*State Priority #6: School Climate*

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain expulsion rates at/or below 1% (schoolwide)</td>
<td>Hire additional counselors to develop and train staff around restorative discipline techniques</td>
<td>Expulsion rate -0% (13-14 – 0%)</td>
</tr>
<tr>
<td>Maintain expulsion rates at/or below 1% (low-income, foster youth, ELs, RFEPs)</td>
<td>Hire additional counselor to work with attendance and discipline, tailoring needs to high-risk student subgroups through a Coordination of Services Team (COST) approach</td>
<td>Maintain expulsion rate at 0%</td>
</tr>
<tr>
<td>Maintain expulsion rates at/or below 1% (low-income, foster youth, ELs, RFEPs)</td>
<td>Implemented and monitored by: School principal/administration and counseling team</td>
<td>Maintain expulsion rate at 0%</td>
</tr>
</tbody>
</table>

**Method for Measuring:** Student, Parent, and Staff Satisfaction Surveys

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<tbody>
<tr>
<td>Stakeholder satisfaction increase by 15%</td>
<td>Stakeholder satisfaction increase by 20%</td>
<td>Maintain stakeholder satisfaction rate of 95% or higher</td>
<td>Maintain stakeholder satisfaction rate of 95% or higher</td>
<td>Maintain stakeholder satisfaction rate of 95% or higher</td>
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</tr>
</tbody>
</table>

**BROAD COURSE OF STUDY**
*State Priority #7*

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of students taking AP courses and are on track to graduation (schoolwide)</td>
<td>Development of Honors/pre-AP course sequence in grades 9 &amp; 10</td>
<td>100%</td>
</tr>
<tr>
<td>Increase the number of students taking AP courses and are on track to graduation (schoolwide)</td>
<td>Early identification of students' academic interests and talents regarding advanced courses</td>
<td>100%</td>
</tr>
<tr>
<td>Increase the number of students taking AP courses and are on track to graduation (schoolwide)</td>
<td>Hire additional counselors to focus on social/emotional and student services to maximize college counselors' time with supporting students with academic monitoring and intervention</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Method for Measuring:** Semester grad checks, A-G and 2 AP course minimum grad check, semester NP report

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<tbody>
<tr>
<td>100% (13-14 – 94%)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<td>100%</td>
</tr>
</tbody>
</table>

**[OTHER STUDENT OUTCOMES]**
*State Priority #8*

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of students taking AP courses and are on track to graduation (schoolwide)</td>
<td>Development of Honors/pre-AP course sequence in grades 9 &amp; 10</td>
<td>100%</td>
</tr>
<tr>
<td>Increase the number of students taking AP courses and are on track to graduation (schoolwide)</td>
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<td>100%</td>
</tr>
<tr>
<td>Increase the number of students taking AP courses and are on track to graduation (schoolwide)</td>
<td>Hire additional counselors to focus on social/emotional and student services to maximize college counselors' time with supporting students with academic monitoring and intervention</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Method for Measuring:** End-of-year Lexile Level Set Test Results
Curriculum and Instructional Design

The educational model for curriculum and instruction at Tennenbaum Tech is guided by our core values, our beliefs about how learning best occurs and by best practices researched in high performing high schools that consistently produce well-educated students prepared to successfully enter and succeed in college. The philosophical base and the organizational structure for Tennenbaum Tech’s curriculum are student centered and are in accordance with accountability for achieving proficient to advanced performance on core standards.

Instructional Methods and Strategies

Students learn best when there is a rigorous standards based curriculum with high thinking demand that challenges students to test their understanding of concepts through real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning. Tennenbaum Tech features small classrooms with teacher facilitated learning and inquiry-based learning aligned to the Charlotte Danielson Framework for Effective Teaching. The learning environment is being transformed from a system of teacher output and student input to a self directed learning environment in which teachers are facilitators and students are learners and doers.

Instructional methods and strategies include, but are not limited to, students applying skills and concepts learned to real world projects, service learning, and blended learning, all requiring problem solving, critical thinking and active engagement in classroom talk around the concepts and standards they are learning. More information on some of the innovative components follows.

Advisory Groups

All students are well known and supported through advisory groups of 15-20 students. The advisory structure provides a small focused support group to motivate and support each student’s progress. The advisory teacher monitors each student’s personal learning plan to address individual interests and needs. Each student also has a personal learning team consisting of their teacher advisor, a parent, and a mentor that meets throughout the year to provide guidance and assess progress. The student mentor may be a teacher, a qualified community leader, a parent volunteer or other member of the staff. This structure helps to ensure that student voice is included in all aspects of the school that directly affect student learning, interests and needs and that no student falls through the cracks.

Advisory covers standards for each grade level in the areas of personal development, college and career, social responsibility and community building.

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G. Sue Shannon, Nine Characteristics of High Performing High Schools, 2001
**Personalized Learning Environment**

10 Students learn best in small learning communities where their education is personalized. Through our small school environment, relationships between Tennenbaum Tech adults and students are sustained over time and student learning is personalized so that each student’s individual needs are recognized and met. Teachers work in grade level teams and share data and responsibility for the grade level group of students. Having three two-hour periods per day limits daily teacher-student contacts to not more than 90 students per day, increasing teacher time to focus on students as individuals.

**Increased Time for Learning**

All students have sufficient time in school to learn successfully. Instructional time is increased at Tennenbaum Tech, with up to 190 days of instruction and schedules are structured to provide longer, uninterrupted blocks of time of up to 120 minutes. As part of the core program, increased instructional time for all students also includes time for intervention and/or enrichment to meet individual student learning needs. In addition, students will have access to extended online resources, be able to replay online content, and access other features allowed by using technology, creating 24/7 learning opportunities. Research demonstrates how increased learning time can lead to higher achievement.11

**Integrated Technology**

The new CCSS require significant student collaboration, fluency with multimedia and technology, and the development of strong complex reasoning, problem solving, and communication skills. Tennenbaum Tech student technology goals include all students developing technology literacy and technology fluency.

We define technology literacy as the ability to responsibly, creatively and effectively use appropriate technology to: communicate; access, collect, manage, integrate and evaluate information; solve problems and create solutions; build and share knowledge; and improve and enhance learning in all subject areas and experiences. Technology Fluency is demonstrated when students: apply technology to real-world experiences; adapt to changing technologies; modify current and create new technologies; and personalize technology to meet personal needs, interests and learning style.

To reach these goals, Tennenbaum Tech has comprehensively integrated student use of technology into the curriculum and has increased student access to one iPad and/or laptop per student (all SBAC ready) to ensure adequate access to technology for effective use in student learning, common core and digital classroom instruction, data management, SBAC online state assessments and communication. Alliance interim assessments are administered online for all students to prepare students for SBAC online assessments.

Students have access to individual online support in core areas such as math and English Language Arts. Technology is an integral part of Tennenbaum Tech’s blended learning model (see following section). Students also use technology regularly to access research information on the Internet, to develop standards-based multimedia projects and presentations, and to maintain individual portfolios of their work. Students actively engage in learning online and submit quarterly writing samples to the CSU writing assessment system for scoring.

We believe that technology used as an effective tool in high-performing schools must provide electronic assessments and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents. Classroom teachers are provided iPads

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10 Bill & Melinda Gates Foundation, Making the Case for Small Schools, 2001  
11 National Education Commission on Time and Learning, “Prisoners of Time” 1994  
and/or laptops and use consistent data systems for managing grades, student performance data, and internal school and network communication with other schools. Tennenbaum Tech uses Schoolzilla data management system to access individual student and classroom data. Classrooms will be networked with each other, with the school office and with the Alliance for ongoing efficiency in communication and support to schools using Schoolzilla and PowerSchool© and mandatory LAUSD MiSiS.

**Blended Learning**

The Tennenbaum Tech blended learning model is a mix of learning technologies and interactions resulting in a socially supportive, constructive learning experience. It utilizes digital content and instructional technology to create a unique classroom environment which allows students to develop into independent learners and offers the teacher opportunities to focus additional time on group and targeted differentiated instruction. The teacher is no longer the sole distribution mode for instruction. Tennenbaum Tech’s blended learning environment 1) re-thinks the role of the teacher, 2) allows each core teacher to maintain an effective instructional group of students, and 3) maintains our block schedule which fosters an atmosphere of rigor and focus on the core subjects while providing flexibility around elective participation.

Students have access to iPads and/or laptops in the classroom daily, participate in in-classroom rotations, and are able to utilize one or all of the following learning technologies: digital content, online courses and interactive tools. Blended learning classrooms provide students with group, project-based, and individualized learning opportunities to better prepare students for college and provide instruction that better meets individual student learning styles. ¹²

At the core of the model are the following signature practices:

1) **Differentiated and Personalized Teaching and Learning** -- Students use adaptive and non-adaptive digital content and have differentiated tasks, pathways, and playlists for learning.

2) **Data Driven Decisions Support Mastery-Based Learning** -- Daily checks for understanding to inform grouping and instructional strategies.

3) **Integrated Digital Content and Learning Tools** -- Students use technology and digital media strategically and capably.

4) **Students as Creators and Producers** -- Students transfer knowledge by producing artifacts every day. Students will move beyond consumption and move towards creation and production.

5) **Student Agency and Ownership of Learning** -- Students will take ownership over their student achievement data, which will lead to increased choice over time, team, technique, and/or task.

The structure of blended learning classrooms is dynamic and is established by the classroom teacher based on use of real time data. The teacher groups students according to academic needs. These groupings are flexible and can be changed by the teacher according to performance data and based on individual student needs, progress and outcomes. At any given point during a two-hour block period, the teacher determines how the stations/groupings are in operation depending on specific goals for the day. Variation of classroom structure is part of the model and is driven by access to real time student data so that the classroom is flexible enough to make sure the right student gets the right lesson at the right time. Typical stations include¹³, but are not limited to:

- **Whole Group Instruction** -- Teachers provide direct instruction to the entire classroom as one group. This can be as an introductory mini lesson to teach or review standards, review goals and schedule for the day (whiteboard configuration), digital agendas and other clarification of expectations prior to breaking into smaller group stations; or can be used more extensively to teach new standards or reteach standards that are problematic for the larger group.

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¹² US Department of Education, Evaluation of Evidence-Based Practices in Online Learning, 2010

¹³ Clayton Christensen Institute for Disruptive Innovation, Models of Blended Learning, 2012
• **Teacher-Led Small Group Instruction Station** - Teachers provide direct instruction with individualized attention to a small group of students.

• **Individualized Online Learning Station** - Students learn at their own pace, receiving immediate feedback, and taking more ownership of their educational progress. The online digital content addresses individual student needs, ensuring that students are neither held back nor left behind.

• **Collaborative Learning Station** - Students work collaboratively in small groups, to apply their learning by creating presentations, videos, and other projects that demonstrate understanding of skills and concepts applied to real world issues, while encouraging peer-to-peer cooperation.

The primary goal is to use technology as a tool to support individualized instruction so that students learn at their own pace, moving forward immediately when ready or taking as much time as needed to develop proficiency

**College-Readiness for All Students**

The question at Tennenbaum Tech is not “are you going to college?” but “which college are you going to attend?” The school maintains a strong college-going culture, which is implemented through advisory groups, parent engagement and school-wide activities and includes:

- College information materials, including brochures, the college resources section of the school’s web site and other resource materials are made readily available to students and families.

- Programs regarding career and college information are presented to students, parents, and community members in workshops and through college counselors in individual and group student settings. Alliance parent and student workshop topics include: college and university options, required college-entrance courses, financial aid opportunities, college majors linked to careers, visits from college representatives and student field trips to colleges, college entrance tests, PSAT program and ongoing access to information regarding college outreach programs.

- College-readiness and awareness is a priority content focus in daily teacher led advisory groups for all students with the support of college counselors serving as a resource to classroom teachers and principals.

- Advisory curriculum includes direct development of study skills to prepare our students to be independent learners through the use of study skills materials and though a visiting college student program that provides an opportunity for students to learn from students in the community who have successfully entered college programs.

- Pennants from local and national colleges and universities are displayed throughout the campus and in each classroom, and a poster of college-coursework and entrance requirements is posted in every classroom.

- Students have the opportunity to research college programs beginning in tenth grade.

- Trips to local universities are coordinated to provide students and their parents an opportunity to become familiar with college campuses and their programs.

- Beginning in the eleventh grade, students and their parents participate in identifying scholarship programs and receive assistance in preparing and submitting applications for scholarships.

- The school coordinates awareness, tutoring and support preparation for PSAT, SAT and/or ACT exams, and includes CSU Early Assessment into our college-readiness program.

- With the passage of AB 484, students in their junior year take the SBAC grade 11 English and math assessments that will be used for the Early Assessment Program (EAP) effective as of spring 2015. Students who demonstrate proficiency on EAP are exempt from taking the CSU Placement Test (Entry Level Mathematics (ELM) and or the English Placement Test (EPT). Students who demonstrate proficiency in the EAP will be will also be able to participate in college level math and English courses at a CSU campus their Freshman year in college.

- Secondary students take CSU 11th grade early entrance assessment and CSU placement tests as a key indicator of college-readiness, and student performance data from the results of
college-readiness exams (i.e. PSAT, SAT, ACT) is collected and analyzed to monitor student preparation for college level coursework.

Each individual student maintains an electronic portfolio to document progress and next steps of meeting college-entrance requirements. Parents receive a copy of their child's portfolio with a guide to plan for success during orientation. Parents participate in learning about and supporting their child’s preparation for meeting college-entrance requirements. Each student is required to have a college-entrance or post secondary plan including applications submitted at the conclusion of their senior year to colleges, the work force or the military. This plan is something that faculty and staff work closely with each student to complete. Students also receive assistance in completing and submitting referenced applications. While it would be very rare for students not to complete this task, failure to do so would not prevent them from graduating.

Transition to Common Core

Tennenbaum Tech has made the transition to Common Core through the Alliance strategic plan to transition to the Common Core State Standards (CCSS) and Assessments. The transition began in 2011-12 and by 2013, summer training provided all teachers with instructional guides based on CCSS.

As of fall 2014-15, Tennenbaum Tech is fully implementing CCSS in English and math using Pearson Digital Common Core System of Courses. Next Generation Science Standards are being implemented in science, and science and history/social science are integrating CC Literacy Standards.

Ongoing support throughout the transition is being provided by school and Alliance leadership through:

- Alliance-wide PD days throughout the year to support collaboration around anchor curriculum and assessments for CCSS.
- Differentiated professional development offered in blended and face-to-face venues focused on CCSS.
- 2nd year of partnership with New Teacher Center to focus on mentoring to promote equity in education.
- On-site support for observing and providing feedback to teachers on key shifts.
- PD courses for leaders offered to continue to differentiate professional learning for principals and assistant principals.
- Expansion of Literacy Design Collaborative work to all science, history and ELA teachers (where relevant).
- Digital content in history & science vetted for alignment to new standards and made available to all teachers.
- Benchmark assessments are curriculum embedded in ELA & Math via Pearson Common Core System of Courses and aligned to SBAC.
- Benchmark assessments in history and science aligned to new standards and administered online (Common Core, Next Gen., 3C).
- On-site, differentiated coaching support to continue.
- Online coaching support to augment in-person coaching support.

Curricular and Instructional Materials

Tennenbaum Tech attests that each pupil in the school will have sufficient instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education.

Each spring, the principal, in consultation with staff, identifies areas of need and orders materials for the following year. Curriculum, materials, and instructional activities are selected based on their rigor and
their relevance to supporting our goal of achieving proficient to advanced performance on standards, meeting A-G course requirements, and preparing students to graduate ready for college.

As blended-learning school, Tennenbaum Tech relies on digital content and is not required to purchase hard copy textbooks. They may, however, purchase books as a source of instructional material for some or all classes at their discretion.

Below is a list of current instructional resources utilized by the school for each grade level and subject. Programs that have specific tools to support ELL students are also indicated.

<table>
<thead>
<tr>
<th>Digital Content</th>
<th>Subject(s)</th>
<th>High School Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
<td>English</td>
</tr>
<tr>
<td>Achieve 3000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieve Biology (Science)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apex Learning (Credit Recovery)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Edmodo</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ESL Reading Smart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Google Applications</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>History Alive/TCI (Digital Version)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Khan Academy</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Kudo</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Life on Earth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mastering Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overdrive</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Pearson</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Revolution K12</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Wordly Wise</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A target ratio of one computer and/or iPad for every student in grades 9-12 ensures students adequate access to technology for effective use in student learning, common core and digital classroom instruction, data management, SBAC online state assessments and communication. Classroom teachers are also provided iPads or laptops and use consistent data systems for monitoring student performance, managing grades, and internal school and network communication with other schools.

**Alliance High School Graduation Requirements**

Alliance high school graduation requirements are in alignment with the following University of California (UC) and California State University (CSU) “A-G” minimum undergraduate admission requirements:

<table>
<thead>
<tr>
<th>UC/CSU Admission Requirements “A-G”</th>
<th>YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History</td>
<td>1</td>
</tr>
<tr>
<td>World History or AP European History (CDE requires TENENBAUM TECH.TENENBAUM TECH.)</td>
<td>1</td>
</tr>
<tr>
<td>College Prep English, AP recommend</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics (Algebra 1, Algebra 2, Geometry, Integrated Math, Pre-Calculus, Calculus or Statistics)</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science (1 Biological Science &amp; 1 Physical Science)</td>
<td>2</td>
</tr>
</tbody>
</table>
Requirements include:

- Unit/Credit requirements for graduation: 230 (see break down by subject area in comprehensive course list that follows)
- Total Minimum A-G Credits required: 160
- Course requirements for graduation: Pass all courses with a grade of C or higher (basic proficiency) to receive course credit.
- Core Courses offered may be Standard Core, Honors or Advanced Placement.
- Advanced Placement Courses and Exams may be offered on site or online.
- Exam requirements for graduation: Passing score on California High School Exit Exam (CAHSEE) English and Math.

Our mission is that all high school students will pass all A-G and elective courses with a grade of C or better to graduate in 4 years with a minimum of 230 credits. To best serve students who are not on track to meet these goals, the following supports are provided:

- Summer Session Credit Recovery
- Online Credit Recovery
- Academic Support classes in English and or Math
- Tutoring After School or Saturdays
- Gateway Concurrent Enrollment in LA City College for eligible 11th Graders at Risk of Not Graduating

These supports are provided for all students in need including all subgroups and students transferring in to the school.

Students who are still unsuccessful in meeting the Alliance 230 credit “a-g” high school graduation requirement and/or do not pass the California High School Exit Exam (CAHSEE) by the end of the summer following their 4th year, are welcomed to attend a 5th year or attend until requirements are successfully met.

**Current Course List**

The table below shows all current course offerings for all grades served by Tennenbaum Tech. Those with an asterisk indicate courses which meet A-G and graduation requirements.
### Science
2 years required
20 credits

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology A*</td>
<td>Biology B*</td>
<td>Physics A*</td>
</tr>
<tr>
<td>AP Biology A*</td>
<td>AP Biology B*</td>
<td>AP Physics B*</td>
</tr>
<tr>
<td>Chemistry A*</td>
<td>Chemistry B*</td>
<td>AP Chemistry A*</td>
</tr>
<tr>
<td>AP Chemistry A*</td>
<td>AP Chemistry B*</td>
<td>AP Chemistry B*</td>
</tr>
<tr>
<td>AP Biology A*</td>
<td>AP Biology B*</td>
<td>AP Biology B*</td>
</tr>
</tbody>
</table>

### Laboratory Science
2 years required
20 credits
(3 years recommended)
*May not be offered online unless wet lab is offered*

<table>
<thead>
<tr>
<th>Biology A*</th>
<th>Biology B*</th>
<th>Chemistry A*</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Biology A*</td>
<td>AP Biology B*</td>
<td>AP Chemistry A*</td>
</tr>
<tr>
<td>AP Biology A*</td>
<td>AP Biology B*</td>
<td>AP Chemistry B*</td>
</tr>
<tr>
<td>AP Biology A*</td>
<td>AP Biology B*</td>
<td>AP Biology B*</td>
</tr>
<tr>
<td>Physics A*</td>
<td>AP Physics A*</td>
<td>AP Chemistry A*</td>
</tr>
</tbody>
</table>

### Visual and Performing Arts
1 year required
10 credits
*May not be offered online*

<table>
<thead>
<tr>
<th>Digital Design A*</th>
<th>Digital Design B*</th>
<th>Foundations of Animation A*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Digital Media A*</td>
<td>Advanced Digital Media A*</td>
<td>Foundations of Animation B*</td>
</tr>
<tr>
<td>Foundations of Animation A*</td>
<td>Foundations of Animation B*</td>
<td>Advanced Digital Media A*</td>
</tr>
<tr>
<td>Advanced Digital Media B*</td>
<td>Advanced Digital Media B*</td>
<td>Foundations of Animation B*</td>
</tr>
</tbody>
</table>

### Health and Physical Education
PE Offered/not required

<table>
<thead>
<tr>
<th>Intro to Kinesiology A*</th>
<th>Intro to Kinesiology B*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Physical Education A</td>
<td>Advanced Physical Education B</td>
</tr>
</tbody>
</table>

### Language Other Than English
2 years required
20 credits

<table>
<thead>
<tr>
<th>Spanish 1A or 2A*</th>
<th>Spanish 1B or 2B*</th>
<th>Spanish 2A or 3A*</th>
<th>Spanish 2A or 3A*</th>
<th>Spanish 3A*</th>
<th>Spanish 3B*</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Spanish Language A*</td>
<td>AP Spanish Language A*</td>
<td>AP Spanish Language B*</td>
<td>AP Spanish Language B*</td>
<td>AP Spanish Language A*</td>
<td>AP Spanish Language B*</td>
</tr>
</tbody>
</table>

### Electives and Other Courses/Areas of Study Required for graduation/A-G Requirements
1 year Academic Electives required
(2 semesters @ 5 credits each)
10 credits
*Can include extra year of science, foreign language, math, social science, visual/performing arts*

<table>
<thead>
<tr>
<th>Advisory 9 Creative Writing A*</th>
<th>Advisory 9 Creative Writing B*</th>
<th>Advisory 10 Resource Lab A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory 10 Resource Lab B</td>
<td>Advisory 11 Journalism A*</td>
<td>Advisory 12 Journalism B*</td>
</tr>
<tr>
<td>Advisory 11 Resource Lab A</td>
<td>Advisory 12 Resource Lab A</td>
<td>Advisory 12 Resource Lab B</td>
</tr>
</tbody>
</table>

*Courses that meet A-G and graduation requirements.*

All A-G courses are transferable to other public schools, and meet the rigorous requirements for admission to both the UC and state university systems. Parents receive notification of course transferability in student recruitment and student enrollment materials, which are available in both English and Spanish. Tennenbaum Tech college counselors also work closely with students and families to ensure that they are well aware of requirements and where each child stands in relation to those requirements.

Upon enrollment all students are given a series of diagnostic survey assessments. These indicate needs to be met as part of the student’s Personal Learning Plan and the student’s English Language status. Results of initial diagnostic testing for entering students determine student placement in math and determine students’ need for intervention electives and tutoring in math and English language arts. Objective written tests, teacher recommendation and student participation in student-led self review conferences are used to evaluate student progress and their need for more individualized help to reach
the required proficiency in grade level standards. All students have access to the grade level core curriculum. Students at risk participate in an extended learning program to provide more time for learning and to accelerate their progress. All students are eligible to take all classes, including Advanced Placement (in grades 9-12). Students who show a continued lack of progress are served as detailed under No Child Left Behind and/or the Meeting the Needs of All Students section below, depending on individual student needs.

**Comprehensive Alliance Course Catalogue with Course Descriptions**

**ENGLISH**

All students must be enrolled in an English class every semester and must earn a total of 40 units of English credit in to graduate. All Alliance English courses comply with required California standards for English Language Arts.

**COMMON CORE ENGLISH 9A/9B (Year) Freshmen**

**UC Approved (b)**

**Credential Requirement:** Single Subject in English or English Authorization  
**Description:** The goal of the Grade 9 Common Core English course in ELA is to build in each student, by the time they complete secondary school, the stamina and strategies for reading independently and deeply across the range, quality, and complexity of texts included in the curriculum. To do so, the Grade 9 Common Core English course provides ample time for independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness.

**COMMON CORE ENGLISH HONORS 9A/9B (Year) Freshmen**

**UC Approved (b)**

**Credential Requirement:** Single Subject in English or English Authorization  
**Description:** English 9 Honors is a literature-based course that focuses on the development of fluency in the English language through the study of the literary genres and historically and culturally significant works and authors from American and world literature. Students will develop professional speaking and listening skills by conducting and participating in in-depth discussions and be asked to compose well-written analytical responses to fiction and non-fiction classic and contemporary selections. Students will be asked to write in multiple genres, including argumentative, informational, and narrative forms. This class is designed for highly motivated 9th graders who demonstrate exceptional ability in English and are willing to read and write extensively both in and out of class. The curriculum is designed to help students develop their academic English reading, writing, speaking and listening fluency through literary analysis and research writing projects, the study of English grammar and mechanics, vocabulary exercises and class discussion. This course covers the same content as English 9 at an accelerated pace and in greater depth and is designed to prepare students to take English 10 Honors and AP English courses junior and senior year. This course is aligned with the Common Core State Standards and will follow Pearson’s Common Core Curriculum.

**COMMON CORE ENGLISH 10A/10B (Year) Sophomores**

**UC Approved (b)**

**Credential Requirement:** Single Subject in English or English Authorization  
**Description:** The goal of the Grade 10 Common Core English course in ELA is to build in each student, by the time they complete secondary school, the stamina and strategies for reading independently and deeply across the range, quality, and complexity of texts included in the curricula. To do so, the Grade 10 Common Core English course provides ample time for independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness.

**COMMON CORE ENGLISH HONORS 10A/10B (Year) Sophomores**

**UC Approved (b)**

**Credential Requirement:** Single Subject in English or English Authorization  
**Description:** This course will focus on reading, writing, and speaking, and will be more reading and writing intensive than the regular level course. Students will read and analyze prose written in a variety of periods, disciplines, and rhetorical contexts. Students will write and speak in a variety of rhetorical modes, namely argument, expository, and narration. Students will formulate skillful judgments of their own and deliver focused and coherent presentations that convey clear perspectives and solid reasoning. Students will develop the conventions of standard English grammar and usage when writing or speaking.

**COMMON CORE ENGLISH 11A/11B (Year) Juniors**
UC Approved (b)

Credential Requirement: Single Subject in English or English Authorization

Description: The goal of the Pearson Common Core System of Courses in ELA is to build in each student, by the time they complete secondary school, the stamina and strategies for reading independently and deeply across the range, quality, and complexity of texts included in the curricula. To do so, each Common Core course in ELA provides ample time for independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness.

COMMON CORE ENGLISH HONORS 11A/11B (Year) Juniors
UC Approved (b)

Credential Requirement: Single Subject in English or English Authorization

Description: The 11th grade experience consists of five 28-30 day units with two 5-day assessment units following units 2 and 3. Over the course of the year there is a steady progression in text complexity levels, sophistication of writing tasks, speaking and listening activities, and increased opportunities for independent and collaborative work. Rubrics and student models accompany all writing assignments. Students engage in close reading of classical and contemporary complex texts. They write in the argument, informational, and narrative genres and engage in speaking and listening activities throughout the year.

COMMON CORE ENGLISH 12A/12B (Year) Seniors
UC Approved (b)

Credential Requirement: Single Subject in English or English Authorization

Description: The goal of the Pearson Common Core System of Courses in ELA is to build in each student, by the time they complete secondary school, the stamina and strategies for reading independently and deeply across the range, quality, and complexity of texts included in the curricula. To do so, each Common Core course in ELA provides ample time for independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness.

EXPOSITORY READING & WRITING A/B (Year) Seniors
UC Approved (b)

Credential Requirement: Single Subject in English or English Authorization

Description: The goal of this course is to prepare college-bound Seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions.

AP ENGLISH LANGUAGE & COMPOSITION A (Year) Juniors
UC Approved (b)

Credential Requirement: Single Subject in English or English Authorization

Description: Advanced Placement Juniors English prepares students for the Advanced Placement Examination in Language and Composition. The class is an exploration of American Literature from the Puritan period to the post-Civil War period. Students will also study examples of non-fiction prose to develop an appreciation for diction, syntax, and style and an understanding of the methods of argumentation (rhetoric). Students must become acquainted with different techniques of writing style and be able to use them in their own writing. Students must be able to read well, understand grammar, and employ composition skills with a high level of competence before entering this course.

AP ENGLISH LANGUAGE & COMPOSITION B (Year) Juniors
UC Approved (b)

Credential Requirement: Single Subject in English or English Authorization

Description: This course continues the first semester's study of American literature and extends it into the modern period. Students will continue their study of diction, syntax, style, and rhetorical techniques for use on the AP Language Exam administered in May. In the five weeks preceding the exam, students will complete a variety of activities intended to prepare them for the examination. Following the AP examination, students will engage in an intensive study of the techniques of poetry, its meaning, techniques, and forms.

AP ENGLISH LITERATURE AND COMPOSITION A (Year) Seniors
UC Approved (b)

Credential Requirement: Single Subject in English or English Authorization
**Description**: This senior level course will continue the study of poetry introduced in AP Juniors English B. A Shakespearean play and two or three novels and/or plays will be included in the literature requirements. Students will study Chaucer, sixteenth century poetry, and other pre-eighteenth century literature. Students will be required to write a minimum of 3 lengthy essays of literary analysis in addition to a personal essay appropriate for college applications.

**AP ENGLISH LITERATURE AND COMPOSITION B** (Year) Seniors  
**UC Approved (b)**  
**Credential Requirement**: Single Subject in English or English Authorization  
**Description**: AP English B is a course designed to help students sharpen their analytical skills and to structure their review of literature in preparation for the challenging AP Exam in Literature and Composition. The course includes analysis of various types of literature, such as poetic explication, as well as the study of techniques involved in the writing of timed essays of analysis. Students are expected to read well and employ composition skills with a high level of competence before entering this course. Students will write approximately one essay per week and reread and analyze six to eight works of literary merit in the first quarter of the course. In the five weeks preceding the exam, students will complete a variety of activities intended to prepare them for the rigorous examination. Following the AP exam, students will complete independent projects related to literature.

**ENGLISH LANGUAGE DEVELOPMENT 1A/1B** (Year) Freshmen, Sophomores, Juniors, Seniors  
**Not UC Approved**  
**Credential Requirement**: Single Subject in English or English Authorization  
**Description**: This course introduces students to basic structures and vocabulary of the English language through the skills of reading, writing, speaking, and listening. Students learn strategies in order to advance their reading, listening, and pronunciation skills. They expand oral comprehensibility and write complete sentences, a standard paragraph, and short content-based essays. They utilize level-appropriate conventions of grammar and punctuation with a minimum of errors.

**ENGLISH LANGUAGE DEVELOPMENT 2A/2B** (Year) Freshmen, Sophomores, Juniors, Seniors  
**Not UC Approved**  
**Credential Requirement**: Single Subject in English or English Authorization  
**Description**: English language learners discover how to use and extend their vocabulary, grammar, and communication skills. It focuses on syntax, continued vocabulary development, reading, listening comprehension, speaking and pronunciation skills, and writing multiple-paragraph compositions that demonstrate organization of ideas, use of a thesis statement, and supportive elements. Intensive grammar instruction that supports academic writing skills is emphasized. This course contributes to skills needed in mainstream classes.

**ENGLISH ELECTIVES:**

**CC READING A/B** (Year) Freshmen, Sophomores, Juniors, Seniors  
**UC Approved (g)**  
**Credential Requirement**: Single Subject in English or English Authorization  
**Description**: This class will improve fundamental reading skills, including word-attach skills, vocabulary development, reading comprehension, fluency and interpretation. Extensive opportunities for applying reading strategies before, during and after reading will be provided. Critical analysis skills in relationship to various texts will be introduced to guide students toward college level reading.

**CC CREATIVE WRITING A/B** (Year) Freshmen, Sophomores  
**UC Approved (g)**  
**Credential Requirement**: Single Subject in English or English Authorization  
**Description**: The course gives students strategies and practice in writing poetry, prose, and criticism. By studying short stories, poetry, and novel selections, students will learn to read as a writer and write with knowledge of literary techniques in mind. Through large, small group, and independent study, students will discuss and analyze the aesthetic values of word choice, the structure of a story, and the demands of finding one’s own voice. Students will also acquire tools for improving their writing skills with particular emphasis on revision. A student in this course will have to tolerate, and perhaps live with, constructive criticism. Openness is a must.

**NON-UC ELA ELECTIVES:**

**CAHSEE PREP ENGLISH & MATH A/B** (Year) Sophomores, Juniors, Seniors  
**Not UC Approved**  
**Description**: This yearlong elective that will serve as intervention course designed to focus on closing CAHSEE skill gaps in English and Math. Students will receive data driven instruction to address specific areas of deficiency.
CAHSEE Prep- English A/B (Year) Sophomores, Juniors, Seniors
Not UC Approved
Credential Requirement: Single Subject in English or English Authorization
Description: This course is designed to address students’ different levels of English skills. Students will be assessed and provided with ways to meet their English skill-gaps and refresh their skills. Students requiring more rigorous remediation are quickly identified so teachers and administrators can direct their remediation resources to those students who need it most.

COMMON CORE ENGLISH SUPPORT 9A/9B (Year) Freshmen
Not UC Approved
Credential Requirement: Single Subject in English or English Authorization
Description: Support class for student enrolled in English 9 CC (Grade 9 Common Core English)

COMMON CORE ENGLISH SUPPORT 11A/11B (Year) Juniors
Not UC Approved
Credential Requirement: Single Subject in English or English Authorization
Description: Support class for student enrolled in English 11 CC (Grade 11 Common Core English)

SURVEY OF LITERATURE A/B (Year) Freshmen
Not UC Approved
Credential Requirement: Single Subject in English or English Authorization
Description: This is a course designed to excel 9th grade students who have scored 1120L or higher so they may sharpen their analytical skills and to structure their review of literature in preparation for Honors and challenging AP courses. The course includes analysis of various types of literature as well as the study of techniques involved in the writing of timed essays of analysis. Students are expected to read well and employ composition skills with a high level of competence before entering this course. Students will also fine tune grammar and writing skills. Students will write approximately one essay per week and reread and analyze eight to ten works of literary merit in the year. Essays should exceed 5 paragraphs. Students will complete independent and group projects related to literature.

YEARBOOK A/B- 460204 (Year) Juniors & Seniors
Not UC Approved
Credential Requirement: Single Subject in English or English Authorization, or Single Subject in Art or Art Authorization
Description: Students in this year long course are responsible for the design and publication of the High School Yearbook. Students should have a background or interest in one of the following areas: photography, desktop publishing, art/design or written language. Students must design a new or improved product that meets the need and review the success of this product. Students must produce quality work, work together in groups, must be able to handle deadline pressure and may need to spend additional time outside of the class working on the publication.

MATH
Students are required to take a minimum of 3 years of math course work. Students are highly encouraged to take a math course all four years of high school to be college ready and begin college level math, as determined in their college math placement exam. The department offers honors and Advanced Placement courses in several content areas as well as a wide array of electives.

CC INTEGRATED MATH 1A/1B (Year) Freshmen
UC Approved (c)
Credential Requirement: Single Subject in Mathematics or Mathematics Authorization, or Single Subject in Foundation-Level Mathematics or Foundation-Level Mathematics Authorization
Description: Integrated Math 1 is the first of a sequence of three courses from Integrated Math 1, 2, and 3. This course is a quarter course that is intended to be used for double blocking math for students needing more math instruction at a slower rate. The first half of the course focuses on functions, algebra, and the number system. It uses functions as models of real situations and spends most of the time on linear functions, linear equations, and linear inequalities. The second half of the course is focused on Geometry: defining and constructing geometric constructs, using rigid motions to develop proofs of congruence and other geometric properties, and using geometric shapes to model natural objects. The second half also includes Statistics: students summarize, represent, and interpret various types of data.

CC INTEGRATED MATH 1A1/1A2, CC INTEGRATED MATH 1B1/1B2 (Year) Freshmen
UC Approved (c)
Credential Requirement: Single Subject in Mathematics or Mathematics Authorization, or Single Subject in Foundation-Level Mathematics or Foundation-Level Mathematics Authorization
It is intended that students will use the traditional tools of compass and straightedge as well as dynamic geometry to investigate geometric situations. Proofs are used to establish and verify geometric relationships. A major emphasis of this course is to allow students to explore transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems.

This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. A major emphasis of this course is to allow students to investigate geometric situations. Properties of triangles, quadrilaterals, and circles should receive particular attention. It is intended that students will use the traditional tools of compass and straightedge as well as dynamic geometry.
software that models these tools more efficiently and accurately, to assist in these investigations. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences.

PRE-CALCULUS A/B (Year) Sophomores, Juniors, Seniors
UC Approved (c)
Credential Requirement: First Semester - Single Subject in Mathematics or Mathematics Authorization, or Single Subject in Foundational-Level Mathematics or Foundational-Level Mathematics Authorization/ Second Semester – Single Subject in Mathematics or Mathematics Authorization
Description: Pre-Calculus Non-Honors begins the year with an in-depth review of some of the topics of Algebra II such as: conic sections, exponential and logarithmic functions, sequences and series, statistics and probability, and matrices and determinants. Vectors, polar and parametric equations, and limits are also introduced. The second semester studies Trigonometry including triangle trigonometry, trigonometric graphs and identities, and trigonometric applications. This course is designed for those students who will be taking Calculus in college.

CALCULUS A/B (Year) Sophomores, Juniors, Seniors
UC Approved (c)
Credential Requirement: Single Subject in Mathematics or Mathematics Authorization
Description: Calculus blends the concepts and skills that have been mastered in previous mathematics courses. It includes limits; differentiation; maxima and minima, and the chain rule for polynomials, rational functions, trigonometric functions, and exponential functions. There is also an introduction of integration with applications to area and volumes of revolution, in addition to a further development of integration, inverse trigonometric and logarithmic functions, techniques of integrations, and applications which include work and pressure. Other topics covered are infinite series, power series, Taylor’s formula, polar coordinates, parametric equations, introduction to differential equations, and numerical methods.

AP CALCULUS AB –A/AB –B (Year) Juniors, Seniors
UC Approved (c)
Credential Requirement: Single Subject in Mathematics or Mathematics Authorization
Description: This class is the beginning of calculus. Topics covered include functions, limits, continuity, and differentiation rules for elementary functions, trig functions, logarithmic and exponential functions. Applications of the derivative are covered extensively. An introduction to the definite integral and integration are also included.

AP CALCULUS BC –A/BC –B (Year) Selected Seniors
UC Approved (c)
Credential Requirement: Single Subject in Mathematics or Mathematics Authorization
Description: This course is designed for students with a strong background in mathematics who want the challenge of a rigorous and fast-paced course in calculus. The content of the course is closely aligned to the College Board course description’s outline of topics. The course is equivalent to the first 2 courses (whether semester or quarters) of a college sequence Calculus course.

STATISTICS A/B (Year) Sophomores, Juniors, Seniors
UC Approved (c)
Credential Requirement: Single Subject in Mathematics or Mathematics Authorization, or Single Subject in Foundational-Level Mathematics or Foundational-Level Mathematics Authorization
Description: This non-AP course covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Statistical concepts are studied in order to understand related methods and their applications. Other topics include probability distributions, sampling techniques, binomial distributions, and experimental design. Applications involving games of chance, business, medicine, policy-making, the natural and social sciences, and sports will be explored. A graphing calculator (Texas Instruments TI 83+) is used extensively as a learning tool and is required for the course.

AP - STATISTICS A/B (Year) Seniors
UC Approved (c)
Credential Requirement: Single Subject in Mathematics or Mathematics Authorization, or Single Subject in Foundational-Level Mathematics or Foundational-Level Mathematics Authorization
Description: The purpose of the AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course draws connections between all aspects of the statistical process, including design, analysis, and conclusions. Additionally, using the vocabulary of statistics this course will teach students how to communicate statistical methods, results and interpretations. Students will learn how to use graphing calculators and read computer output in an effort to enhance the development of statistical understanding.
CC ADVANCED ALGEBRA WITH FINANCIAL APP A/B (Year) Seniors
UC Approved (g)
Credential Requirement: Single Subject in Mathematics or Mathematics Authorization
Description: Advanced Algebra with Financial Applications is a college-preparatory course that will use sophisticated mathematics to give you the tools to become a financially responsible young adult. The course employs algebra, pre-calculus, probability and statistics, calculus and geometry to solve financial problems that occur in everyday life. Real-world problems in investing, credit banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Field projects, computer spreadsheets, and graphing calculators are key components of the course.

NON-UC MATH COURSES:

CAHSEE PREP ENGLISH & MATH A/B - 470104 (Year) Sophomores, Juniors, Seniors
Not UC Approved
Description: This yearlong elective that will serve as intervention course designed to focus on closing CAHSEE skill gaps in English and Math. Students will receive data driven instruction to address specific areas of deficiency.

CAHSEE PREP- MATH A/B (Year) Sophomores
Not UC Approved
Credential Requirement: Single Subject in Mathematics or Mathematics Authorization, or Single Subject in Foundational-Level Mathematics or Foundational-Level Mathematics Authorization
Description: This yearlong math elective will be taken in addition to the Geometry yearlong course. CAHSEE Prep-Math is an intervention course designed to focus on closing the California High School Exit Exam (CAHSEE) skill gaps. Students will be assessed and provided with ways to close their math skill-gaps and to refresh their skills.

CC ENTRY LEVEL MATHEMATICS PREP A/B (Year) Seniors
Not UC Approved
Credential Requirement: Single Subject in Mathematics or Mathematics Authorization, or Single Subject in Foundational-Level Mathematics or Foundational-Level Mathematics Authorization
Description: Course is designed to prepare students for the Entry Level Mathematics (ELM) placement test that the California State University system offers. Students deemed with "Conditional" or "Not Yet Demonstrating" statuses can benefit from this course. Ultimately, students who successfully pass the ELM exam will be eligible to register for a credit bearing collegiate math course at the CSU system.

CC INTEGRATED MATH SUPPORT 1A/1B (Year) Freshmen
Not UC Approved
Credential Requirement: Single Subject in Mathematics or Mathematics Authorization, or Single Subject in Foundational-Level Mathematics or Foundational-Level Mathematics Authorization
Description: Integrated Math 1 Support will be utilized as a support class for students enrolled in Integrated Math 1. This course directly aligns to the Integrated Math 1 course. The first half of the course focuses on the needs of individual students based on the following: Functions, Algebra, and the Number System. It uses functions as models of real situations and spends most of the time on linear functions, linear equations, and linear inequalities. The second half of the course is focused on the needs of individual students based on Geometry: defining and constructing geometric constructs, using rigid motions to develop proofs of congruence and other geometric properties, using geometric shapes to model natural objects. The second half also includes Statistics: students summarize, represent, and interpret various types of data.

CC INTEGRATED MATH SUPPORT 2A/2B (Year) Freshmen
Not UC Approved
Credential Requirement: Single Subject in Mathematics or Mathematics Authorization, or Single Subject in Foundational-Level Mathematics or Foundational-Level Mathematics Authorization
Description: This yearlong math elective will be taken in conjunction with the Integrated 2 Math course. Integrated Math Support is an intervention course, which provides an individualized curriculum for each student, to close the identified skill gaps (i.e. pre-requisite skills and misconceptions of whole numbers and quantities, complex number systems, arithmetic with polynomials and rational expressions fractions, integers, geometric functions ). Students will be exposed to a variety of topics in Integrated Math Support so that they will develop a frame of reference and background knowledge for the class. Once skill gaps are almost closed, these students will receive targeted practice on essential academic content.

CC INTEGRATED MATH SUPPORT 3A/3B (Year) Freshmen, Sophomores, Juniors
Not UC Approved
**Credential Requirement:** Single Subject in Mathematics or Mathematics Authorization  
**Description:** Support class for students enrolled in Integrated Math III.

**HISTORY/SOCIAL SCIENCE**

Students are required to take 3 years of course work in the Social Studies department: World History (sophomores year), United States History (junior year), and one semester each of Government and Economics (senior year). The department offers honors and Advanced Placement courses in several content areas as well as a wide array of electives.

**WORLD HISTORY A/B (Year) Sophomores**

**UC Approved (a)**

**Credential Requirement:** Single Subject in Social Science or Social Science Authorization  
**Description:** Students study major turning points that shaped the modern world, from the late 18th century through the present. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. Students will develop an understanding of current world issues and relate them to historical, geographic, political, economic, and cultural contexts. Assignments focus on historical methods and critical thinking skills by analyzing a variety of primary resource documents, visuals, artifacts, and maps.

**WORLD HISTORY HONORS A/B (Year) Sophomores**

**UC Approved (a)**

**Credential Requirement:** Single Subject in Social Science or Social Science Authorization  
**Description:** Students study major turning points that shaped the modern world, from the late 18th century through the present. Students trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. Students will develop an understanding of current world issues and relate them to historical, geographic, political, economic, and cultural contexts. Assignments focus on historical methods and critical thinking skills by analyzing a variety of primary resource documents, visuals, artifacts, and maps. This honors level course will address topics with greater depth and rigor.

**AP EUROPEAN HISTORY – A/B (Year) Sophomores**

**UC Approved (a)**

**Credential Requirement:** Single Subject in Social Science or Social Science Authorization  
**Description:** European History Advanced Placement prepares academically-accelerated college-bound students for the College Board’s AP national exam. This course is equivalent to a college level introductory course in European history, with an emphasis on the general narrative of European history from 1450. Students should be prepared for a rigorous course requiring approximately 30 pages of weekly college level reading assignments. Students are expected to evaluate historical materials, use and analyze primary sources, and writing examinations. This course fulfills the district World history requirement.

**AP WORLD HISTORY A/B (Year) Sophomores**

**UC Approved (a)**

**Credential Requirement:** Single Subject in Social Science or Social Science Authorization  
**Description:** AP World History is the equivalent of a college-level survey course in world history. This World History course provides a way to understand history and a foundation from which to view the complexities of today’s world. Its emphasis is on encounters and interactions. The long-term objective is for students to demonstrate an understanding of how the big picture of world history assists in understanding the complexities of today’s world. Students, who complete this course and perform successfully on the Advanced Placement Exam in May, have the ability to earn college credit from a participating college or university.

**UNITED STATES HISTORY A/B (Year) Juniors**

**UC Approved (a)**

**Credential Requirement:** Single Subject in Social Science or Social Science Authorization  
**Description:** This course traces the development of the United States from the Spanish American War to the present. Students will review the significant factors responsible for the emergence of the United States as a major world leader.

**UNITED STATES HISTORY HONORS A/B (Year) Juniors**

**UC Approved (a)**

**Credential Requirement:** Single Subject in Social Science or Social Science Authorization  
**Description:** This course is designed to increase student understanding of the American people through the study of social, historical, and cultural events. The course includes a short review of U.S. History up to 1890 followed by a focus on turn of the century to the present day.
AP UNITED STATES HISTORY A/B (Year) Juniors
UC Approved (a)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: AP U.S. History prepares the academically-accelerated college-bound student for the College Board’s AP national exam. AP U.S. History engages students in a detailed study of American history from our earliest origins to the present day. Emphasis is placed on understanding themes, cause/effect relationships and broad examinations of social, political, cultural and economic issues that have shaped our nation. AP U.S. History is an advanced college level course, which emphasizes research, writing, and discussion. Students will be expected to keep up with a rigorous reading schedule that averages 50+ pages per week.

UNITED STATES GOVERNMENT (Semester) Seniors
UC Approved (a)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: This course is a survey of the government with an emphasis on the National level, including elements of State and local government as well. Students study the U.S. Constitution and examine American political, social, economic and legal systems. The economic and political systems of the major countries of the world are compared and contrasted with those of the U.S.

HONORS UNITED STATES GOVERNMENT (Semester) Seniors
UC Approved (a)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: This course is a survey of the government with an emphasis on the National level, including elements of State and local government as well. Students study the U.S. Constitution and examine American political, social, economic and legal systems. The economic and political systems of the major countries of the world are compared and contrasted with those of the U.S. This honors level course will address topics with greater depth and rigor.

AP GOVERNMENT/POLITICS U.S. (Semester) Seniors
UC Approved (a)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: This is an accelerated college-level course focusing on the United States Government. Students will undergo a thorough examination of The Constitution, fundamental rights, political system and major governmental institutions. Students will engage in critical analysis of contemporary political events and will be encouraged to begin to develop their own involvement in both social and political institutions. The course prepares students for the May Advanced Placement American Government Exam.

ECONOMICS (Semester) Seniors
UC Approved (a)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: Students study fundamental economic concepts such as scarcity, opportunity costs and trade-offs, productivity, economic systems, economic institutions and incentives. The course will also include such microeconomics concepts as market and prices, supply and demand, competition and market structure, income distribution and the role of government. Macroeconomics concepts include international trade, unemployment, inflation and deflation, and fiscal and monetary policy.

AP MICROECONOMICS (Semester) Seniors
UC Approved (a)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: Advanced Placement Microeconomics emphasizes how individuals make choices with limited resources. Students will examine concepts such as supply and demand, factors of production, roles of labor and management, the relationship between the environment and the economy, and the impact of the government on individual decision-making processes. Students study the stock market as an investment option and trace various stocks throughout the semester using the Wall Street Journal and the internet as resources. Students, who complete this course and perform successfully on the Advanced Placement Exam in May, have the ability to earn college credit from a participating college or university.

AP MACROECONOMICS (Semester) Seniors
UC Approved (a)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: AP Macroeconomics is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places emphasis on the study of national income and price-level determination. The course develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students will be
required to complete a wide range of readings, analyze graphical and statistical information, and take and outline detailed notes. The course will have an intense workload, reading schedule, and the material far exceeds that covered in a regular economics classroom. Students, who complete this course and perform successfully on the Advanced Placement Exam in May, have the ability to earn college credit from a participating college or university.

SOCIAL SCIENCE ELECTIVES:

AFRICAN AMERICAN STUDIES A/B – 240108 (Year) Juniors, Seniors
UC Approved (g)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: This course presents an overview of the Black experience in the United States from the African background to today. Students become familiar with some of the contributions of Black Americans to a pluralistic American society. The class also studies such topics as the fight against bondage, the role of Blacks in the building of the nation, and the civil rights movement.

CRIMINAL JUSTICE A/B (Year) Juniors, Seniors
UC Approved (g)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: This class examines the criminal justice system in the United States. It focuses on three basic areas: police, courts, and corrections. Students will look at the juvenile justice system as it relates to Los Angeles. Through discussions, simulations, and projects, we will explore how people, especially young people, end up in the "system," and how everything from family to jobs promote or take away from our ability to live successful lives. As a class, students will then make suggestions as to what they can do so that they are less drawn to crime, and how they can help reform those who desperately need a new vision for life.

LATIN AMERICAN STUDIES – A/B (Year) Seniors
Not UC Approved
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: This course, offered in English, is an interdisciplinary introduction to the peoples and cultures of Latin America. Students will explore the social and cultural contexts of Latin America through representative works of literature, contemporary and historical themes, major religions, social structures, gender roles, and politics.

PHILOSOPHICAL TRADITIONS & DAILY MORAL ISSUES (Semester) Sophomores, Juniors
UC Approved (g)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: Against the backdrop of ethical writings from the 5th century BC to philosophers of today, students will examine moral issues of everyday life, ask questions about character and conduct, and study various reactions to living and relating. Major ethical theories will be multicultural in scope. The class will look at a range of right actions in response to issues of integrity, respect for others, sexual morality, relationships, honesty, criticism, and more. The goal of the course is to sharpen the ideas we employ as tools when coping responsibly and morally to conflicts we encounter in our daily lives.

RELIGIOUS STUDIES A/B (Year) Juniors, Seniors
UC Approved (g)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: This course focuses largely on ethics and the social sciences as they relate to religion, primarily on theological and philosophical explorations of morality, as well as the sociology, psychology, and anthropology of religion. Each major religious tradition will be explored first in terms of its place in history, and then from a perspective incorporating the aforementioned disciplines. Finally, students will assess the nature of religion in general, the issues faced by absolutist traditions in an increasingly diverse world, and the cognitive dissonance brought on by humankind’s modern focus on reason and science. Each unit will incorporate elements of diversity training, multicultural awareness, and perspective-taking.

PSYCHOLOGY A/B (Year) Juniors, Seniors
UC Approved (g)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: This course will introduce high school students interested in Psychological Science, Neuroscience, and Psychology to introductory neuroanatomy, the physiology of sensation, motor movement. The course continues with how the brain regulates behavior, including how learning and memory function in neurological systems.

HONORS PSYCHOLOGY A/B (Year) Juniors, Seniors
UC Approved (g)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: This course will introduce students to neuroanatomy, physiology of sensation, and motor movement. This honors class will teach students the physiology of emotion, behavior, learning & memory and social psychology. In addition to introducing students to the scientific study of the active parts of the human mind and consciousness, students will learn experimental design theory, statistics, and conduct and analyze experiments.

AP PSYCHOLOGY A/B (Year) Juniors, Seniors
UC Approved (g)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: AP Psychology is designed to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principals, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

SOCIAL ISSUES (Semester) Sophomores, Juniors, Seniors
UC Approved (g)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: This class examines the issues that affect many or all members of society and are considered to be problems, controversies related to moral values, or both. Students will look at issues that may include gang violence, teen pregnancy, pollution, homelessness, poverty, abortion, war, discrimination, and education. Students will learn about things that effect young people in Los Angeles as well as issues that are national and international. Students will not only learn about these issues; they will work to provide suggestions and solutions as to how these social issues might be worked on by society.

SOCIOLOGY A/B (Year) Juniors, Seniors
UC Approved (g)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: This course provides the opportunity for the scientific study of human society. It is concerned with the behavior of human beings in group situations. The study attempts to bring about an understanding of the basic units and institutions of social life and the social relationships which humans develop in their interactions with one another.

WOMENS STUDIES A/B (Year) Juniors, Seniors
UC Approved (g)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: This course examines U.S. history from the colonial era to the present using the history of women and gender as the primary analysis. The class lectures, multimedia presentations, and readings emphasize U.S. women’s history (incorporating factors of race, class, region, ethnicity, and age). The class will explore the diverse ways in which women have lived, worked and contributed to the history of the US. While we will be looking at some of the ‘great women’ of American history, the course will focus more on the aspects of the general experiences of women and their political, social, cultural and familial relationships.

SCIENCE
The Science Department offers a wide variety and level of courses in the areas of life and physical science. Although only two years of science are required for high school graduation (1 year life science & 1 year physical science), many colleges recommend 3 or more years of laboratory science. The science courses are designed to challenge the students at various levels and to engage the students in the scientific process such as making accurate and precise observations, developing hypotheses, designing experiments, gathering and analyzing data, and determining the implications of the results. Students are encouraged to explore all the basic laboratory science courses before specializing in specific Advanced Placement courses.

BIOLOGICAL SCIENCES:

ANATOMY AND PHYSIOLOGY A/B (Year) Sophomores, Juniors, Seniors
UC Approved (d)
Credential Requirement: Single Subject in Science: Biological Science or Science: Biological Science Authorization
Description: Anatomy and Physiology is a rigorous second year Biology course for students interested in biology, medicine and its related professions. Students will be introduced to many lab exercises that will help them to understand both the human body and the importance of correct laboratory procedures. The major concepts of Anatomy and Physiology include homeostasis, energy, and growth and development. These three thematic units will be used as an outline to investigate the 11 human body systems as sub-units.

ANATOMY AND PHYSIOLOGY HONORS A/B (Year) Sophomores, Juniors, Seniors
UC Approved (d)
Credential Requirement: Single Subject in Science: Biological Science or Science: Biological Science Authorization
Description: Anatomy and Physiology Honors is a rigorous second year Biology lab course, for students wishing to pursue a faster and more in-depth study of topics covered in Anatomy and Physiology. This course is ideal for students interested in medicine and its related professions.

BIOLOGY A/B (Year) Freshmen, Sophomores
UC Approved (d)
Credential Requirement: Single Subject in Science: Biological Science or Science: Biological Science Authorization
Description: Biology will fulfill both the laboratory science requirement for colleges and high school graduation requirement. The course will cover topics such as DNA, evolution, photosynthesis, cellular respiration, energy and reproduction. Students are expected to develop scientific thinking; a reasoned approach to problem solving and an understanding of the role biology plays in daily lives.

BIOLOGY HONORS A/B (Year) Freshmen, Sophomores
UC Approved (d)
Credential Requirement: Single Subject in Science: Biological Science or Science: Biological Science Authorization
Description: Honors Biology is an in-depth and fast paced approach to biology. Topics to be covered include molecular and cell biology, introductory biochemistry, genetics- individual and population, continuity and diversity of life, survey of the six kingdoms, body systems, and ecological interactions. The topics and depth of coverage will offer a rigorous and challenging introductory life science course for the student who possesses advanced math and reading skills.

AP BIOLOGY A/B (Year) Juniors, Seniors
UC Approved (d)
Credential Requirement: Single Subject in Science: Biological Science or Science: Biological Science Authorization
Description: AP Biology is designed to be equivalent to a first year college-level general biology course. Students will study materials presented in a rigorous, biochemical oriented introductory college biology course. Required laboratory experiments are part of the course. Students are expected to be independent learners and to devote extensive studying beyond the basic concepts. Details of molecules, Chemistry, cells, genetics, evolution, organisms and populations are included in this course. Students will be prepared to take the Advanced Placement Biology exam in May.

PHYSICAL SCIENCES:

CHEMISTRY A/B (Year) Sophomores, Juniors
UC Approved (d)
Credential Requirement: Single Subject in Science: Chemistry or Science: Chemistry Authorization
Description: Chemistry will fulfill both the laboratory science requirement for colleges and the high school graduation requirement. The class will cover topics such as atomic structure, nomenclature, bond formation, chemical reactions, gases, reaction rates, thermodynamics and stoichiometric calculations. Students are expected to have a firm foundation in basic algebraic and problem solving skills.

CHEMISTRY HONORS (H) A/B (Year) Sophomores, Juniors
UC Approved (d)
Credential Requirement: Single Subject in Science: Chemistry or Science: Chemistry Authorization
Description: Honors Chemistry is designed for students wishing to pursue a faster and more in-depth study of topics covered in Chemistry. It is ideal for students who plan to take AP science courses, including AP Chemistry. Students are expected to have a strong background in analytical problem solving and critical thinking skills.

AP CHEMISTRY A/B (Year) Juniors, Seniors
UC Approved (d)
Credential Requirement: Single Subject in Science: Chemistry or Science: Chemistry Authorization
Description: This is the equivalent of a first year college course in chemistry and is designed to prepare students for the Advanced Placement Chemistry test. It includes all the material covered in chemistry but at a greater depth. Specific emphasis is placed on problem solving using mathematics. Students taking this course should be prepared for extensive reading, problem solving, and study assignments. This class meets the physical science graduation requirement, and the laboratory science requirement for universities.

PHYSICS A/B (Year) 9-12
UC Approved (d)
Credential Requirement: Single Subject in Science: Physics or Science: Physics Authorization
Description: Students investigate the following topics: energy, forces, motion and matter at a college preparatory level of analysis. Laboratory activities are designed to lead to discovery and appreciation of concepts in these areas.

PHYSICS HONORS A/B (Year) 9-12
UC Approved (d)
Credential Requirement: Single Subject in Science: Physics or Science: Physics Authorization
Description: Honors Physics is an analytical study of the interactions in the physical world around us. Students will study motion, forces, energy, momentum, sound, light, electricity, magnetism, special relativity and quantum physics, as outlined in the California content standards. Emphasis will be placed on inquiry methods if instruction as explored through labs.

INTERDISCIPLINARY:

ENVIRONMENTAL SCIENCE – A/B (Year) 9-12
UC Approved (d)
Credential Requirement: Single Subject in Science: Biological Science or Biological Science Authorization
Description: The goal of environmental science is to provide students with concepts, scientific principles, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems of 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.

AP ENVIRONMENTAL SCIENCE A/B (Year) 10-12
UC Approved (d)
Credential Requirement: Single Subject in Science: Biological Science or Biological Science Authorization
Description: This is the equivalent of a first year college course in environmental science and is designed to prepare the students for the Advanced Placement Environmental Science test. Students will cover the following topics: ecological principles, geological principles, renewable and non-renewable resources, environmental quality (air, water, & soil pollution), human population dynamics, global changes and their consequences and interdependence of earth’s system (e.g. cycling of matter, biosphere, solid earth, atmosphere, etc.)

STEM: APPLIED SCIENCE AND ENGINEERING A/B (Year) Seniors
UC Approved (d)
Description: This project-based course focuses on the integration of science, technology, engineering, and mathematics (STEM) to solve real-world problems. Students will engage in critical thinking, problem solving, and creativity to research, design, and evaluate solutions for open-ended problems that real engineers face in the local and global community. Students will create devices, simulations, and scientific experiments that require the application of engineering design skills as well as math and science knowledge.

NON-LABORATORY (D) SCIENCE:

MEDICAL SCIENCE 9 – A/B (Year) Freshmen
UC Approved (g)
Credential Requirement: Single Subject in Science: Biological Science or Science: Biological Science Authorization, and Single Subject in Health or Health Authorization
Description: This is an introductory course exploring each of the ten human body systems. In addition, the course covers: Medical Terminology, Mental Health, Health Care Careers, and Public Health. This course is the first of a four-year course sequence and will support students’ transition into health care related college majors & careers. This course contains curriculum critical to matriculation as well as service in a work-based learning program.

MEDICAL SCIENCE 11 – A/B (Year) Juniors
UC Approved (g)
Credential Requirement: Single Subject in Health or Health Authorization
Description: Students will be exposed to the role of public health in improving the well being of people in their local communities and around the globe. Students will master the core competencies of public health, including: the knowledge of human culture, intellectual and practical skills and personal and social responsibility. This course will incorporate an emphasis on nutrition, advocacy, health disparities, research skills, and project-based learning.

MEDICAL SCIENCE 12 – A/B (Year) Seniors
UC Approved (g)
Credential Requirement: Single Subject in Health or Health Authorization
Description: This course will engage students in service-learning internships that will focus on improving health outcomes in the local community. Mentors within the corporate, non-profit and university systems will work with the...
Work-Based Learning Coordinator, course instructor and students to design and implement projects that will address both identified health-related needs within the community and the learning objectives of the students. Projects will provide students with the opportunity to work with health professionals in a professional atmosphere and work collaboratively to provide tangible deliverables that will be beneficial to community partners and their clientele. Each Medical Science 12 class will focus on one or more of the following aspects of health services: nutrition, advocacy, public health, biomedicine, and in-patient care. All classes will incorporate research, presentation and critical-thinking skills through project-based learning.

**STEM 9: APPLIED SCIENCE AND ENGINEERING A/B (Year)** Freshmen
UC Approved (g)
Description: This is an introductory course. Students take on the role of engineers and apply the engineering design process to define and solve problems by inventing and improving products, processes, and systems. They begin to understand the relationships among STEM concepts and practices. Students develop an understanding of how advances in technology affect human society and how human society determines which new technologies will be developed.

**LANGUAGE OTHER THAN ENGLISH (LOTE)**
Students must take a minimum of 2 years of the same foreign language.

**FRENCH 1 A/B (Year)** Freshmen, Sophomores, Juniors, Seniors
UC Approved (e)
Credential Requirement: Single Subject in Foreign Language: French or Foreign Language: French Authorization
Description: French 1 introduces students to French through a communication-based approach. Students will learn the basics of the language as well as the culture throughout the French-speaking world as they accomplish meaningful tasks involving high-frequency everyday topics needed to communicate in the classroom and the real world. The beauty and influence of the French language and culture reinforce skills in other areas of the curriculum.

**FRENCH 2 A/B (Year)** Sophomores, Juniors, Seniors
UC Approved (e)
Credential Requirement: Single Subject in Foreign Language: French or Foreign Language: French Authorization
Description: The basic skills initiated in French 1 are further developed in French 2, with additional emphasis placed on reading, writing and vocabulary building. Students will cover the previously learned structure concepts in more detail and depth, while oral comprehension and conversation continue to play a dominant role. Communication and real-life situations presented are based in the French culture.

**FRENCH 3 A/B (Year)** Juniors, Seniors
UC Approved (e)
Credential Requirement: Single Subject in Foreign Language: French or Foreign Language: French Authorization
Description: French 3 emphasizes more advanced language structures than do the previous courses. Reading, writing, speaking, and listening skills are further developed through more specialized work with real life conversational situations and authentic French material and literature. The French speaking world and its cultures are studied in this communication-based course.

**FRENCH 4 A/B (Year)** Seniors
UC Approved (e)
Credential Requirement: Single Subject in Foreign Language: French or Foreign Language: French Authorization
Description: Students will increase their understanding and use of French in both written and spoken form in this communication based Honors course, which expands the study of the French-speaking world and its culture. Students will continue to develop, in much greater depth, the language skills studied in previous French courses, with emphasis placed on the speaking of French and the study of authentic literature read in original versions.

**FRENCH 2 HONORS A/B (Year)** Sophomores, Juniors, Seniors
UC Approved (e)
Credential Requirement: Single Subject in Foreign Language: French or Foreign Language: French Authorization
Description: This course is designed to empower students to learn to speak, read, write and comprehend French in a culturally authentic manner. Designed to support the National Foreign Language Standards, French 2 is a comprehensive course integrating content, varied methodology and interactive activities. As a standards-based instructional and learning course, French 2 continues to develop a student's language skills by incorporating and integrating a text, practice workbooks, an audio program, a video program, communicative activities and culture.

**FRENCH 3 HONORS A/B (Year)** Sophomores, Juniors, Seniors
UC Approved (e)
Credential Requirement: Single Subject in Foreign Language: French or Foreign Language: French Authorization
Description: French III honors program is designed for the highly motivated students who have successfully completed levels I and II of the Honors/AP track and are interested in broadening, refining, and perfecting their proficiency in the French language. Honors French III is the last of three preliminary sequences leading to the AP coursework.

AP FRENCH LANGUAGE & CULTURE A/B (Year) Seniors
UC Approved (e)
Credential Requirement: Single Subject in Foreign Language: French or Foreign Language: French Authorization
Description: Advanced Placement French 4 is designed for students to further develop oral and written language skills covered in preceding years. It is the equivalent of a third-year college course in French composition and grammar, with emphasis on both formal and conversational situations. The study of French literature and culture is stressed. Students enrolling in Advanced Placement French Language should have attained reasonable proficiency in listening comprehension, speaking, reading and writing. Since they must speak the foreign language as part of the AP exam, students must be willing to actively speak French and participate in a communicative classroom situation.

ITALIAN 1 A/B – 252299 (Year) Freshmen
UC Approved (e)
Credential Requirement: Single Subject in Foreign Language: Italian or Foreign Language: Italian Authorization
Description: Students will be introduced to the basic language and culture of Italy. Language and culture are acquired through meaningful communicative activities centered on real life situations involving everyday common topics. Students develop linguistic proficiency as they perform relevant tasks in the new language.

MANDARIN 1 A/B (Year) Freshmen, Sophomores, Juniors, Seniors
UC Approved (e)
Credential Requirement: Single Subject in Foreign Language: Mandarin or Foreign Language: Mandarin Authorization
Description: Mandarin 1 introduces students to Mandarin Chinese through a communication-based approach. Students will learn the basics of the language as well as culture by accomplishing meaningful tasks involving high frequency everyday topics needed to communicate in the classroom and in the community. Students will learn to write 200 traditional Chinese characters and be proficient in Hanyu Pinyin.

MANDARIN 2 A/B (Year) Sophomores, Juniors, Seniors
UC Approved (e)
Credential Requirement: Single Subject in Foreign Language: Mandarin or Foreign Language: Mandarin Authorization
Description: The course focuses on vocabulary building and mastering basic sentence structures. In Mandarin 2, students will also develop skills to deal with the immediate environment including school and family in formal and transactional settings.

MANDARIN 3 A/B (Year) Juniors, Seniors
UC Approved (e)
Credential Requirement: Single Subject in Foreign Language: Mandarin or Foreign Language: Mandarin Authorization
Description: Mandarin 3 further develops speaking, listening and reading, writing skills developed in the first two years. Through constant practice, students expand their ability from everyday survival language to more advanced interactions.

SPANISH 1 A/B (Year) Freshmen, Sophomores, Juniors
UC Approved (e)
Credential Requirement: Single Subject in Foreign Language: Spanish or Foreign Language: Spanish Authorization
Description: Students will be introduced to the basic language and culture of the Spanish-speaking world. Language and culture are acquired through meaningful communicative activities centered on real life situations involving everyday common topics. Students develop linguistic proficiency as they perform relevant tasks in the new language.

SPANISH 2 A/B (Year) Freshmen, Sophomores, Juniors
UC Approved (e)
Credential Requirement: Single Subject in Foreign Language: Spanish or Foreign Language: Spanish Authorization
Description: Spanish 2 continues the process of developing the speaking, listening, reading and writing introduced in Spanish 1. Students will increase the number of language functions and expand their knowledge of grammar.
Vocabulary and knowledge of culture will expand with authentic materials and real-life situations allowing students to function comfortably as they express themselves in the new language.

**SPANISH 3 A/B** (Year) Juniors, Seniors  
**UC Approved (e)**  
**Credential Requirement:** Single Subject in Foreign Language: Spanish or Foreign Language: Spanish Authorization  
**Description:** Spanish 3 supports students as they move from the comfort of memorized phrases to the creation of structures that reflect exactly what they want to communicate in the Spanish language. Selection of literature is introduced to increase vocabulary and enhance cultural perspective. Spanish 3 students will continue to communicate completely in Spanish orally and in writing and will be able to produce paragraphs and essays. The primary focus is for students to become independent users of the language.

**SPANISH 4 A/B** (Year) Juniors, Seniors  
**UC Approved (e)**  
**Credential Requirement:** Single Subject in Foreign Language: Spanish or Foreign Language: Spanish Authorization  
**Description:** This course focuses on the refinement of speaking and listening skills. Much work is devoted to the study of authentic materials. The readings, which include short stories and poems, are used to increase vocabulary and cultural knowledge, and serve as a springboard for oral and written communication.

**SPANISH 1-NATIVE SPEAKERS A/B** (Year) Freshmen, Sophomores, Juniors  
**UC Approved (e)**  
**Credential Requirement:** Single Subject in Foreign Language: Spanish or Foreign Language: Spanish Authorization  
**Description:** Spanish I for Native Speakers is designed for students who have been formally exposed to listening, speaking, reading and writing in Spanish and are interested in polishing their skills and acquiring new ones on their native language. The class includes a thorough review of the grammar rules and the orthography of Spanish. Students will read and write extensively, give oral presentations, and participate in debates; all while learning about the fundamental grammatical structures of Spanish and the many ways this language can be used in both formal and informal settings. Students will examine not only linguistic but socio-cultural issues, developing a greater appreciation of their Hispanic heritage.

**SPANISH NATIVE SPEAKERS 2 A/B** (Year) Freshmen, Sophomores, Juniors, Seniors  
**UC Approved (e)**  
**Credential Requirement:** Single Subject in Foreign Language: Spanish or Foreign Language: Spanish Authorization  
**Description:** This course is intended for students who can demonstrate fluency in spoken Spanish and a basic knowledge of written Spanish. This is a comprehensive course covering an introduction to literature, composition, grammar, speech and stories and articles, writing grammatically correct compositions, improving vocabulary, and enhancing listening and speaking skills.

**SPANISH NATIVE SPEAKERS 3 A/B** (Year) Sophomores, Juniors, Seniors  
**UC Approved (e)**  
**Credential Requirement:** Single Subject in Foreign Language: Spanish or Foreign Language: Spanish Authorization  
**Description:** This course is intended for the student who can prove advanced oral proficiency in Spanish and basic writing skills. It covers oral and written comprehension and production with emphasis on grammatical accuracy. Complex thinking skills are required to analyze a wide variety of short works of advanced literature. By the end of this course students will be adequately prepared to take the AP Spanish Language exam. Students are encouraged to advance to either Spanish Native Speakers 4 or AP Spanish Literature class the following year.

**SPANISH NATIVE SPEAKERS-4 A/B** (Year) Juniors, Seniors  
**UC Approved (e)**  
**Credential Requirement:** Single Subject in Foreign Language: Spanish or Foreign Language: Spanish Authorization  
**Description:** This course is intended for the student who can prove advanced oral proficiency in Spanish and basic writing skills. It covers oral and written comprehension and production with emphasis on the refinement of speaking and listening skills. This course is devoted to the study of authentic materials. The readings, which include short stories and poems, are used to increase vocabulary and cultural knowledge, and serve as a springboard for oral and written communication.

**SPANISH LANGUAGE HONORS 3 A/B** (Year) Juniors, Seniors  
**UC Approved (e)**  
**Credential Requirement:** Single Subject in Foreign Language: Spanish or Foreign Language: Spanish Authorization  
**Description:** This course is for students who have already taken AP Spanish Language and are preparing for AP Spanish Literature. This course is conducted completely in Spanish. Lecture is limited to introductions to authors
and/or background information. Students are expected to contribute to class discussions participate willingly. Group activities and presentations are also part of the class, and they add another dimension to learning.

**AP SPANISH LANGUAGE A/B (Year)** Seniors or others with instructor’s approval  
**UC Approved (e)**  
**Credential Requirement:** Single Subject in Foreign Language: Spanish or Foreign Language: Spanish Authorization  
**Description:** The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level.

**SPANISH LITERATURE HONORS A/B (Year)** Juniors, Seniors or others with instructor’s approval  
**UC Approved (e)**  
**Credential Requirement:** Single Subject in Foreign Language: Spanish or Foreign Language: Spanish Authorization  
**Description:** This course gives students an understanding of Spanish literature of the XIV-XX centuries. Part of that understanding is rooted in the learning of the historical and social context of each piece. Students will understand each piece of literature holds a positive and negative critique from a reader’s point of view. It is the responsibility of each student to be able to understand analyze and explain each critique of the literature pieces read in class.

**AP SPANISH LITERATURE A/B (Year)** Seniors or others with instructor’s approval  
**UC Approved (e)**  
**Credential Requirement:** Single Subject in Foreign Language: Spanish or Foreign Language: Spanish Authorization  
**Description:** The goals of AP Spanish Literature are to prepare students to understand lectures in Spanish and to participate in discussions in Spanish on literary topics, to do a close reading of literary texts of all genres in Spanish, and to analyze critically the form and content of literary works, orally and in writing, using appropriate terminology. The AP Spanish Literature course is intended to be the equivalent of a third-year college Introduction to Hispanic Literature course. It covers authors and works from the literature of Spain and Latin America and centers on the understanding and analysis of literary texts. Students will read works that date from medieval epic poetry to 20th century lyric poetry; from 13th century didactic prose to modern existentialist stories; from Baroque era drama to the plays of Federico Garcia Lorca. By the end of the course, student language ability can generally be equated to that of college students who have completed the typical fifth or sixth semester Spanish Language course in composition, and grammar. AP Spanish Literature promotes and even goes beyond the usual proficiency achieved in the AP Spanish Language course by providing the equivalent of a first content course or, in other words, a survey course.

**VISUAL AND PERFORMING ARTS (VPA)**  
Fulfills Visual & Performing Arts Admission for Cal State/UC  
**ART 1A/1B (Year)** Freshmen, Sophomores, Juniors, Seniors  
**UC Approved (f)**  
**Credential Requirement:** Single Subject in Art or Art Authorization  
**Description:** This course provides instruction in two and three-dimensional art forms. Students will be given the opportunity to develop their skills in drawing, painting and perspective through practice. Students will have exposure to various artists and cultures. Design will be investigated through problem solving activities such as printmaking, sculpture and paper-mache. This course is designed to accommodate beginning and experienced art students.

**ADVANCED ART 1A/1B (Year)** Sophomores, Juniors, Seniors  
**UC Approved (f)**  
**Credential Requirement:** Single Subject in Art or Art Authorization  
**Description:** Advanced art teaches students to demonstrate more advanced skill building in drawing and painting production, applying the fundamentals of the elements and principles of fine art and design. In addition, students will learn about artistic philosophy, art criticism, and art history.

**ART 2 A/B (Year)** Juniors, Seniors  
**UC Approved (e)**  
**Credential Requirement:** Single Subject in Art or Art Authorization  
**Description:** Students will demonstrate more advanced skills in drawing and painting production, applying the fundamentals of the elements and principals of fine art and design. Students will design individual artworks based on design elements and principals as well as responses to historical, philosophical and cultural prompts.
AP ART HISTORY A/B (Year) Juniors, Seniors
UC Approved (f)
Credential Requirement: Single Subject in Art or Art Authorization
Description: Advanced Placement History of Art is open to all Juniors and Seniors. This course satisfies the Visual Performing Art requirement for Cal State and University of California. This course traces the development of man’s artistic accomplishments from prehistory to the present. Emphasis will be placed on learning to analyze and become articulate about art and architecture in terms of its visual nature, and cultural context. This course will be conducted in the manner of a college-level art history survey course. It is recommended that students who take this course have advanced skills in reading, writing and discussion. Students who pass the Advanced Placement exam for this course may earn college credits and/or advanced placement in college art courses.

AP STUDIO ART A/B (Year) Juniors, Seniors
UC Approved (f)
Credential Requirement: Single Subject in Art or Art Authorization
Description: AP Studio Art is a course for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios - 2-D Design, 3-D Design and Drawing - corresponding to the most common college foundation courses. AP Studio Art sets a national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school.

CHORUS SH A/B (Year) Freshmen, Sophomores, Juniors, Seniors
UC Approved (f)
Credential Requirement: Single Subject in Music or Music Authorization
Description: Chorus is a yearlong elective that has been designed for students with a variety of vocal abilities. Students will learn how to read music, proper posture and breathing techniques for singing, diction, techniques on how to produce an "in tune" vocal sound and the basic vowels used in singing and how to properly produce them. Students will get to perform a variety of songs in many styles and present concerts during the school year.

COMMERCIAL ART A/B (Year) Freshmen, Sophomores, Juniors, Seniors
UC Approved (f)
Credential Requirement: Single Subject in Art or Art Authorization
Description: This course prepares students to design and execute layouts and make illustrations for advertising displays, pamphlets, and brochures. It includes instruction in the preparation of copy; in lettering; poster, package, and product design. It will also develop and utilize skills in photography, desktop publishing, art/design, and written/oral language. Students will work individually and in groups to produce quality work, meet deadlines and spend additional time outside of class.

DRAMA A/B (Year) Freshmen, Sophomores, Juniors, Seniors
UC Approved (f)
Credential Requirement: Single Subject in English or English Authorization
Description: This academic and performance based course offers a beginning level of the advanced study of acting. Students will learn how to analyze a play and a part. They will work on monologues and scenes. Students will also have an opportunity to partake in public performances.

DIGITAL DESIGN A/B (Year) Sophomores
UC Approved (f)
Credential Requirement: Single Subject in Industrial and Technology Education or Industrial and Technology Education Authorization
Description: This course builds upon the concepts learned in Multimedia and takes those concepts to a higher level. Skills learned in iPhoto will form the foundation for the more advanced skills of Photoshop. Illustrator will be introduced as the basis for graphic design. Film analyses will continue and students will learn additional techniques to advance graphic design and filmmaking.

ADVANCED DIGITAL MEDIA A/B (Year) Juniors
UC Approved (f)
Credential Requirement: Single Subject in Industrial and Technology Education or Industrial and Technology Education Authorization
Description: This course builds upon the concepts of video production and participation in the pre-production, production, and post-production processes of filmmaking learned in Digital Design. Film analyses will continue and
students will learn additional techniques to advance graphic design and analysis in filmmaking. Students will complete service-learning projects that will promote school and community events.

FILMMAKING A/B (Year) Juniors & Seniors
UC Approved (f)
Credential Requirement: Credential Requirement
Description: Filmmaking is designed to introduce students to the process and tools associated with filmmaking. The course will involve cinema studies, analyses, iconography, genre, producing, screenplay writing, cinematography, directing, art direction, sound and editing. Through the class students will learn pre-production skills, film production structure and aesthetics, camera operation, and sound recording procedures, basic studio lighting and the fundamentals of editing.

FILM AND MEDIA LITERACY A/B (Year) Juniors & Seniors
UC Approved (f)
Credential Requirement: Single Subject in English and English Authorization
Description: Students will develop critical thinking skills as they analyze the history and various genres of film in support of the English Language Arts standards. Students will write essays comparing themes across films, as well as comparing literary and film versions of the same story.

FILM STUDIES A/B (Year) Seniors
UC Approved (f)
Credential Requirement: Single Subject in Art or Art Authorization
Description: This course provides students with a broad introduction to film with a focus on basic theories of film art, language and appreciation of cinema. Students will screen and analyze various genres of film as well as cinematic images, soundtracks, and the script. Students will also read, discuss, and write about the various approaches to developing sound criticism and interpretation. It is an intensive writing course therefore students are expected to participate in all writing exercises, as well as in group and individual projects.

FOUNDATIONS OF ANIMATION A/B (Year) Juniors, Seniors
UC Approved (f)
Credential Requirement: Single Subject in Art or Art Authorization
Description: This foundation animation class offers students an opportunity to explore and refine concepts and basic principles related to animation. Students will be taught traditional animation techniques (2-D) for creating the illusion of life. Students will develop an increased animation and visual storytelling vocabulary by responding to class and self-critiques. They will also explore and refine basic drawing and computer skills. Students should expect quizzes, tests, and class critiques on the various animation projects. Course work is based on state standards adopted for the art curriculum.

MULTIMEDIA A/B (Year) Freshmen, Sophomores
UC Approved (f)
Credential Requirement: Single Subject in Industrial and Technology Education or Industrial and Technology Education Authorization
Description: This course will introduce students to the fundamental elements that are integral to the strands of Media Arts and Entertainment Design through Digital Filmmaking, photography, Web Design, Music and Animation. Students will learn traditional, elements of design and artistic structure such as composition, texture, color, theory, symmetry rule of thirds, production design and lighting and apply their knowledge to specific classroom projects that are designed to be meaningful and reflective of their lives. Students will engage in the writing process and develop storytelling techniques through the development of scripts, screenplays, storyboards and finished production projects. Students will become proficient in the use of digital cameras, camcorders, filmmaking equipment and use computer software to edit photographs, music, digital videos and animations. Students will further study the impact of media and film across cultures and in our society.

MUSIC APPRECIATION A/B (Year) Freshmen, Sophomores, Juniors, Seniors
UC Approved (f)
Credential Requirement: Single Subject in Music or Music Authorization
Description: This course is designed to be an introduction to both western and non-western music styles. Students will learn how music affects their culture and other cultures around the world. Students will learn how music is used in a myriad of situations, from communication to mood setting, and to recognize music in its written form as well as its aural form. This class has been developed using the Standers in Music Education, grades 9-12 as identified by the Music Educators National Conference (MENC).

AP MUSIC THEORY A/B (Year) Juniors, Seniors
UC Approved (f)
Credential Requirement: Single Subject in Music or Music Authorization
Description: This course is designed to be the equivalent of a first year music theory course at the college level. The course develops students’ understanding of musical structures and compositional procedures. Usually intended for students processing performance level skills, this course extends and builds on the students’ knowledge of intervals, scales, chords, metric/rhythmic patterns, and their interaction in composition.

MUSICAL THEATER 1A/1B (Year) Freshmen, Sophomores, Juniors, Seniors
UC Approved (f)
Credential Requirement: Single Subject in English or English Authorization
Description: The purpose of this course is to get a foundation on the performances of works within the repertoire of music theatre. Students will be given a background in music theater history and practice on the art form. All students will be trained in acting and the behind the scenes work that make a production possible. Students will produce 4 productions throughout the school year.

MUSICAL THEATER 2A/2B (Year) Freshmen, Sophomores, Juniors, Seniors
UC Approved (f)
Credential Requirement: Single Subject in English or English Authorization
Description: Content, techniques and knowledge from Musical Theater 1A & B are expanded upon (charter development, stage directions, acting, and stage leadership) and advanced techniques (college try-outs, soliloquies, major roles, major repertoire) are studied. Students will produce 4 productions throughout the school year.

PERCUSSION TECHNIQUES 1A/1B (Year) Freshmen, Sophomores, Juniors, Seniors
UC Approved (f)
Credential Requirement: Single Subject in Music or Music Authorization
Description: The purpose of this course is to provide a foundation for the performance of percussion instruments and the musicality, both in technique and vocabulary, to perform at a proficient level. The students will perform a varied repertoire of music and instruments within the percussion family. Students will grow their performance abilities by using reflection and self-evaluation. Students are NOT expected to have musical background for this course.

PERCUSSION TECHNIQUES 2A/2B (Year) Freshmen, Sophomores, Juniors, Seniors
UC Approved (f)
Credential Requirement: Single Subject in Music or Music Authorization
Description: Content, techniques and knowledge from year one are expanded upon (sticking, sight reading, rudiments) and advanced techniques (region/all state band tryouts, advanced rudiments, DCI materials) are studied.

PERCUSSION TECHNIQUES 3A/3B (Year) Freshmen, Sophomores, Juniors, Seniors
UC Approved (f)
Credential Requirement: Single Subject in Music or Music Authorization
Description: Content, techniques, and knowledge from year TWO are expanded upon (region/all state band tryouts, advanced rudiments, DCI materials) and advanced techniques (orchestral excerpts, college tryout materials) are studied.

PLAY PRODUCTION A/B (Year) Sophomores, Juniors, Seniors
UC Approved (f)
Credential Requirement: Single Subject in English or English Authorization
Description: The purpose of this introductory course in Play Production is to establish a foundation in both acting and production techniques, to provide a framework for critical thinking in the establishment of artistic interpretation, and to engage reflective thinking about performances within theatre repertoire. Students will be graded on their mastery of assignments through the California Theatre Standards (CTS) and Common Core College Career Readiness Standards for Reading (C4RSR) and Writing (C4RSW). Skills provided in this course will allow students to pursue careers within music theatre.

SURVEY OF ART HISTORY A/B (Year) Sophomores, Juniors, Seniors
UC Approved (f)
Credential Requirement: Single Subject in Art or Art Authorization
Description: This survey course utilizes the critical examination of art from ancient times to the present as a way to develop student’s critical thinking and visual literacy skills. Students will develop an understanding of the elements of art and its related terminology as they learn to look at art critically within diverse historical and cultural contexts. Students should expect quizzes, tests, and art critiques. Course work is based on state standards adopted for the art curriculum.
PHYSICAL EDUCATION
Physical education offers students the opportunity to develop physically, socially, emotionally and intellectually. Physical Education grades are counted as part of the student's overall high school grade point average. P.E. is an elective for public charter schools.

INTRODUCTION TO KINESIOLOGY A/B (Year) Seniors
UC Approved (g)
Credential Requirement: Single Subject in Physical Education or Physical Education Authorization
Description: This course focuses on body function and movement along with areas of physical and social health for the individual and the family. Students are required to complete analytical reading and expository writing, to explore the preservation and enhancement of human movement, along with human needs through the various life cycles, food composition, and application of modern findings in nutrition. Students will also explore current research related to exercise, movement, and body dynamics. Course work is based on state standards adopted for physical education.

ADV. PHYSICAL EDUCATION 1A (Fall Semester) Freshmen
Not UC Approved
Credential Requirement: Single Subject in Physical Education or Physical Education Authorization
Description: Students will participate on a daily basis in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility. Once a week, students will participate in a functional fitness training activity.

ADV. PHYSICAL EDUCATION (Spring Semester) Freshmen
Not UC Approved
Credential Requirement: Single Subject in Physical Education or Physical Education Authorization
Description: Students will continue to work on improving their cardiovascular fitness, upper body strength, abdominal strength, and flexibility through daily activities aimed at preparing students for the California Physical Fitness tests.

ADV. PHYSICAL EDUCATION 2A (Fall Semester) Sophomores
Not UC Approved
Credential Requirement: Single Subject in Physical Education or Physical Education Authorization
Description: Students will continue to develop skills acquired during their Freshman year and will be exposed to new activities. The primary emphasis of the sophomores curriculum is individual and dual sports. There or four days a week, students will participate in team or individual sports activities. They will have a choice of two activities throughout the semester from the following selections: basketball, football, softball, and field sports. In addition, one or two days a week, students will participate in personal fitness and weight training.

ADV. PHYSICAL EDUCATION 2B (Spring Semester) Sophomores
Not UC Approved
Credential Requirement: Single Subject in Physical Education or Physical Education Authorization
Description: Students will continue to participate three or four days a week in dual, team, and individual sports with golf and tennis as required core activities, choosing two of the following selections: track & field, outdoor education, soccer, and volleyball. In addition, one or two days a week the student will participate in weight training and personal fitness.

PHYSICAL EDUCATION/HEALTH 9A (Fall Semester) Freshmen
NOT UC APPROVED
Credential Requirement: Single Subject in Physical Education or Physical Education Authorization, and Single Subject in Health or Health Authorization
Description: In addition to the Physical Education 9A course, students will have health lessons every Wednesday, using the book Lifetime Health published by Holt. In the students’ health lessons, students will analyze their health and well being in regards to fitness, disease, abuse, prevention and awareness, communication, family and environmental health. Students will have an opportunity to personalize assignments in order to reflect and develop plans that will foster health habits.

PHYSICAL EDUCATION/LIFE SKILLS 9B (Spring Semester) Freshmen
Not UC Approved
Credential Requirement: Single Subject in Physical Education or Physical Education Authorization
Description: In addition to the Physical Education 9B course, students will have Life Skills lessons every Wednesday to increase student knowledge and ability in skills necessary for everyday living. Topics included will be
MARTIAL ARTS A/B (Semester) Freshmen, Sophomores, Juniors, Seniors
Not UC Approved
Credential Requirement: Single Subject in Physical Education or Physical Education Authorization
Description: Martial arts have been practiced for centuries as a method of integrating mind, body, and spiritual well-being. While improving physical fitness and emotional health, martial arts have been the cornerstone of unarmed self-defense throughout the ages. Martial arts training can be performed at any level across all ages. This course will be taught by a licensed black belt/sensei/sifu from a licensed national or international organization. Under such direction, martial arts training will promote comprehensive wellness while developing important lifelong motor skills. For many, the emotional and psychological benefits of martial arts training will be as rewarding as the physical improvements experienced.

YOGA A/B (Year) Freshmen, Sophomores, Juniors, Seniors
Not UC Approved
Credential Requirement: Single Subject in Physical Education or Physical Education Authorization
Description: This course examines the origins, history, and philosophy of yoga. Students learn the fundamentals of yoga practice: the physical poses or asana, and the breathing and meditation practices. Students experience how philosophy and practice are deeply intertwined and how the knowledge of the former enriches the latter. This class will include some, but not be limited to, flow breathe work, hip work, strength and balance work.

WEIGHT TRAINING A/B (Semester) Freshmen, Sophomores, Juniors, Seniors
Not UC Approved
Credential Requirement: Single Subject in Physical Education or Physical Education Authorization
Description: Students will be introduction to progressive resistance training on machines and free weights. Proper technique is emphasized. The class will consist of a series of low-impact flexibility and muscular endurance exercises that facilitate the development of strength and flexibility without bulk. The emphasis is on enhancing core stabilization (abdominal, lower back, hips, and lower body) and general body toning.

STUDENT ADVISORY - ALLIANCE REQUIREMENT

ADVISORY 9 A/B (Year) Freshmen
ADVISORY 10 A/B (Year) Sophomores
ADVISORY 11 A/B (Year) Juniors
ADVISORY 12 A/B (Year) Seniors
Not UC Approved
Credential Requirement: Any Single Subject or Multiple Subject
2.5 credits per semester=.5 credits per year
Description: Advisory is an Alliance curriculum driven course. Students take Advisory all four years of high school. Each student works closely with their Advisory teacher to develop their Individual Learning Plans (ILPs), exploring and setting academic and career goals. Students take part in team building activities, community service opportunities and work on their high school portfolio. Alliance Advisory was designed with the purpose of: personal and academic success of students; prepare students to be positive and contributing members of society; prepare students for school, life and career transitions; create a community in which all students feel safe, welcome and heard.

ADVISORY 9/HEALTH A (Year) Freshmen
Not UC Approved
Credential Requirement: Single Subject in Health or Health Authorization
In addition to the Advisory A class, students will have health lessons every Wednesday, using the book Lifetime Health published by Holt. In their health lessons, students will analyze their health and well being in regards to fitness, disease, abuse, prevention and awareness, communication, family and environmental health. Students will have an opportunity to personalize assignments in order to reflect and develop plans that will foster health habits.

ADVISORY 9/LIFE SKILLS B (Year) Freshmen
Not UC Approved
Credential Requirement: Any Single Subject or Multiple Subject
Description: In addition to the Advisory B class, students will have Life Skills lessons every Wednesday to increase student knowledge and ability in skills necessary for everyday living. Topics included will be self-assessment relating to others, post secondary education, careers, employment, consumerism, money management, housing, food, marketing and preparation, clothing choices and care.
GENERAL ELECTIVES

UC APPROVED ELECTIVES (G):

BIG HISTORY A/B (Year) Freshmen
UC Approved (g)
Description: Big History is an interdisciplinary course that situates pre-human and human history across vast scales of time and space. The course seeks to unravel a modern story of our interconnected existence, from a Big Bang origin of space and time, through the creation of stars, aggregation of planets, development of the Earth, and geological formation of continents. Next students learn about the evolution of life on Earth; influence of language, interconnectivity and collective learning; and the emergence of agrarian civilizations and the first city-states. Then students explore the rapidly growing economic interdependence among humans and the collision of cultures, the modern industrialized world, and humans’ relationship with the biosphere. Last they look towards the future, and consider the next great thresholds of complexity. An integrative, interdisciplinary approach allows students to study the history of the events that produced our world, and also the history of the disciplines that uncovered them. Big History students integrate the knowledge produced by these disciplines into a coherent historical story—the story of everything—and they place themselves in the context of this big story.

BUSINESS ENTREPRENEURSHIP A/B (Year) Juniors, Seniors
UC Approved (g)
Credential Requirement: Single Subject in Business or Business Authorization
Description: Business through entrepreneurship is a project-based college prep course where students analyze and develop a small business. Students will focus on four goals. They will learn the significance of math, reading, writing, and communicating to their future within the framework of starting and operating a small business. Students will understand how the market economy and ownership leads to wealth creation. Students learn not only the skills necessary to become entrepreneurs but also the attitudes, characteristic, and techniques in successful entrepreneurs that they will need to succeed. Finally, learn to be able to save and make future investments in order to meet their financial goals in life. Students will learn to build analytical skills through solving complex problems and making sound decisions in order to produce a viable business.

FILM AS LITERATURE: CINEMATIC ANALYSIS A/B
UC Approved (g)
Credential Requirement: Single Subject in English or English Authorization
Description: Students enrolled in this course study both as an art form and a form of communication. They are taught to read a film, analyzing its narrative structure, genre conventions, subtext, technical and artistic, factors, and purpose. The emphasis will be on the various language/sign systems and the spectrum of techniques used by film makers in conveying meaning. The course introduces the realistic, classic and formalistic traditions of film making as well as the history of the cinema. In addition, students examine how films often reflect the times and conditions in which they are made, and conversely, how motion pictures sometimes help shape attitudes and values in society. In addition to mise-en-scene analysis, requiring weekly essays, the students will create short film projects.

HUMAN GEOGRAPHY A/B (Year) Freshmen, Sophomores, Juniors
UC Approved (g)
Credential Requirement: Single Subject in Social Science or Social Science Authorization
Description: This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Some emphasis will be placed on the CAHSEE English and math standards as relevant to the course.

INTRODUCTION TO BUSINESS A/B (Year) Seniors
2.5 credits per semester = .5 credits per year
UC Approved (g)
Credential Requirement: Single Subject in Business or Business Authorization
Description: Introduction to Business is a course that focuses on bringing business executives into the classroom to educate, inspire, and motivate students to both gain interests and become involved in business-related and professional careers. This year-long course is highly experiential for the students and includes: in-class presentations by business executives, field trips to area businesses, and summer internships. Additionally, students who successfully complete the course will potentially receive credit for college coursework.

CC INTRO TO JOURNALISM A/B (Year) Sophomores, Juniors, Seniors
**UC Approved (g)**

**Credential Requirement:** Single Subject in English or English Authorization

**Description:** Students will be able to explore various concepts of journalism that include exploring the validity and interpretation of various authors non-fictional text, decoding and dissecting informational text, and reporting specific events as they pertain to real life scenarios. Students will enhance their reading, writing, speaking, and listening skills utilizing the California State Common Core standards as the foundation for learning. Students will be expected to submit various culminating projects throughout the year that include analytical papers, development of reportive articles, storyboard illustrative projects. Students will complete the course with a strong understanding of what entails the field of journalism and the skills necessary to participate in the field.

**INTRO TO LATIN LANGUAGE A/B (Year) Seniors**

**UC Approved (e)**

**Description:** This course provides students with a basic understanding of the rudiments of the Latin language. It will give each student a strong foundation in grammar, syntax, and vocabulary and it will emphasize the development of a clear and coherent understanding of the overall structure of the language. Students will learn four of the five noun declensions and the four verb conjugations, and they will develop a facility with translation and analysis of sentences incorporating adjectives, adverbs, and basic prepositional phrases. Emphasis will be placed on comprehension, and the course will be supplement grammar and syntax with regular work on vocabulary, specifically the mastery of Latin stems found in English and the derivatives incorporating them.

**LEADERSHIP A/B (Year) Seniors**

**UC Approved (g)**

**Credential Requirement:** Any Single Subject

**Description:** This course lays the foundation study of leadership as a process in organizations. Key terms, concepts and theories are presented and examined to serve as tools for subsequent analysis and application. Students will receive feedback on their own leadership style through leadership instruments and exercises. The course will include measurement and skill development in personality, critical thinking, decision-making, communication, conflict-management, school wide programs, planning and other key areas.

**SPEECH & THEATRE A/B (Year) Freshmen, Sophomores, Juniors, Seniors**

**UC Approved (g)**

**Credential Requirement:** Single Subject in English or English Authorization

**Description:** This introductory course in Speech and Theatre will provide students with the basic skills to successfully produce entertaining and informative speeches, monologues and scenes. Gaining the ability to address an audience with confidence is a necessity that will be achieved through techniques that will hone their research, written and performance abilities. This course is for students interested in developing skills in oral presentation. Students will learn how to research, outline, organize and deliver various types of formal speeches including informative, persuasive, and special occasion. Additional presentations will include impromptu speeches, oral interpretations of poetry and prose, and debates. The goal of this course is for students to walk away more confident, knowledgeable, and organized speakers.

**NON-UC APPROVED ELECTIVES:**

**ADVANCED COMPUTER LITERACY A/B (Semester) Juniors, Seniors**

**Not UC Approved**

**Credential Requirement:** Single Subject in Business or Business Authorization

**Description:** This introductory course in Speech and Theatre will provide students with the basic skills to successfully produce entertaining and informative speeches, monologues and scenes. Gaining the ability to address an audience with confidence is a necessity that will be achieved through techniques that will hone their research, written and performance abilities. This course is for students interested in developing skills in oral presentation. Students will learn how to research, outline, organize and deliver various types of formal speeches including informative, persuasive, and special occasion. Additional presentations will include impromptu speeches, oral interpretations of poetry and prose, and debates. The goal of this course is for students to walk away more confident, knowledgeable, and organized speakers.

**COLLEGE PREP SEMINAR A/B (Year) Sophomores, Juniors, Seniors**

**Not UC Approved**

**Credential Requirement:** Any Single Subject

**Description:** This course is designed to help Juniors and Seniors enrolled in two or more AP classes prepare for their AP exams as well as college academic and personal life. Students will receive instruction on academic “survival skills” as well as independent living skills. Students will participate in collaborative study groups, student led lessons, peer tutoring, Socratic seminars. In addition, students will learn skills how to successfully advocate for themselves, and conduct personal interest research.

**COLLEGE READY MATH (Year) Juniors**

**Not UC Approved**
**Credential Requirement:** Single Subject in Foundational-Level Mathematics or Foundational-Level Mathematic Authorizations, or Single Subject in Mathematics or Mathematics Authorization

**Description:** The purpose of this course is to prepare students for the SAT reasoning test. All students in this class will have an in depth understanding of the format of the test, strategies for approaching problems, and the skills and knowledge necessary to perform at a high level that will strengthen a students' eligibility for a variety of colleges and universities. The topics covered will likely be familiar to students but the SAT requires a much higher level of critical thinking skills as well as reading comprehension. Throughout the semester, students will be taking full length practice SATs (math sections only) to assess improvement and to reach individually set goals.

**COLLEGE READY ENGLISH** (Year) Juniors

Not UC Approved

**Credential Requirement:** Single Subject in English or English Authorization

**Description:** The purpose of this course is to further support 11th grade students in reaching the level of reading and writing ability they will be expected to demonstrate in college courses. It is aligned with the common core English Language Arts standards, and focuses on expository, analytical, narrative, and argumentative reading and writing. There will also be a test prep component with the goal of preparing students for the SAT, SAT II, and ACT college admission tests.

**COLLEGE READY SEMINAR A/B** (Year) Freshmen

Not UC Approved

**Credential Requirement:** Any Single Subject or Multiple Subject

**Description:** This elective course is designed to prepare students for rigorous college-prep courses by emphasizing collaborative discussion strategies, tutorial inquiry study groups, test taking strategies, Cornell not-taking and research into careers and colleges.

**COMPUTER LITERACY A/B** (Year) Seniors

Not UC Approved

**Credential Requirement:** Single Subject in Business, or Business Authorization

**Description:** In this hands-on course, students will learn keyboarding skills, word processing protocols, database management, electronic presentation skills, electronic mail use and etiquette, internet research skills, and current computer terminology. At the completion of this course, students will be prepared to use current computer applications for communication and research in college & the in workforce.

**KEYBOARDING AND COMPUTER LITERACY** (Semester) Juniors, Seniors

Not UC Approved

**Credential Requirement:** Single Subject in Business, or Business Authorization

**Description:** Students will learn keyboarding and develop proficiency in Word, Excel, PowerPoint and Publisher. Students will develop skills necessary for success in high school and college.

**PEER MEDIATION A/B** (Year) Seniors

Not UC Approved

**Credential Requirement:** Any Single Subject

**Description:** This course is designed to develop students' leadership qualities, hone their communication skills, and deepen their understanding of themselves and others. In addition, students will acquire and practice mediation skills so that they can become informed and active "peace-makers" in the community.

**RESOURCE LAB A/B** (Year) Freshmen

Not UC Approved

**Credential Requirement:** Education Specialist Instruction Mild/Moderate or Education Specialist Moderate/Severe

**Description:** This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.

**RESOURCE LAB 2A/2B** (Year) Sophomores

Not UC Approved

**Credential Requirement:** Education Specialist Instruction Mild/Moderate or Education Specialist Moderate/Severe

**Description:** This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general
education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.

RESOURCE LAB 3A/3B (Year) Juniors
Not UC Approved
Credential Requirement: Education Specialist Instruction Mild/Moderate or Education Specialist Moderate/Severe
Description: This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.

RESOURCE LAB 4A/4B (Year) Seniors
Not UC Approved
Credential Requirement: Education Specialist Instruction Mild/Moderate or Education Specialist Moderate/Severe
Description: This class is divided into components that address student needs in the areas of math, language, reading, and oral communication skills, as indicated in the California Content Standards and the expected school-wide learning results. The goal of this class is to help students with special needs be successful in the general education program, by helping them understand their specific learning styles and to compensate for their weaknesses with the use of accommodations.

SERVICE A/B (Semester) Seniors
Not UC Approved
Credential Requirement: Any Single Subject
Description: This hands-on course allows students to develop workforce readiness skills including organization skills, Word-processing, data entry, collaboration with staff members, as well as enhance their verbal and written communication skills.

SUMMER BRIDGE ENGLISH 9 HS (Year) Freshmen
Not UC Approved
Credential Requirement: Single Subject in English, or English Authorization
Description: This course will cover specific English Language Arts standards in preparation for high school English 9. This class is intended to give students a "head start" on their ninth grade curriculum, and support their transition from middle to high school.

SUMMER BRIDGE MATH 9 HS (Year) Freshmen
Not UC Approved
Credential Requirement: Single Subject in Foundational-Level Mathematics or Foundational-Level Description: Mathematic Authorizations, or Single Subject in Mathematics or Mathematics Authorization
This course will cover specific math standards in preparation for high school Algebra. This class is intended to give students a "head start" on their ninth grade curriculum, and support their transition

Western Association of Schools and Colleges (WASC) Accreditation

Tennebaum Tech was awarded initial accreditation in early 2012 for a three-year term that runs through June 30, 2015. A full self-study report is currently being completed and the visit has been scheduled for February 2015.

Alliance has a proven track record of supporting its middle and high schools with the WASC accreditation process. Alliance schools have historically earned full six year accreditation terms.

Alliance Director of College Counseling oversees the WASC process and UC course approval process, with support from the Alliance Director of Special Projects. The Alliance Area Superintendent for Tenenbaum Tech supports the school in preparing their self-study and interim reports for the WASC process.

Academic Calendar
### Instructional Days and Minutes Calculator

<table>
<thead>
<tr>
<th>August 2015</th>
<th>August 2016</th>
<th>January 2016</th>
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<td>6/9 Last Day of Instruction</td>
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Legend:
- **Regular Days**
- **Early Dismissal Days**
- **Holidays/Vacation Days**
- **Pupil Free Days**

Alliance Tennenbaum Family Technology High School
Alliance College-Ready Public Schools
Bell Schedules

Regular Day

<table>
<thead>
<tr>
<th>Mondays and Thursdays (Odd # Periods)</th>
<th>Start and End Times</th>
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<tbody>
<tr>
<td>Tuesday and Fridays (Even # Periods)</td>
<td>Advisory 7:45 a.m. – 8:35 a.m.</td>
</tr>
<tr>
<td>Period 1/2</td>
<td>8:40 a.m. – 10:35 a.m.</td>
</tr>
<tr>
<td>Break</td>
<td>10:35 a.m. – 10:45 a.m.</td>
</tr>
<tr>
<td>Period 3/4</td>
<td>10:50 a.m. – 12:45 p.m.</td>
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<tr>
<td>Lunch</td>
<td>12:45 p.m. – 1:15 p.m.</td>
</tr>
<tr>
<td>Period 5/6</td>
<td>1:20 p.m. – 3:15 p.m.</td>
</tr>
<tr>
<td>iPad Check In</td>
<td>3:20 p.m. – 3:30 pm</td>
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</table>

Early Dismissal Day

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<tr>
<th>Wednesdays</th>
<th>Start and End Times</th>
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<tr>
<td>Advisory</td>
<td>7:45 a.m. – 8:00 a.m.</td>
</tr>
<tr>
<td>Period 1</td>
<td>8:03 a.m. – 8:48 a.m.</td>
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<tr>
<td>Period 2</td>
<td>8:51 a.m. – 9:36 a.m.</td>
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<tr>
<td>Period 3</td>
<td>9:39 a.m. – 10:24 a.m.</td>
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<tr>
<td>Period 4</td>
<td>10:27 a.m. – 11:12 a.m.</td>
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<td>Lunch</td>
<td>11:12 a.m. – 11:42 a.m.</td>
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<tr>
<td>Period 5</td>
<td>11:47 a.m. – 12:32 p.m.</td>
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<td>Period 6</td>
<td>12:35 p.m. – 1:20 p.m.</td>
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<td>iPad Check In</td>
<td>1:23 p.m. – 1:30 p.m.</td>
</tr>
<tr>
<td>Teacher Prof. Dev.</td>
<td>1:40 p.m. – 3:40 p.m.</td>
</tr>
</tbody>
</table>

Sample Daily Student Course Schedules

Alliance Tennenbaum Family Technology High School
Alliance College-Ready Public Schools

August 2014

65
6 periods per week: Monday/Thursday - odd periods; Tuesday/Friday - even periods; Wednesday – all periods.

**9th Grade**

| Advisory | College and Career Awareness & Skills  
CAHSEE Test Preparation |
|----------|--------------------------------------------------------------------------------|
| Period 1/2 | Common Core English 9 AB/  
Common Core ELA Support AB or Creative Writing AB |
| Period 3/4 | Common Core Integrated Math 1AB  
Common Core Integrated Math 1A-1/B-1 or Biology AB |
| Period 5/6 | Spanish 1 AB or 2 AB/  
Advanced Physical Education AB |

**10th Grade**

| Advisory | College and Career Awareness & Skills  
CAHSEE & ACT Test Preparation |
|----------|--------------------------------------------------------------------------------|
| Period 1/2 | Common Core English 10 AB or Honors English 10 AB  
World History AB or Honors World History AB |
| Period 3/4 | Common Core Integrated Math 2 AB  
Biology AB or AP Biology AB |
| Period 5/6 | Spanish 2 AB or 3 AB  
Digital Design AB |

**11th Grade**

| Advisory | College and Career Awareness & Skills  
ACT & SAT Test Preparation |
|----------|--------------------------------------------------------------------------------|
| Period 1/2 | Common Core English 11 AB or AP English Language AB  
US History AB or AP US History AB |
| Period 3/4 | Integrated Math 3 AB or Pre-Calculus AB  
Chemistry AB or AP Chemistry AB |
| Period 5/6 | Spanish 3 AB or AP Spanish Language AB  
Intro to Animation AB or Advanced Digital Media AB or Journalism AB or Intro to Kinesiology AB or AP Biology AB |

**12th Grade**

| Advisory | Seniors Portfolio  
SAT Test Preparation |
|----------|--------------------------------------------------------------------------------|
| Period 1/2 | Common Core English 12 AB or AP English Literature AB  
Government AB or AP Government AB and Economics AB |
| Period 3/4 | Pre-Calculus or AP Calculus AB  
Physics AB or AP Physics 1 AB |
| Period 5/6 | AP Spanish Language AB or AP Spanish Literature AB  
Intro to Animation AB or Advanced Digital Media AB or Journalism AB or Intro to Kinesiology AB or AP Biology AB or AP Chemistry AB |

Students learn best with teachers who are knowledgeable of their subject field and are well trained to deliver rigorous instruction and attend to the diverse needs of each student as an individual. Tennebaum Tech, led by the principal, recruits highly qualified new and experienced credentialed teachers who demonstrate satisfactory progress toward full certification, fully meet the No Child Left Behind criteria as highly qualified teachers, and are committed to the school’s core values and beliefs. Recruitment of qualified candidates is begins early (by January) and is conducted via exposure at career fairs and recruitment events at targeted colleges and universities with strong programs in the areas of focus; use of relevant online tools such as EdJoin; referrals from current teachers within the school/Alliance, and careful screening by both Alliance Human Resources professionals and school administrators. Once selected, teachers participate in professional development before the opening of school and throughout the school year.
During school level and Alliance-wide professional development, teachers are supported by their principal and Alliance content directors in analyzing their data on a school, classroom and individual level, and planning their re-teaching week (the first week of any new quarter) to address the current needs of their students. Professional development agendas include content-based sessions, site-based sessions, and a variety of instructional workshops designed to address needs evidenced by data.

Below is a sample of current topics that are covered by the various professional development sessions held throughout the year. These topics are subject to change as, in order to be most effective, professional development must be adaptable to address topics/issues as they arise.

Alliance-wide Summer Conference – Held prior to the start of the school year, this annual conference is made up of general, site based and content-alike sessions that are organized by Alliance and school instructional leaders and include all teachers. Topics include:

- Common Core transition plan and pathways
- Pacing/instructional guides
- Digital curriculum training and guidance
- Lesson and unit planning, scaffolding
- Deconstructing standards
- Reviewing assessment tools and designing/calibrating accompanying rubrics
- Sharing of research, resources and best practices
- Activities/project planning
- Data review and analysis
- Instructional workshops focused on topics including, but not limited to: use of apps and programs used in supporting instruction such as Casper Focus, Achieve 3000 and More to Explore; creating more self-directed autonomous learners in a blended learning classroom; improving teacher effectiveness through analysis of revisions to the framework for effective teaching; engaging the reluctant reader; strategies for checks for understanding and student-led discussions; questioning, and strategies to empower student directed reading, to name just a few of the 25+ workshops offered.

Quarterly Alliance-wide Pupil Free Days – Held immediately following quarterly benchmark assessments, these sessions offer an opportunity for schools to come together to analyze data; plan adjustments to address needs identified by data; continue to build on topics covered during previous professional development sessions; and address other areas of need such as:

- Alternatives to suspension
- Coordination of support services
- Data systems mining and management with Schoolzilla and Engrade
- Increasing the coaching capacity of school leaders in core content areas
- Increasing the instructional capacity of school leaders
- Pearson rubrics and supports for differentiated learning
- Reading strategies to improve Lexile level
- Performance frameworks for assistant principals and counselors
- Other topics as they relate to Common Core such as: aligning Pearson instruction strategies with our FET; English learner support; how does blending learning support pearson instructional strategies; making the best use of instructional time; and scoring extended response assessments

Monthly Alliance-wide Content-Focused Sessions – The Alliance Instructional Team provides targeted professional development to all Alliance schools that builds on Pupil Free PDs, is collaborative across schools via professional learning communities, and provides just-in-time content support and ongoing coaching throughout the year. Topics include:

- History/Social Studies - unpacking Common Core Standards/ College, Career, and Civic Standards, and signature practices
- Math - previewing upcoming unit; unpacking common unit assessments
• Counselors – unpacking of counselor rubric standards, scheduling, and one-on-one counseling
• ELA - unpacking standards and aligning practice/assessments with the literacy framework
• PE - content-specific best practices; common assessments
• Art - Digital Art and Film Institute ongoing follow-up
• Special Education - differentiation strategies; behavioral supports and interventions; and learning lab and common core
• Science - transition to NGSS; unpacking standards; planning & Implementation of NGSS Units and Lessons

**Ongoing School Site PD Sessions** – *Regular sessions are held at the school level on shortened Wednesdays and cover topics such as:*

- WASC certification process
- Instructional technology policies, procedures, and best practices
- Classroom environment and culture-building
- School-wide and classroom positive behavior support strategies
- Constructing UCOP- and AP-approved course syllabi
- Backwards-planning instructional units for CCSS and blended learning
- Assessment for CCSS and blended learning
- Standards-based grading based on CCSS
- Formulating highly effective instructional objectives
- Using IEPs/passports to supports students with disabilities
- Using EL Passports to support English language development
- Understanding and growing Lexile levels
- Formative assessment and checking for understanding
- Blended learning signature practices
- Blended learning station rotation model
- Using formative assessment and real-time data to drive instruction
- Key strategies in teaching CCSS
- Using Instructional rounds protocol in content teams
- Test preparation software for Advisory
- Habits of Mind lessons for Advisory and the classroom

Teachers greatly benefit from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Our teachers have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards. Tennenbaum Tech also assures that its staff attends and/or conducts professional development activities that support access by students with disabilities to its general education program.

**Blended Learning PD** – *Through the various PD opportunities described above, a focus is also given to our blended learning signature practices, including:*

1. **Differentiated and Personalized Teaching and Learning**
   - Foundations of Blended Learning
   - How Blended Learning Impacts Instruction and Learning
   - Differentiating and Individualizing Instruction
   - Routines, Procedures, and Classroom Management in a Blended Learning Environment
   - Classroom Layout
   - Procedures for Managing Technology

2. **Data Driven Decisions Support Mastery-Based Learning**
   - Use of formative and summative assessments
   - Data Driven Teaching
   - Blended Teacher Data Dashboards
   - Student grouping
3. Integrated Digital Content and Learning Tools
   - Use of Online Content and Digital Software
   - Curriculum
   - Technology Tools to support student creativity, critical thinking, and collaboration

4. Students as Creators and Producers
   - Common Core State Standards Instruction
   - Project-Based Learning
   - Creation of digital artifacts

5. Student Agency and Ownership of Learning
   - The Role of The Classroom Teacher in Blended Learning
   - Planning- Lesson Planning; Digital Agenda
   - Student Data Reflection Tools

Meeting the Needs of All Students

English Learners

Tennenbaum Tech meets all requirements of federal and state law relative to equal access to the curriculum for those who are English Language Learners (ELL). The school has adopted and implemented the Alliance College-Ready Public Schools English Learner Master Plan. The goal is to provide high quality instructional programs and services for ELL’s that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-English speaking students.

The English language literacy intensive component of the program supports ELL’s through:
   - A teaching staff qualified in second language pedagogy
   - An after-school and summer school program with a strong language literacy focus determined by the individual assessed needs of each student
   - When possible, additional bilingual teacher’s aides in the classroom to assist ELLs at ELD levels 1 and 2 in English intensive classes

Tennenbaum Tech offers the core content areas in a sheltered English environment for students who are not proficient in English. Sheltered content classes are subject matter content courses designed specially for ELL students. Students who are two or below on CELDT English proficiency below and far below on Alliance interim benchmark assessments and ongoing classroom teacher assessments are identified for additional support and assigned additional support classes titled: Math or ELA Support in addition to grade level ELA and/or assigned math course. The curriculum content for the sheltered English classes is the same as in the English only classrooms. Achieve 3000 provides additional support where the MacBook Pro software will read aloud student’s written passage or students can translate the passage into their native language.

To ensure the environment needed to assure that students needing English as a second language are supported, Tennenbaum Tech works to recruit teachers who have a credential as well as bilingual or ESL endorsements (state authorization to teach ELL’s such as BCLAD, CLAD, SB1969), and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers are trained in appropriate methods for teaching ELL’s at various levels of proficiency. These methods include using bilingual teacher aides and coaching, preview and review strategies, and after school tutoring programs that are coordinated with the regular curriculum and designed for ELL’s.
   - Sheltered English – Sheltered Instruction is to provide meaningful instruction in content areas (social studies, math, science) for transitioning Limited English Proficient (LEP) students towards higher academic achievement while they are working towards English fluency. Instead of providing watered down curriculum for LEP students, sheltered instruction allows for the content to be equal to that of native English speakers while improving their grasp of the language. The teacher provides varied methods of instruction
that allow students to create meaning of multifaceted content in classroom discussion, activities, reading and writing, causing teachers to build upon their abilities to take on the linguistically diverse classroom

- Preview/Review – Teachers present vocabulary prior to presenting core content
- Digital Content – Allows individual students to develop auditory and verbal skills at their own pace use headphones and laptops.

Tennenbaum Tech teachers are trained to use the state English Language Development (ELD) standards. The LAUSD ELD Handbook is used as a resource guide for curriculum planning. Selected teachers attend appropriate LAUSD training usually offered in the spring. This allows these teachers to become qualified to train other teachers during Tennenbaum Tech’s in-service professional development.

Tennenbaum Tech administers the California English Language Development Test (CELDT) to all new students whose home language is other than English on their Home Language Survey and to all English Learners annually to determine each student’s individual proficiency level and to assess student progress in acquiring English Proficiency according to State Board of Education ELD standards. To reclassify students, Tennenbaum Tech administers CELDT testing as stated above. Students who are CELDT level 4 or higher and have scored at least a 3 in each of the four skill areas of the CELDT are reviewed for reclassification based on basic proficiency on state assessments, minimum grade of C for two consecutive semesters in ELA, or teacher recommendation. Annually the Alliance Data team provides each school with a list of students eligible for reclassification – beginning, early intermediate, intermediate, early advanced and advanced. As of fall 2013, California has not established assessment criteria to replace CST as part of reclassification. We will use student performance on interim assessments in ELA to monitor academic progress.

Non-standard English Speakers - Recognizing that many students at Tennenbaum Tech may not be Standard English speakers, many of the same guidelines and programs listed above are followed for them so as to ease their transition into Standard English. Students are identified by performance in classroom oral language assessments. The schools objectives are to have all students achieve proficient/advance performance in oral and written English Language Arts. Tennenbaum Tech school leaders and teachers monitor each student’s performance in their Personal Learning Plan and individual student growth profiles. Specific strategies include modeling standard English; building student communication skills through structured classroom participation in oral language presentations for project-based learning culminations; training teachers in recognizing non-standard English language interference with learning; establishing a culture of appreciation for home language usage and culture; and recognition of the importance of standard English usage in the world of work and education. Annually the Alliance Research and Data Analysis team provides data reports and analysis of Tennenbaum’s ELL student progress including improvement in CELDT level, progress in English language arts and Alliance assessment data disaggregated by subgroups. The North Area Superintendent and the Alliance Instruction team conduct site visits to review and give feedback on the degree to which the schools instructional support for ELL students is aligned with the Alliance ELL Master Plan. Progress of Long-term English Learners is also monitored and support begins with identifying and tracking them as a subgroup. School and classroom-level identification and analysis of current levels of performance, strengths, and needs in addition to the specific obstacles for each individual student to meet reclassification. Assigning all ELs and LTEls to one counselor who tracks them from grade 9 through graduation, and monitors obstacles to reclassification. The counselor then works with admin, teachers, and coach to communicate needs. Admin provides targeted and ongoing professional development based on research-based practices for supporting LTEls.

**Gifted and Talented Students and Students Achieving Above Grade Level**

The special needs of identified gifted and talented students are addressed through differentiated classroom instruction.
Tennenbaum Tech’s GATE program provides challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. Our criteria extend beyond the intellectually gifted to students who are gifted, talented, or both in areas such as specific academic ability, leadership, visual and performing arts, and creativity.

Objectives: Differentiated curriculum based on the core curriculum is provided during the regular school day through part-time and cluster grouping. Other differentiated learning activities include extended day classes, Saturday seminars, independent study, acceleration, Advanced Placement (AP), honors, Spanish as a world language as distance learning program, and online college-level courses offered to high-school age youth such as Stanford University’s Education Program for Gifted Youth (EPGY).

Tennenbaum Tech staff development provides teachers with strategies to broaden or deepen their ability to provide differentiated curriculum and individualized programs to meet students’ needs and provides all parents with information regarding gifted and talented programs and services provided to students. The Alliance website provides links to websites on the Internet related to gifted education and parenting of gifted children.

Process for Identifying Students As Gifted and Talented: The identification process as stated below based on consistent demonstration advanced performance beyond what is expected for students earning an A on our 4 point grading rubric on student work and assessments in addition to criteria described below begins with a referral by the student's teacher or parent (after consulting with the teacher). A Screening Committee gathers documentation including any standardized test scores, cumulative records and report cards from the teachers and parents. The Committee makes a preliminary recommendation for consideration on the eligibility of the student. The recommendation is forwarded to Total Education Solutions for Intellectual Ability testing, for High Achievement or Specific Ability designation. When a decision is made, by the Student Success Team (SST), the parent is notified, in writing, of the student's eligibility.

The SST is a school site team, which reviews individual student strengths and problem areas. It therefore monitors the performance of all student subgroups (included those classified as Gifted and Talented). The SST plans strategies and organizes resources for addressing problems and concerns. A student is selected to be discussed at the SST by a classroom teacher (or an administrator or counselor) who indicates that the student's learning, behavioral and/or emotional needs are not being adequately met under existing circumstances.

Categories under which a student may be identified as gifted include Intellectual Ability in which the student's general intellectual development is markedly advanced in relation to their chronological peers. This category includes those students designated Highly Gifted who score 145 or above on an individualized intelligence test, or 99.9 on a group intelligence test.

A student may also be identified under the category of High Achievement. These students consistently function for two consecutive years at highly advanced levels in Total Reading and Total Math on standardized tests such as California Achievement Test. Another criterion considered is a GPA of 3.5 or above.

A student may be identified under the category of Specific Academic Ability. These students consistently function for three consecutive years at highly advanced levels in either Total Reading or Total Math on standardized tests such as California Achievement Test. Students in grades 9-12 may also be referred in either science or social science.

Gifted Education Plan: Tennenbaum Tech sets clear expectations for the school community and provides a quality, standards based gifted and talented program that demonstrates academic rigor. Tennenbaum Tech provides a description of gifted and talented program to parents at Open House.
Progress of gifted and talented students is monitored based on data in their personal learning plan and by disaggregated interim and state assessment data.

The gifted and talented program includes:

- Flexible grouping of students
- Honors programs
- Strategies for the increased enrollment of all sub-groups
- Differentiated instruction in the classroom in all areas of the core curriculum
- Parent involvement
- Professional development offerings for coordinators, teachers, administrators and support staff to support academic and talent excellence in students

Our goal is to increase the identification of gifted and talented students to reflect a minimum 10% identification rate, to provide professional development for teachers in the instruction of Advanced Placement courses and gifted students, and to provide parent education on strategies to address the needs of gifted and talented students.

**Acceleration** - Acceleration is a strategy that adjusts the pace of instruction to the gifted student's capability for the purpose of providing an appropriate level of challenge. Acceleration offers a way to meet the needs of highly able students when other forms of differentiation at grade level do not provide enough challenge. Research documents the academic benefits and positive emotional outcomes of acceleration for gifted students when the needs of the student are carefully matched with the form of acceleration used. Additionally all the online digital program providers take students from where they are and move them forward. For example, CompassLearning has an additional section at the end of each section to dig deeper into the topic being studied with enrichment and acceleration. Furthermore, APEX provides a wide variety of online Advanced Placement classes.

**Grouping Practices** - Flexible grouping enables students with advanced abilities and/or performance to receive suitably challenging instruction. Flexible grouping allows more appropriate, advanced, and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of gifted students. Gifted children may not be gifted in all academic areas; therefore grouping placements are flexible for part time flexible periods of time or activities when there are few identified gifted students in school.

**Regular Classroom** - Our goal is to provide appropriate educational practices that motivate and challenge all students to achieve their potential. To optimally provide for learners in our regular classrooms, teachers:

- Create an environment that is responsive to learners
- Assess each learner’s knowledge, understanding, and interest
- Integrate the intellectual process including both cognitive and affective abilities
- Differentiate and individualize the curriculum to meet each learner’s needs
- Evaluate learning and teaching, reflecting on the information obtained from formative and summative assessments to adapt the learning plan and modify instruction and/or instructional program as needed
- Progress of students in this subgroup will be monitored through the SST process.

**Students Achieving Below Grade Level**

In an effort to improve the performance for all students including those who have been identified as below or far below basic proficiency on interim and state assessments - low achieving or at risk of retention, Tennenbaum Tech implements a strategy based on a Personal Learning Plan (PLP). The Alliance PLP is a template used in all schools that is automatically populated with interim and state assessment data as well as course credits completed each quarter. Performance and progress of these students is monitored throughout the year every 5 wks, and 10 wks through classroom teacher
monitoring of performance in Schoolzilla, our data warehouse the makes data accessible to all schools for all students and all subgroups; through school leaders, school data teams and classroom teachers tracking standards based grading reports that identify all students earning below a grade of C and through monitoring PLPs generating through PowerSchool flagging students at risk based on quarterly benchmarks, grades, credit deficiencies. Advisory teachers go over the PLP and review it with each of their advisory students. Parents review and sign the PLP each quarter with report cards.

The following takes place for those specifically identified as low achieving:
1. To identify low-achieving students, all incoming students are given the Achieve 3000 and Revolution Prep level set tests within the first two weeks of school. State test results and grades showing students who are below and far below basic proficiency are also used to assess student achievement levels.
2. Parents are informed of the student’s academic standing within one week of identification.
3. Within three weeks of identification, a conference is scheduled between the student, parent, teachers, and the administrative staff to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.
4. The student receives supplemental support services through remediation support classes in ELA and math in addition to regular courses. In the areas where the student is struggling most, the classroom teacher as well as online digital content providers address and offer one-to-one instruction specific to individual needs.
5. The student is enrolled in a remediation program to accelerate learning. This is provided during the summer, after school and/or on Saturdays.

**Socio-Economically Disadvantaged/Low Income Students**

Low-income students will be identified by eligibility for the federal lunch program. Approximately 84% of students at Tennenbaum Tech have qualified for this program in the past few years. As such, the overwhelming majority of all students enrolled at Tennenbaum meet this subgroup identification. Our school program is designed to meet their needs. We believe all students can learn at high levels regardless of economic status. Low income students are the rule, not the exception. Tennenbaum advisory cohorts “loop” each year, remaining with the same advisory teacher from grade nine through 12. Through the building of relationships, advisors are able to request more personalized services to support the individual’s student’s success academically, socially, and personally. Student support services vary based on student need. Needs are identified and progress is monitored through the SST process and based on disaggregated performance data. When we track performance data we disaggregate data by subgroup to insure that all subgroups are making progress and that appropriate interventions are provided. We do not believe that a student’s socio economic status should limit their capacity to learn at high levels. Low income students are among our highest performing students.

Supports provided because they are low income include:
- After school support they do not have access to at home
- Fee waivers for college exams that they would not otherwise be able to pay for
- Roll models from industry partners and volunteers who are represent careers and college backgrounds they would not otherwise see or hear about at home
- College Match programs to connect students to universities that reach out with the goal of providing opportunities for low income students
- Support for the parents through parenting classes where poverty impacts home support
- Provide tutoring on the SAT that affluent students have paid for by their parents
- Provide college tours that affluent students have provided by their parents

The instructional model of the Alliance is designed to meet the educational needs of students of low socio-economic status, which vary as do those from all economic levels. The basic strategies for identifying and addressing the specific educational needs of students within this group are the same as those detailed throughout this section.

Attention is also given to ensure that each student receives nutritious meals and is assisted with accessing health care and other resources if needed. A uniform is provided at no cost for students,
and assistance is provided to ensure eligible students successfully access waivers for college applications. Parents and guardians are also supported through parent workshops held throughout the year.

**Students with Disabilities**

Please see District Required Language included at the beginning of this element.

**Students in Other Subgroups**

Foster youth, and related subgroups such as homeless students, are identified by school personnel through the registration and enrollment process, and supported through coordinated activities with other entities/agencies. Once students have been identified, students will be indicated in PowerSchool, and the Alliance Director of Operations will work with the school to locate additional support services on a case by case basis. The students will be provided with tutoring, counseling, transportation and coordination of services as needed to best meet their individual needs using the COST Process (Coordination of Services Team) made up of an administrator, counselors, school psychologist, and other certificated personnel as relevant. A quarterly evaluation of academic performance for all students in this subgroup will be implemented by the administration and counselor to assess the level of response to services, and adjustments to curriculum will be made as necessary to nurture a positive environment.

**“A Typical Day”**

A visitor to Alliance Tennenbaum Family Tech would observe our core beliefs and values in practice on a typical day by “shadowing” any randomly selected student.

Students arrive between 7:15 and 7:40 a.m. to the campus of Sonia Sotomayor Learning Academies, all wearing their Alliance College-Ready Public Schools polo shirt for their grade level and casual black pants. Most students walk to school from close by neighborhoods and some are dropped off by parents or the city bus. School personnel and teachers greet students as they arrive. Students gather on campus and mingle briefly with students from the four other schools that make up Sonia Sotomayor Learning Academies in a safe, calm, welcoming atmosphere that reflects the diversity of the community. Unlike their peers, they avoid the burden of heavy backpacks and complicated locker combinations, one of the many conveniences of a completely digital learning environment utilizing a blended learning instructional model.

On regular schedule days, students are seated in their in classrooms ready to begin their Advisory period by 7:45 a.m. Their Advisory teacher and the same small group of 20 to 25 students, who will be their school family advisory group for four years, welcome them. The class begins with LAUSD’s Breakfast in the Classroom program. Student leaders deliver and distribute breakfast to their peers as the teacher takes role and checks in with individuals. After breakfast, Classroom Technology Leaders facilitate the distribution of students’ iPads. With the remaining time, the Advisory focuses on personal awareness, academic goals, and college readiness. The Advisory serves as the students’ home base for four years so that students are connected with a consistent adult and group of grade level peers for guidance with studies, relationships, and planning for college.

Students begin the first of three two-hour block periods per day following the Advisory period. Students learn in academic classes with an average class size of 25-30 students that are small enough to ensure that each student receives individual attention. Students begin work immediately upon entering each classroom by logging into their EdModo account and following the Digital Agenda for the day or week. Meanwhile, daily attendance information is sent to the office via Pinnacle and parents of students who are absent or tardy are called.

The emphasis in core classes is on rigorous, Common Core Standards-based instruction with high expectations for all students. Teachers engage students in understanding exactly what they must know
and be able to do to complete proficient, college-ready work around grade level standards. Students are actively engaged in their learning through our blended learning model. The Digital Agenda indicates the activities that will take place in each of the 4 instructional stations: Whole Group Direct Station, Small Group Differentiated Direct Instruction Station, Collaborative Station, and Independent or Individualized Online Learning Station. For each station, teachers delineate and/or involve students in defining and understanding criteria for proficient work. Teachers define clear expectations and analyze real-time performance data with students so that they are self-directed in knowing how good is “good enough” as well as what it takes to improve their performance. Teachers provide direct instruction and facilitate student learning using a variety of instructional materials and resources including digital content and textbooks, adaptive learning software, and extended collaborative projects. Courses offered include A-G requirements for all students as well as academic electives that provide intervention to accelerate learning for students performing below proficient levels and enrichment for students performing at proficient and advanced levels. Courses also include Advanced Placement and Honors classes.

All students participate in a 10-minute morning break and a 30-minute lunch period during the day. The day concludes with students checking into Advisory a second time to return their iPads and debrief their school day. Students performing below or far below proficient levels based on quarterly interim assessments and teacher assessments receive individual tutoring after school. Extracurricular activities after school include Tennenbaum-specific clubs such as Student Technology Leaders, Anime animation, ad Associated Student Body/Leadership. Tennenbaum Tech students also benefit from access to Sotomayor campus-wide programs such as CIF athletics teams, Beyond the Bell after school programs, and performing arts opportunities such as school plays and bands.

Any student interviewed will proudly tell visitors, “I’m getting ready for college today by...” They are likely to be the first in their family to have the expectation and the opportunity to attend a 4-year college or university.
ELEMENT 2: Measurable Pupil Outcomes and
ELEMENT 3: Method by which Pupil Progress Toward Outcomes will be Measured

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

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

Measurable Goals of the Educational Program

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

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

Standardized Testing

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. 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.

Public School Choice Performance

Charter School will track the same information presented in the LAUSD School Report Cards.

To ensure sharing of best practices, Charter School agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This participation may involve survey or interviews with teachers and parents to understand factors associated with student performance.

Charter School's performance will be evaluated pursuant to the requirements of the Public School Choice program.

Goals of the Educational Program

Tennenbaum Tech is committed to providing a consistent educational environment and experience for students that prepares them with the skills, experience, and knowledge to enter and succeed in college.

Annual goals set as a means of achieving this objective are outlined in the school's Local Control and Accountability Plan (LCAP). For further information on these goals, actions and performance targets, please see the State Priorities table provided in Element 1.

Because the California Department of Education (CDE) is developing new indicators to include in the high school Academic Performance Index (API), specific measurable outcomes with regard to API were not included in the LCAP submitted by Tennenbaum Tech. The school is, however, committed to the following objectives:
- Our schoolwide and subgroup API growth score will meet or exceed the growth target as established by the CA Department of Education based on our established API base score.
- Work toward achieving a score at or above 800, to be confirmed once CA determines new API criteria.
- The standardized testing participation rate will be at least 95%.

**Subject Area Objectives**

Understanding that Tennenbaum Tech is responsible for following the California State Content/Common Core Standards for students in grades 9-12, specific emphasis is placed on those standards which ultimately prepare students for entry into and success in college. These include all or part of the following:

<table>
<thead>
<tr>
<th>Curricular Focus (grades 9-12)*</th>
<th>Ultimate Objectives for Students Schoolwide and Subgroups</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>Students including all subgroups will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works.</td>
</tr>
<tr>
<td>Applied Technology</td>
<td>Students including all subgroups will demonstrate the ability to use new and developing technologies as they relate to 21st Century career paths and college-level courses as part of their completion of two capstone math/science projects completed using technology</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students including all subgroups will demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations. Students including all subgroups 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. Students including all subgroups will gain experience with algebraic solutions of problems, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system. Students including all subgroups will be able to use trigonometric functions and the ability to provide basic identities regarding them for the study of more advanced mathematics and science. Students including all subgroups will be able to apply mathematics and its intrinsic theory.</td>
</tr>
<tr>
<td>Biological/Physical Science</td>
<td>Students including all subgroups will demonstrate proficiency in CC Literacy Standards and, 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 including all subgroups will demonstrate proficiency in CC Literacy Standards and 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 including all subgroups 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>
</tbody>
</table>
### Curricular Focus (grades 9-12)*

<table>
<thead>
<tr>
<th>Curricular Focus</th>
<th>Ultimate Objectives for Students Schoolwide and Subgroups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual and Performing Arts</td>
<td>• Students including all subgroups 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 including all subgroups 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 including all subgroups 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>

*Specific courses in each subject area (outlined in Element 1) are offered to students from grades 9-12, aligning with student preparedness for course curriculum and student interests. Students are required to satisfy A-G course requirements as outlined in Element 1.

Upon enrollment all students are given a series of diagnostic survey assessments. These indicate needs to be met as part of the student’s Personal Learning Plan and the student’s English Language status. Results of initial diagnostic testing for entering students determine student placement in math and determine students’ need for intervention electives and tutoring in math and English language arts. Objective written tests, teacher recommendation and student participation in student-led self review conferences are used to evaluate student progress and their need for more individualized help to reach the required proficiency in grade level standards. All students have access to the grade level core curriculum. Students at risk participate in an extended learning program to provide more time for learning and to accelerate their progress. All students are eligible to take all classes, including Advanced Placement (in grades 9-12). Students who show a continued lack of progress are served as detailed under No Child Left Behind and/or the Meeting the Needs of All Students section in Element 1, depending on individual student needs.

#### Measuring Pupil Progress Toward Outcomes

Using the Common Core and CA Standards where applicable, Tennenbaum Tech has clearly defined what students should know in each core subject at each grade/course level. We will monitor the progress of all subgroups against target goals by disaggregating data for all assessments and grades through Schoolzilla and PowerSchool our student information systems.

Student achievement in developing conceptual thinking, problem-solving skills, and content mastery is assessed using multiple measures, based on an assessment program that both improves learning and provides assurances of accountability. Students are able to demonstrate proficiency when measured against multiple measures. Proficiency is measured using an assessment model that is formative and summative, holistic and standardized, narrative and norm referenced. The approach is conducive to benchmarking students against statewide benchmarks and against themselves, evaluating groups of students and assessing the whole school from year to year for longitudinal study of our progress.

Engrade will be used to host our Common Core Interim Assessment Benchmark Assessments and data; Pearson Common Core Online Assessments will be used to inform ongoing classroom practice and common core standards based quarterly report cards. When Smarter Balanced interim assessments become available we use as formative assessments to inform practice. NWEA CC assessments in ELA and Math will be used to provide national comparison data. Student performance on Common Core units in English and Math as assessed by classroom teachers will be analyzed and shared across Alliance schools. As other reliable CCSS assessments become available we will consider adding to our assessment tools.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Frequency and Grade Level*</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Mandated Standardized Tests (CELDT)</td>
<td>Annually, Spring Initial – Throughout the school year</td>
</tr>
</tbody>
</table>
### Academic Performance Index
Annual as it may be amended by the State Superintendent of Instruction based on AB 484

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced Interim Assessments</td>
<td>Every 6 weeks</td>
</tr>
<tr>
<td>Pearson Common Core Unit Assessments</td>
<td>At the end of each unit every 3 to 4 weeks</td>
</tr>
<tr>
<td>Interim School Wide Benchmark Assessments (Engrade and CCSS Interim Assessment)</td>
<td>Quarterly (every 6-8 weeks)</td>
</tr>
<tr>
<td>College Preparedness Exams, PSAT, ACT Explore</td>
<td>Grades 9, 10 and 11</td>
</tr>
<tr>
<td>College Entrance Exams, SAT, ACT, CSU Entrance/Placement Exams</td>
<td>Beginning in Grade 11</td>
</tr>
<tr>
<td>California High School Exit Exam</td>
<td>Beginning in Grade 10, as scheduled by CA State Department (by Grade 11, ELA and math SBAC assessments effective spring 2015)</td>
</tr>
<tr>
<td>AP Subject Exams</td>
<td>Annually, Spring End of course</td>
</tr>
<tr>
<td>Analysis of Student Projects</td>
<td>Quarterly (every 10 weeks)</td>
</tr>
<tr>
<td>Student Progress Reports</td>
<td>Quarterly (every 10 weeks)</td>
</tr>
<tr>
<td>Student Diagnostic Survey</td>
<td>After registration and enrollment in school</td>
</tr>
<tr>
<td>Ongoing Classroom Teacher Assessments</td>
<td>Daily, Weekly, Final Exams in 9th Week each Quarter</td>
</tr>
<tr>
<td>Student Conduct Records</td>
<td>Every 5 weeks</td>
</tr>
<tr>
<td>Northwest Evaluation Association (NWEA)</td>
<td>Fall and Spring</td>
</tr>
<tr>
<td>California Assessment of Student Performance and Progress (CAASPP)</td>
<td>Spring (Grades 6-8 &amp; 11 SBAC)</td>
</tr>
<tr>
<td>Achieve 3000 (Lexile testing)</td>
<td>Fall, Winter and Spring</td>
</tr>
</tbody>
</table>

* All grade levels unless otherwise designated

Tennenbaum Tech tests independently of LAUSD. Assessments and standardized testing of students with disabilities is conducted using state and District guidelines for modifications and adaptations.

The assessment structure includes, in addition to other standards-based and performance-based assessment tools, comprehensive final exams in each of the core academic subjects, quizzes and tests, homework assignments, essays and research reports, and teacher evaluation of in class performance. These measurements are weighted and combined into a comprehensive educational program assessment to determine student achievement and promotion to the next grade level. The aggregate results are issued as a report card to the community evaluating the measurable goals and terms outlined in the charter.

Alliance interim benchmark assessments are administered online in order to prepare students for SBAC online assessments. Every student has an SBAC ready iPad or Laptop.

### Data Collection

Ongoing data gathering and analysis guides and informs decisions for determining successful progress or the need for program adjustments.

<table>
<thead>
<tr>
<th>Data to Be Gathered By</th>
<th>Purpose</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing the lessons teachers are delivering and the nature of student participation in classroom activities</td>
<td>To measure effectiveness of instruction. Data is used to inform professional development needs.</td>
<td>Weekly</td>
</tr>
<tr>
<td>Classroom curriculum and instruction walk-throughs</td>
<td>To measure the degree of and consistency with which grade appropriate standards based instruction is taking place. Data is used to share best practices.</td>
<td>Weekly</td>
</tr>
<tr>
<td>Interviewing students about their courses of study</td>
<td>Connect with individual students on their progress towards meeting graduation and college requirements, to develop student awareness of their progress and to assist them with maintaining their individual portfolio.</td>
<td>Ongoing in advisory periods and counseling sessions at least at 5 week and 10 week periods each semester.</td>
</tr>
<tr>
<td>Conducting student case studies</td>
<td>To learn how individual students and their families are affected by our instructional program and to learn about how they feel their needs are being met.</td>
<td>Selected students reflecting low and high achievement.</td>
</tr>
<tr>
<td>Shadowing/accompanying students during their school day</td>
<td>To experience a school day from the perspective of individual students and to insure that our school maintains a student centered focus.</td>
<td>Ongoing, at least once every 5 weeks.</td>
</tr>
<tr>
<td>Using rubrics and benchmarks to calibrate teacher assessments of student work projects</td>
<td>To insure consistency of high expectations in determining criteria for proficient student work.</td>
<td>Ongoing as part of weekly professional development</td>
</tr>
<tr>
<td>Using electronic pupil portfolios as part of data collection</td>
<td>To measure student progress towards meeting graduation and college-entrance requirements.</td>
<td>Annual</td>
</tr>
<tr>
<td>Analyzing the results of parent and student surveys</td>
<td>To measure the degree to which parents and students are satisfied that our school is meeting their needs and addressing the goals of our charter.</td>
<td>Annual, Spring</td>
</tr>
</tbody>
</table>

In blended learning classrooms, there is also formative data that all teachers can pull on an ongoing basis from the online content providers utilized (see list provided in Element 1). All providers must provide real time data that will be useful to teachers, and training to ensure effective understanding and use of data. Through these programs, teachers know immediately how students are performing and where they are struggling so that they make modifications to best meet student needs.

**Data Analysis**

Data gathered is used to measure progress towards stated goals and to determine the effectiveness of our instructional program. Multiple opportunities for data analysis are available at Tennenbaum Tech including the following:

- Regular assessments and common planning time provides consistent opportunities for teachers to work together to analyze student work and share classroom practices as they relate to student achievement.
- Programs used to support blended learning provide regular real-time performance data that teachers can use to structure classroom rotations, differentiate individual and group tasks, and provide more adapted options for students to demonstrate their learning.
- School level and Alliance-wide professional development, provides opportunities for teachers and school leaders – both within their school and across the Alliance Network of schools - to work with each other and with the Alliance instructional team to analyze data on a school, classroom and individual student basis.
- Alliance instructional coaches use data to work individually with teachers to improve classroom practice and assist them in planning and modifying the most effective instructional practices.
- Alliance also works third party evaluators evaluate the implementation of the Alliance school model and results. This helps to document best practices and provides longitudinal data for continuous improvement.

At each level, data informs our decisions regarding the need to continue, modify, improve, add to or discontinue instructional strategies to best meet the needs of our students and provide the necessary supports to help accelerate their progress.

**Student Progress Reports**

Tennenbaum Tech issues student progress reports every ten weeks based on student proficiency on grade level/subject standards and expectations designated for the quarter. The student progress report is based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards advanced, proficient, basic or below proficient performance. Interim assessment results, daily student work, and final exams are used to determine student performance.

Student course grades to meet graduation requirements including A-G are A, B, C or NP (Not Proficient) grades. Student reports are issued and recorded through our PowerSchool data system. Parents of students performing below/far below proficient performance participate in a scheduled parent conference to discuss the parents’ and the teachers’ plan to improve their child’s performance. Teachers and advisors meet together to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

**Promotion and Retention of Students**

Tennenbaum Tech is committed to helping students achieve the necessary skills to progress from grade to grade yearly and does not endorse social promotion. Because of the linguistic and socioeconomic barriers this student population may have faced, readiness to move to the next grade level is examined on an individual basis. Each student is assessed individually according to his/her total needs.

Tennenbaum Tech has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to be ready for entrance to and success in college. Promotion and retention of students is based on multiple assessment measures to determine if the student is advanced, proficient, partially proficient, or not proficient. Assessment measures include the student progress report, degree of proficiency and teacher recommendations. Students whose average rubric score classification is "not proficient" on the final student progress report for the academic year are eligible for retention.

The principal and/or teaching staff prepares a written determination to specify the reasons for retention. The written determination includes recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination is provided to and discussed with the student’s parents, teachers, and principal.

Student’s identified for retention will work closely with the counselor and are encouraged to participate in a remediation program that includes after-school activities, tutoring, and summer school. All students, are also provided additional in-class support, which ensures that students who cannot participate outside of school hours are also supported. The student's academic performance is reassessed at the end of the remediation program, and the decision to retain or promote the student is reevaluated at that time.

**Informing Stakeholders of School Performance**

The Tennenbaum Tech principal is responsible and accountable to the school community for the same Title I accountability requirements as other non-charter public schools in California. Alliance is responsible and accountable for guarantees made to Tennenbaum Tech in monitoring progress, and documenting and publishing results to the school community and the community of Los Angeles.
Alliance also has memorandums of understanding to work with third party evaluators such as RAND, EdTrust West, Teachers College and Vanderbilt University to document and evaluate the implementation of the Alliance school model and results. Ongoing evaluation serves to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, inform parents and the community on the degree to which Tennenbaum Tech is achieving its stated goals for individual students.
ELEMENT 4: Governance

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

General Provisions

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

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

All employees and representatives of Charter School, including members of Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with applicable 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 the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

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

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Ed. 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 that would be prohibited by Title IX or Section 504.

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.
Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula, Ed. Code § 52075.

**Legal and Policy Compliance**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

**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. Charter School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, 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, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

**Student Records**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of 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. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**Public Operating Principles**

Alliance Tennenbaum Family Technology High School (referred to in this element as “Charter School”) is incorporated as a nonprofit corporation and such corporation is the corporate entity operating the Charter School. Charter School constitutes one of several nonprofit corporations associated with Alliance College-Ready Public Schools (“Alliance”), a charter management organization. Alliance is responsible for the fundraising and the oversight of the charter schools associated with it, which includes but is not limited to Charter School. Alliance, to achieve economies of scale, also provides back-office support to Charter School. See discussion under “Business and Operations Assistance” below.
**Alliance**

Alliance, itself a nonprofit corporation, is submitting this renewal petition on behalf of Charter School. Alliance has assembled an impressive leadership team that has a clear vision and experience in launching and managing new schools, as well as critical operational and financial expertise. Judy Burton is the President/CEO of Alliance. As a former Local District Superintendent in LAUSD, she has demonstrated successful leadership capacity in working with schools and has earned the trust and credibility of the education community. As one can see below, the Alliance Board of Directors includes some of the most knowledgeable and influential community leaders in Los Angeles, including a former Mayor of Los Angeles, successful business, education, and community leaders, and a Los Angeles Superior Court Judge.

**Board of Directors, Alliance**

Alliance’s goal is to provide a consistent comprehensive 6-8 and 9-12 charter public school educational program throughout its system. The Alliance Board has a maximum of 30 members. The Alliance Board members serve 3-year renewable terms. Alliance Board members may be nominated by any member of the Alliance Board and will be elected by a simple majority of current board members.

Current Alliance Board members are:

- **Tony Ressler (Chair):** Partner and co-founder of Ares Mgmt. LLC. Founding member of the Board of Painted Turtle, a camp serving children with life threatening illnesses. Board member of the Center for Early Education and former executive committee member of LEARN.
- **Alan Arkatov:** President of Changing.edu. Former CEO of the Teaching Channel and former President of eEducation Group.
- **Frank E. Baxter (Co-Chairman):** Chairman Emeritus of the global investment bank Jefferies and Company Inc., Ambassador to Uruguay from November 2006 to January 2009.
- **Judy Burton:** President and CEO of Alliance.
- **David S. Cunningham, III:** Los Angeles Superior Court judge. Previously a principal in the firm of Meyers Nave Riback Silver & Wilson.
- **Joe Drake:** Co-founder and president of Good Universe, and independent full-service motion picture financing, production and global sales company. Former president and CEO of Lionsgate.
- **David I. Fisher:** Chairman of the Board of Capital Group International, Inc. and Capital Guardian Trust Company. Trustee Emeritus of the J. Paul Getty Trust and trustee of many Boards including Harvard-Westlake School and the UCLA School of Public Policy.
- **Stewart Kwoh:** President and Executive Director, Asian Pacific American Legal Center.
- **Harry Levitt:** Managing Director of MullinTBG, a national executive benefits consulting firm.
- **Meyer Luskin:** CEO and chair of Scope Industries, which recycles waste food into an animal feed ingredient.
- **Richard Merkin, M.D.:** CEO and founder of Heritage Provider Network. Pioneered the development of medical networks responsive to the changing health care marketplace throughout California.
- **Neal Millard:** Partner, Los Angeles Office, Musick, Peeler & Garrett LLP. Practices in the area of finance and in the area of education. Adjunct professor of law at the University of Southern California Law School.
- **Gayle Miller (Secretary):** Co-Founder of the Go AlongSide Foundation that provides a values-based curriculum to inner-city schools. Retired President of Anne Klein II.
- **Dale Okuno:** Creator and former CEO of E-Z Data, Inc.. CEO Okuno Associates, Inc.
- **William Ouchi:** Saford and Betty Sigoloff Professor in Corporate Renewal, UCLA. Former Chief of Staff to Mayor Riordan. Former Chair of LEARN Board of Directors.
- **Richard Riordan:** Former Mayor of Los Angeles and former California Secretary for Education. Founder of the Riordan Foundation, which provides computers and books to increase literacy in elementary schools.
- **Virgil Roberts:** Managing Partner of the law firm of Bobbitt & Roberts. Former Chair of LAAMP and the California Community Foundation Boards of Directors.
- **Darline Robles, PhD.:** Professor Rossier School of Education, University of Southern California and Former Superintendent of LACOE.
Charter School
Charter School has been incorporated as a nonprofit public benefit corporation. Alliance is the sole member of the corporation. As the member, the Alliance Board is entitled to appoint five of the members of the Charter School Board of Directors. The affairs of Charter School, however, are managed and its powers are exercised solely under the authority of the Charter School Board of Directors. Charter School operates under the charter authorization of Los Angeles Unified School District. Charter School abides by the current published, communicated and defined LAUSD policy for charter schools. Charter School is and will be solely responsible for the debts and obligations of Charter School.

Charter School Board of Directors
The nine voting directors of the Charter School Board of Directors include five members selected by the Alliance Board, two of which are members of the Alliance board (Howard Lappin, Gayle Miller, Dale Okuno, Darline Robles Chris Webber, one vacant), two teachers and two parents. Appointment of the teachers and parents are made by members of the Charter School Board after considering recommendations of the principal. LAUSD reserves the right to appoint a single representative to serve on the Board. The Board meets quarterly, operating in accordance with the Brown Act, its Articles of Incorporation and its Bylaws.

Each director selected by the Alliance Board shall hold office for a term ending on the next June 30 following his or her appointment and until a successor has been elected and qualified. Parent and teacher directors shall hold office for a term ending on the third June 30 following his or her appointment and until a successor has been elected and qualified. A director designated by a school district shall serve for such term of office as is specified by the school district. The Alliance Board considerations and qualifications for appointing 5 members includes; candidate signed commitment to participate in 75% of school board meetings; candidate knowledge of effective organizations and fiscal systems; candidate commitment to visit and be knowledgeable of Alliance schools; candidate background and experience as a successful leader of a school, company or other organization.

The Charter School will abide by all applicable conflict of interest laws applicable to public entities.

The Board of Directors of Charter School, the Charter School administrative staff, and their respective representatives are responsible for all aspects of the day-to-day operations of Charter School, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. In accordance with California law applicable to nonprofit public benefit corporations, some of the responsibilities of the Charter School Board will be delegated to committees of the Board or officers of the corporation.

A quorum of the Charter School Board for the transaction of business requires a simple majority of official voting board members physically present for in-person meetings or on the phone for teleconferenced
board meetings... All board voting action is taken by roll call voted. An act or decision made by majority vote of the directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to those provisions relating to (i) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of directors.

The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the State of California. Participation in a meeting through use of teleconferencing pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call. For the purposes of this subsection (i), "teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this subsection shall prohibit the corporation from providing the public with additional teleconference locations.

The Charter School Board is responsible for providing fiscal accountability by approving and monitoring the budget, which is initially reviewed and provided to the charter school board by the Charter School staff and Alliance as the back-office provider. The Charter School Board helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies including but not limited to: compliance mandates, health and safety, use and maintenance of facilities, and overseeing that Charter School resources are managed effectively. The day-to-day operations and management of Charter School are provided by the officers of the corporation, management staff responsible for school services and supervision, and the administrative staff of Charter School.

Alliance, Chief Schools Officer as a paid employee of Alliance, is recused under Government Code 1090 and the Political Reform Act from discussing and voting on decisions related to contracts, financial dealings, and transactions between Charter School and related entities.

The teachers who serve on the Charter School Board are required to annually sign a statement acknowledging any conflicts of interest and are required to recuse themselves from any discussion or voting that has any impact on their compensation or benefits.

The LAUSD representative, if LAUSD opts to exercise its statutory right to have a representative on the board, has the opportunity to facilitate communications and mutual understanding between Charter School and LAUSD. As the entity with ultimate oversight responsibility, LAUSD is provided with an annual programmatic and fiscal audit. The programmatic audit includes a summary of major decisions and policies established by the Charter School Board during the year. The annual audit abides by current audit guidelines established by the State of California for K-12 public schools.

Charter School has provided the LAUSD Charter Office with a copy of the articles of incorporation, bylaws and names of board members of Charter School. Any changes made to these documents that materially alter the charter must first be approved through the District’s charter amendment process in order to be effective.

Charter School complies with the Brown Act. It posts its Board of Directors schedule of quarterly meetings; it posts notices and agendas of regular meetings at least 72 hours in advance; and it records and posts actions of the Board. Postings occur by email and in a visible location in the Charter School office as well as on the Charter School’s website in English and Spanish or other dominant language as needed by the community served. Charter School maintains for its Board a record book of meeting
Agendas and minutes. Agendas and minutes are provided in English and Spanish. For easier access, Charter School posts the agendas and minutes on its website. The law requires no less than one meeting annually; however, the Board meets at least quarterly to conduct business plus special meetings, see pages 3-4 of Bylaws. All meetings of the Charter School Board are open to the public, excluding closed sessions as permitted by the Brown Act.

Grievance Procedure for Parents and Students

Charter School will implement the following:
1. Designate one certificated person to coordinate compliance with federal laws, specifically, Title IX and Section 504.
2. Adopt and publicize its internal grievance procedures.
3. Notify parents, students, and employees of its nondiscrimination policy.

Charter School will adopt and publish grievance 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 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 District, 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.

School Coordinating Council (Advisory)
Charter School has a School Coordinating Council of 10 to 20 members consisting of the principal, parent representatives, teachers, classified staff, the student body president, and local community members. The School Coordinating Council typically meets monthly to provide suggestions and recommendations, advising the principal on day-to-day operations and issues including, but not limited to budgeting, curriculum, school policies, school/community participation, and the general direction of Charter School. The coordinating council meets at Charter School’s site. If requested by the principal and if the subjects to be discussed warrant it, members of the Charter School Board attend School Coordinating Council meetings.

Parent/Community Town Hall Meetings
Approximately once a month, Charter School holds meetings in a Town Hall Meeting format that all parents, community and staff members are welcome to attend. Topics for discussion or presentation include school-wide topics of interest related to achieving the goals of Charter School and its students. Meetings are generally attended by the principal and administrative staff of Charter School and, if the subjects to be discussed warrant it, members of the Charter School Board.

Business and Operations Assistance
Alliance provides for Charter School certain back-office services, including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing. Alliance also provides oversight and monitors adherence by the Charter School Board to the charter process and any applicable law. The Los Angeles County Office of Education (LACOE) receives and forwards public funds for Charter School directly to the school’s operating account. Alliance maintains separate financial records for Charter School and assures that all accounting complies with generally accepted accounting principles.

Parent Engagement
Parents have a right to choose to send their children to excellent high-performing schools and have a right and the responsibility to participate actively in insuring the success of their child and the school. Charter School understands the importance of active parent involvement in the education of their children.
Parents of Charter School students are meaningfully and actively engaged in their children’s education. Parents are responsible and accountable for supporting their children’s learning at school and at home through their participation in understanding what it takes for children to achieve college-readiness, and by their active voice in achieving the goals of the school through volunteering. At Charter School, it is anticipated that:

- Parents are actively engaged as members of the ongoing School Coordinating Council.
- Parents of participating Title 1 students participate in an Annual Charter School Title 1 meeting. Charter School applied for and obtained the status Schoolwide Program.
- Parents are guaranteed access to the school, school leaders and classroom teachers to support their children’s education.
- After the enrollment of a student, each parent and each student meet with the principal.
- Parents are provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Parents are supported in their participation in monitoring their child’s individual learning plan towards college readiness.
- Parents are encouraged to participate in a minimum of four Parent Education Academies each year.
- Each parent, their child and school leadership participate in annually developing and signing a Parent/Student/School Compact acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of Charter School.
- Each parent, the student and their teacher advisor participate in developing a Personal Student Learning Plan, based on an initial assessment, student interests and needs. Parents are encouraged to accept responsibility and accountability for committing to volunteering time to support the school and to participate as parent mentors.
- Charter School seeks to establish partnerships with effective parent engagement leaders such as Families-in-Schools which has a proven track record of meaningfully engaging the voice of parents and the community as partners in schools.
- Meetings are arranged with individual classroom teachers, with the student’s instructional team and with the student’s advisor. These meetings are held on a regular basis.
- Individual parent-teacher conferences are held quarterly to share and discuss the progress and needs of each individual student.
- Parents are encouraged to participate in an active parent volunteer program, so that each parent feels part of the school and understands their responsibility to the school.

Charter School makes every effort to fully inform parents as to the curriculum offered and their child’s progress. In addition to representation on the School Coordinating Council, Charter School Parent/Community Town Hall Meetings are held to address school related issues, including, but not limited to, parent/teacher/student relations. A failure of a parent to meet volunteer hours or to participate in Charter School’s programs has no effect on a student’s enrollment, grades, credits or ability to graduate.

Community Engagement
Charter School also understands that if Charter School is to be effective, it must be part of the community. To that end, Alliance employs a Director of Parent and Community Engagement who reports to the Alliance Chief Academic Officer. The Director of Parent and Community Engagement provides services to the Charter School principal to support him or her in representing the interests of the community.

- The Alliance Director of Parent and Community Engagement and the principal of Charter School involve the community in Charter School. Students are encouraged to perform community service as part of their graduation requirements. Students develop community service projects as part of advisory. Community service prepares students to be positive contributing members of society. Students develop proposals to serve the school community that are reviewed and approved by the advisory teacher based the students ability to identify extracurricular activities and describe how these activities could enhance their own lives and benefit their school environment.
- Members of the community at large are solicited to serve in Charter School in various functions, including serving as mentors to students.
- Community resources, such as parks, libraries, athletic and classroom facilities are part of the Charter School. Charter School believes that by using community facilities, it becomes an integral member of the community in which it is located.

**Organization Chart**
ELEMENT 5: Employee Qualifications

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

Equal Employment Opportunity

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

ESEA/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 and paraprofessionals meet the requirements for employment set forth in Ed. 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, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Tennenbaum Tech adheres to California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

All employees must furnish or be able to provide:

- Verification of tuberculosis (TB) testing
- Complete a live scan for purposes of verifying criminal background history
- Provide a full disclosure statement regarding prior criminal record
- Prior to the first day of work for every employee, Tennenbaum Tech will process all background checks through the Department of Justice and/or Federal Investigation Bureau
- Legal documents establishing identity and employment authorization

Employee Recruitment

Various resources are used to recruit and hire the most qualified candidates to fill both classified and certificated positions, including utilizing various online job search tools, partnering with teacher recruitment organizations, and participating in local university job fairs. The principal interviews and selects the faculty and staff. All candidates are screened, formally interviewed and expected to complete a background check, as described in this element.

Code Of Conduct

Employees are expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing Tennenbaum Tech. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and/or sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

Tennenbaum Tech shall comply with all provisions of the Educational Employment Relations Act (EERA).

Employment Eligibility Requirements
Background Check - Any candidate selected to fill a position at an Alliance school is required to complete a background investigation by using the Live Scan Service Request form. This form allows the candidate to go to any live scan service provider and electronically submit their fingerprints to the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Since the Alliance has been authorized by the Department of Justice to receive background response information, the Department of Justice (DOJ) sends the applicant’s background investigation results directly to Alliance Secure Mail Server System.

Designated members of the Alliance Human Resources Department are the only confidential employees of Alliance College-Ready Public Schools with access to this information. After reviewing the investigation results, if the results indicate that no criminal history exists for the applicant, then he/she is considered eligible to continue the hiring process. If the results indicate that a criminal history does exist for the applicant then the results are thoroughly reviewed by the Alliance Director of Human Resources, who determines if there are any convictions that would disqualify the applicant from employment.

Teaching Credential Verification - All teacher candidates are required to possess a valid teaching credential with an appropriate authorization for their assignment. All credential documents are verified with the California Commission on Teacher Credentialing (CCTC) by a Human Resources representative. The applicant’s credential subject authorization must meet state and federal (NCLB) requirements to teach the subject that he/she is being hired to teach. Since Alliance College-Ready Public Schools supports the employment of university intern eligible candidates, we work very closely with the university to ensure that the candidate is eligible for an internship permit, that the subject authorization meets state and federal (NCLB) requirements, and that the applicant is able to complete the teaching credential program within two years. Teachers are also required to possess an English Learner Authorization, which is either embedded in their credential or an added authorization.

TB Verification - Candidates are required to submit current TB verification. TB verifications are required to reflect negative results for active tuberculosis and are required to be no older than 60 days from the date the candidate is hired for employment. All Alliance school employees are required to submit TB verification every four years.

Work Agreements - Employees’ job duties and work basis are negotiated in individual agreements. General job descriptions have been developed for all positions, including certificated and classified staff. Salaries are competitive with those of LAUSD.

Nepotism Policy – Tennenbaum Tech complies with conflict of interest laws that apply to all public entities per Government Code section #1090.

Administrative Structure
The principal and assistant principal are the primary school site administrators. The chairman of the School Board, the designated Alliance Area Superintendent and the principal confer regularly to address planning and management issues, student progress, and progress with the implementation of the educational program.

Principal - The Alliance Area Superintendent interviews potential principals on an application basis. Selection of the principal is based on proven experience in educational leadership; educational vision for, experience and success with low-income and/or minority children; demonstrated ability in program design and development; and interest in and commitment to educational reform. The Alliance Area Superintendent recommends viable candidates to Charter School officers, who then select the principal. Responsibilities of the principal include, but are not limited to:
- Instructional leadership and accountability for implementation of curriculum and instruction
- Overseeing the development and implementation of all programs
- Facilitating communication between all school stakeholders
- Hiring and terminating (with cause) all other employees according to the mission, philosophy, and obligations defined in the charter petition
• Maintain a positive ongoing program of teacher supervision and evaluation in support of established school mission goals and procedures.
• Overseeing the day-to-day operations of the school
• Organizing professional development, with the support of the Alliance
• Supervising and assisting in carrying out student discipline measures
• Monitoring and reporting progress to the School Board of Directors (Alliance staff prepares data reports as a service to Tennenbaum Tech and reports data to LAUSD and the Alliance Board of Directors)
• Assuming responsibility for security and pupil safety within the building; developing procedures designed to protect and enhance safety of students and staff, and promoting the security of property and equipment.
• Opening and closing the campus
• Maintaining a balanced budget and drafting an annual budget proposal for School Board review (Principal reports annual budget proposal to the School Board of Directors)

Administrative Staff - The principal selects an assistant principal and/or director of instruction depending on their desired program structure.

Assistant Principal: The assistant principal will have experience in successful school leadership and management. The position assists the principal in supervising and providing education and administrative leadership to the professional staff and students. Responsibilities include, but are not limited to:
• Projecting and encouraging a positive, cooperative atmosphere within the school and seeking to motivate all staff toward the fulfillment of the school’s mission.
• Promoting curriculum improvement and ensuring that instructional programs and courses are implemented within standards.
• Enforce rules consistent with the approved Charter petition, the school’s philosophy and current law.
• Assisting in the supervision and evaluation of teachers and staff.
• Maintaining a positive school climate in which students can mature and develop a sense of responsibility, self-worth, and good citizenship.
• Developing a program of orientation and acclimation for all new students.
• Promoting the general health, safety and welfare of the student body, guiding, supervising and/or coordinating all student activities to include school related activities outside of regular school hours, e.g. career exploration, field trips, service learning, etc.
• Coordinating student enrollment, programming, and maintenance of cumulative records.
• Maintaining effective relations with parents and parent groups.
• Submitting all reports required by state, authorizer or other regulatory agency.
• Assuming assigned roles and responsibilities of the director of instruction in their absence.

Director of Instruction: The director of instruction shall meet teacher qualifications and have a record of successful teaching experience. The position assists the principal in leading the implementation of the educational model and core values, ensuring that the school’s academic achievement goals are met, and ensuring classrooms consistently reflect rigorous standards-based instruction. Responsibilities include, but are not limited to:
• Assuming responsibility for the supervision of programs and improvement of instruction within the school.
• Providing assistance to new and experienced teachers in: effective teaching practices, planning and assessing student proficiency on content standards, and analyzing data to inform instruction.
• Keeping informed and up to date regarding new developments in curriculum, instruction and administration, i.e. workshops, meetings, credit classes, etc.
• Securing substitute teachers and assuming responsibility for the proper reception, instruction, and appraisal of substitute teachers assigned to the school.
• Assuming assigned roles and responsibilities of the assistant principal in their absence.
**Teaching Staff** - Teachers shall meet the requirements for employment as stipulated by the California Education Code section 47605(l) and the applicable provisions of *No Child Left Behind*. Primary teachers of core, college preparatory subjects (English language arts, language, mathematics, science, history, special education) shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Teachers selected to insure that the needs of English learners are met will have CLAD, BCLAD certification and all teachers shall be trained in the effective use of sheltered-English. These documents will be maintained on file at the Alliance office and will be subject to periodic inspection by LAUSD. The Alliance Director of Human Resources is responsible for monitoring teacher and administrator credentials.

The principal selects their teachers on an application and interview basis. Selection of teachers shall be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced teachers will be hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Responsibilities for the teachers include, but are not limited to:

- Creating and maintaining a nurturing and engaging classroom environment.
- Preparing and implementing lesson plans that lead to student understanding of the pre-established curriculum content.
- Employing a wide variety of teaching methods designed to create opportunities for deep understanding and differentiated instruction for students at all levels of ability within a class.
- Regularly assessing student progress and maintaining accurate records.
- Participating regularly in professional development opportunities.
- Maintaining regular and punctual attendance.
- Submitting completed report cards and school-wide assessment records on time.

**Office Personnel (classified staff)** - The principal selects their office personnel on an application and interview basis. Selection shall be based on the ability to perform the job duties for that position. Office personnel duties include, but are not limited to:

- Maintaining a welcoming atmosphere in the school office for parents, students, staff, and visitors.
- Answering telephones.
- Assisting with the student application and registration process.
- Searching records and obtaining information from other schools, offices and agencies.
- Managing and monitoring office operations.
- Ordering and purchasing office and classroom supplies and managing vendors.
- Providing bilingual translation and communication with parents and community members.
- Maintaining accounts of all expenses and assist in using Alliance Financial Management system.
- General Bookkeeping.

The Alliance Chief Financial Officer and Controller, employed by the Alliance, set up the school financial system, school accounts for receipt of funds and work directly with the principal on managing and providing data for input into the system.

**Instructional Assistants (classified staff)** - The school administrators select instructional assistants on an application and interview basis. Instructional assistants work in classrooms and provide assistance to students in A-G core academic courses. They are directly supervised by highly qualified teachers and meet *No Child Left Behind* qualification requirements including: high school diploma, General Equivalency
Diploma (GED) or equivalent; and two years of college (minimum 48 semester or 72 quarter units) or associate’s degree or higher; or pass a local assessment of knowledge and skills in assisting in instruction. Responsibilities include, but are not limited to:

- Working with individual students or small groups to reinforce learning material or skills introduced by the teacher.
- Operating and caring for equipment or instructional materials used in the classroom for instructional purposes.
- Helping students master equipment or instructional materials assigned by the teacher.
- Distributing and collecting workbooks, papers, and/or instructional materials.
- Guiding independent study, enrichment work, and remedial work as assigned by the teacher.
- Assisting with the supervision of students during meals, emergency drills, assemblies, break periods, or field trips.
- Providing information and assistance to a substitute teacher should one be assigned.
- Participating in appropriate staff development as required to ensure professional growth.

**Campus Assistants (classified staff)** - The school administrators select campus assistants on an application and interview basis. Selection shall be based on qualifications, experience and the ability to perform the job duties. Responsibilities include, but are not limited to:

- Developing appropriate interpersonal relationships with students in order to earn their respect and cooperation in following directions and school rules.
- Assisting in supervising student activity areas during the break and lunch periods.
- Assisting in general supervision of the campus as directed by the principal.
- Assisting in communicating school policies and procedures regarding student behavior and discipline; reporting incidents to administrators.
- Positively interacting with parents and other members of the school community.

**Custodian (classified staff)** – The school administrators select the custodian on an application and interview basis. Selection shall be based on qualifications, experience and the ability to perform the job duties. The custodian is charged with maintaining building and classroom maintenance at the facility. Responsibilities include, but are not limited to:

- Ensuring classrooms, restrooms, lunch areas and other common areas are cleaned and well maintained.
- Emptying waste receptacles.
- Cleaning restrooms and replenishing supplies.
- Securing the building in the evening.
- Performing small painting jobs and minor building and grounds repairs.
- Ordering cleaning products and maintaining stock of supplies.

**Alliance Director, Human Resources** - Director of Human Resources for the Alliance is selected by and reports to the Alliance Chief Operating and Financial Officer and works closely with the Alliance President/CEO, Chief Academic Officer and VP of Finance, principal and school employees. Experience in professional human resource functions is required, and technical experience in employee recruitment, selection, position classification, labor relations, staff development, or salary administration is desirable. A master’s degree in human resources, personnel, public or business administration is desirable. This position performs professional-level, technical human resources work in the area of classification, compensation, human resources rules and legislation, recruitment, and selection; and assists with more complex assignments for all Alliance schools. Duties and responsibilities include, but are not limited to:

- Working with school leadership to develop job descriptions for school positions.
- Coordinating advertising and recruitment for teachers through RISE, Edjoin, Monster.com, Job Fairs, Universities, etc.
- Providing information regarding eligibility requirements to teacher and classified candidates.
- Conducting initial screening of applications for eligibility criteria. Verifying compliance with hiring criteria for principals, financial services before employees begin work.
- Collecting completed employee agreements.
• Maintaining current record of all school employees and required employment data.
• Analyzing laws, rules, reports, publications, and court cases for information relating to human resources.
• Assist in designing, constructing and conducting surveys to gather compensation, classification, training, entrance requirements, rules, employee selection, or other human resources data.
• Formulating or assisting in formulating recruitment and training plans and assists in implementing plans by arranging for facilities, equipment, advertising, informational materials, and other details.
• Composing or assist in composing a variety of technical written materials, including rules, procedures, class descriptions, salary reports, job market trend reports, and other specialized reports.
• Developing and designing recruitment literature including advertisements, and brochures.
• Overseeing the development, planning and implementation of employee recruitment strategies and procedures.
ELEMENT 6: Health and Safety Procedures

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

Health, Safety and Emergency Plan

As an independent charter school operating on a Public School Choice campus, Charter School shall comply with all District health, safety, and emergency procedures and requirements and will be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or 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)

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

Criminal Background Checks and Fingerprinting

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any 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. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

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 Ed. 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.
Safe Place to Learn Act

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

POLICIES

Tennenbaum Tech implements a comprehensive set of health, safety, and risk management policies reviewed regularly with the staff, students, parents, and governing board. These are reviewed and discussed with the school’s insurance carriers and include the following topics:

- Tennenbaum Tech requires immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.
- A requirement that all enrolling students provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations are maintained in the office by the Office Manager.
- Tennenbaum Tech requires the examination of faculty and staff for tuberculosis as described in Education Code section 49406. Staff records are maintained by the Alliance Human Resources Department.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school is housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections are undertaken, as necessary; to ensure such safety standards are met.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- Tennenbaum Tech shall require that each employee of the school submit to a criminal background check and furnish a criminal record summary as required in section #44237. The Alliance Director of Human Resources will serve as the Custodian of Records.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. Child abuse is reported immediately by the individual discovering or being informed of the alleged child abuse/neglect.
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, pest management, etc.) and those required by CAL/OSHA, the California Health and Safety Code, and EPA.
- Tennenbaum Tech provides vision, hearing, and scoliosis screening to students to the same extent as would be required to do if its students attended a non-charter public school.
- The School supports and promotes the health and wellness of students through physical education, nutrition, and various after-school programs. Physical education is a course requirement from 7th to 9th grade throughout the Alliance family of schools, educating the benefits of physical fitness and encouraging the value of a better quality of life due to healthy living. The School participates in the National School Lunch Program (NSLP), which is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. NSLP provides nutritionally balanced, low-cost or free lunches to children each school day. The School and its food vendors comply with all federal and state regulations of the program, including, but not limited to, the nutritional requirements of food served that promote a healthy growth in physique and the stimulation of the mind. Additionally, food of little nutritional value, or “junk food,” is not served or distributed on campus, and students are further discouraged from obtaining and bringing such items onto campus.
ELEMENT 7: Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of 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 all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, 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

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Tennenbaum Tech agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

Our student recruitment steps include steps required by the Sotomayor Public School Choice Zone of Choice (ZOC) site determined by LAUSD staff as well as internal school and Alliance student recruitment steps. Sotomayor High School Academies ZOC requires the following student recruitment procedures:

• All Sotomayor principals and the feeder middle schools meet to review the process for the coming year’s incoming 9th graders. LAUSD provides a flyer and the ZOC brochure, map and enrollment form for the campus.

• The recruitment work for ZOC students generally begins in January. If all schools agree, student recruitment may begin as early as November.

• Principals make an agreement at the Orientation meeting that schools are held to during the time leading up to 8th grade students making their online selections in late February/March.

• The agreement has previously included NO active recruitment of ZOC 8th graders until at least January and no independent recruitment activities.

• Each Sotomayor ZOC high school is set up for scheduled visits to the middle schools at the same time and all schools present information with a presentation or booth.

• For continuing students in grades 9-11 at Sotomayor, the agreement has evolved and stipulates that there will be no active recruitment of students from other Sotomayor schools, although one-time transfer requests will be afforded to all students during the specified window, which usually occurs in April.

• Transfers between schools outside of that window require the approval of both principals and the ZOC office.

As a charter school Alliance Tennenbaum Technology High school may also recruit students outside the ZOC who reside in the state of California when seats are still available and there are insufficient student applicants in the attendance area. The specific steps involved in internal student recruitment include:

• Word of mouth from family to family

• Media announcements (radio, local news)
• Alliance and school website announcements and online applications that include name, address, phone number, grade level.
• Word of mouth through other Alliance schools
• Announcements at community events
• Recruitment materials will be available in English, Spanish and other dominant languages as needed by the community.
• Structured recruitment efforts typically begin in January and continue through the start of school as necessary.

Tennenbaum Tech will make every effort to recruit and maintain students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD by targeting enrollment and marketing efforts to surrounding communities. Information with regard to race and ethnicity of students is not, however, gathered until students have been enrolled.
ELEMENT 8: Admission Requirements

"Admission requirements, if applicable." Ed. Code § 47605(b)(5)(TENENBAUM TECH).

Public School Choice School Admissions

Charter School shall maintain records of its annual enrollment process documenting that students who reside within the designated attendance boundary have been offered enrollment in Charter School prior to any other students being accepted. These records shall be made available to the District upon request.

In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Ed. Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of Ed. Code section 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, Charter School further agrees not to refuse any resident students unless the resident enrollment exceeds the District’s established maximum operational enrollment for the school. Charter School understands and agrees that the attendance boundary configuration is subject to change at the sole discretion of the Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on District norms.

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.

Tennenbaum Tech shall maintain records of its enrollment procedures documenting that students from the designated attendance areas have been offered enrollment in the charter school prior to any other students being accepted. These records shall be made available to the District upon request."
Any provisions in the Charter regarding “admitting all students” and any other contrary preference language shall be rendered null and deleted entirely.

If a lottery to enroll students outside the school’s attendance boundary is required, the following procedures will be followed:

- If more applications than designated seats available are received by the established public deadline, a public random lottery is held. The date and time is determined each year once it is determined that a lottery is required. The lottery is held within 10 days of determination.

- Parents 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. Tennenbaum Tech 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.

- All applicable students who have submitted an application receive a lottery form (which is a copy of the application form) that is numbered in order of the submission. Preference is extended to district attendance boundary students and siblings of students currently attending Tennenbaum. These students are automatically accepted and are not part of the lottery. Preference within the lottery is given to other students who reside in 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.

- Spaces that come available are filled by the order the application is drawn. In this instance, parents are contacted by phone by designated office staff. Parents have 5 days to respond in person or by phone to the designated contact person.

Confidentiality of Records
Tennenbaum Tech adheres to all procedures related to confidentiality and privacy of records. In the event that a student enters the school upon transfer from an existing district school, the student’s records (i.e. IEP, cumulative, bilingual) are requested from the respective district. Upon exit from Tennenbaum Tech, the student’s records are forwarded to the district upon request. Under FERPA parents are annually given a form providing the opportunity to withhold the release of information.

Transportation
Transportation is the parental responsibility for families who choose to attend Tennenbaum Tech. Tennenbaum Tech does not provide transportation for students from home to school or school to home, except in instances of compliance with the American with Disabilities Act and the McKinney-Vento Act with regard to providing transportation to eligible students. Tennenbaum Tech also has a potential responsibility to provide transportation to eligible students pursuant to the Individuals with Disabilities Education Act “IDEA.” For extracurricular activities, such as field trips, the school contracts for transportation with either LAUSD or a licensed contractor.
ELEMENT 9: Annual Financial Audits

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

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(l) 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

Annual Audit Procedures
The Alliance Controller is responsible for selecting and contracting with an accountant chosen from the California state list of auditors approved to conduct charter school audits (available at CPADS.SCO.CA.GOV) to conduct the required annual financial audit, and works with the auditor to complete the audit. Any findings are reported to school and Alliance leadership to provide an improvement strategy and reported to the State Controller’s Office. The Alliance Controller ensures that the auditor sends the completed audit to the required agencies by the statutory deadline.

Direct Funding
Tennenbaum Tech elects to receive direct funding from the State Fund to be deposited into its own operating account at the Bank of the West. All revenue generated by Tennenbaum Tech is deposited directly into its operating account. All payments (including payroll) are drawn on the operating account, which allows for complete segregation of assets, liabilities and financial records.

Revolving Accounts
In consideration of the services rendered by Tennenbaum Tech pursuant to this charter, the charter school receives full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. This includes, but is not limited to, local control funding formula (LCFF), environmental protection account (EPA), and state lottery funds. Tennenbaum Tech receives revenue payments based on student attendance (ADA) records and eligibility requirements.

In accordance with applicable law, California’s Superintendent of Public Instruction is authorized to make payments and/or apportionment directly to the charter school, or to an account held in the name of Tennenbaum Tech. The charter school notifies the superintendent of schools of the county in the affected year. Funds transferred directly from the State Fund to Tennenbaum Tech are transferred to the charter school account in the County Treasury by the County in the most expeditious manner possible. Charter school funds still flowing through the district will be paid to Tennenbaum Tech in a timely manner.

Tennenbaum Tech applies directly for funds not included in the charter school LCFF funding, but for which charter schools can apply directly. This includes, but is not limited to, programs such as Title 1, and the After-School Learning and Safe Neighborhood Partnership Program. Tennenbaum Tech reports to
federal and state taxing authorities, as required by law. The charter school is responsible for payment of Social Security and all other applicable taxes.

Tennenbaum Tech responds to the California Department of Education request for confirmation that it receives funding directly on an annual basis. The school notifies the county superintendent of schools and LAUSD by June 1st prior to the affected fiscal year if it opts for local instead of direct funding. A copy of the approved charter is provided to the Los Angeles County Board of Education and the California Board of Education.

**Attendance Accounting**

Tennenbaum Tech uses the forms of LAUSD. Attendance accounting procedures satisfies requirements for LAUSD, LACOE, and CDE and is audited by an auditor selected from the California State list of auditors approved to audit K-12 public schools. Classroom teachers record daily attendance on attendance cards. When a student is absent from school, office personnel verify absences. State school registers are completed on a monthly basis documenting the month’s attendance. Required reports are completed regarding daily attendance and are submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis.

**Food Service Program**

Tennenbaum Tech applies as its own sponsor for participation in the federal meal program. Eligible students are provided meals for free or at a reduced rate in accordance with the Federal Lunch Act. Tennenbaum Tech may determine to provide meals to all students for free if appropriate and cost effective. Tennenbaum Tech works with an approved vendor to provide free and reduced lunches to eligible students. This vendor provides and organizes the delivery arrangements in accordance with state and federal guidelines for food services at Tennenbaum Tech. Under this arrangement, all food is prepared on a daily basis at the vendor’s facility and delivered by the vendor to the school. Food is served by vendor staff members who are trained/certified by the vendor. The food program is annually re-evaluated by Tennenbaum Tech.

**Financial Plan**

The Tennenbaum Tech financial plan contains a multiyear budget and forecast for the next five years of operation and monthly cash flow. Revenue entitlements are calculated based on published information on the state direct funding model, and by identifying any additional federal, state, and local funding for students in grades six through twelve typically available to a district-sponsored charter school based on characteristics of the school’s programs and student make-up. Tennenbaum Tech applies directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly.

Tennenbaum Tech elects to receive direct funding from the State Fund to be deposited into its own account at the County Treasury.
ELEMENT 10: Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall 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 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 Ed. Code section 49068 (a) and (b).

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION


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.

**Student Suspension and Expulsion Policy**

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Tennenbaum Tech. In creating this policy, Tennenbaum Tech has reviewed Education Code Section 48900 *et seq*, which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq*. Tennenbaum Tech agrees to comply with the procedures described in California Education Code 48900 *et seq*. The school will also fully implement the District’s Discipline Foundation Policy, including the school-wide positive behavior support plan and alternatives to suspension. Workshops similar to those held by LAUSD will be held by the Alliance to train school administrators.

Tennenbaum Tech provides all students with a safe and supportive school environment consistent with LAUSD’s School-wide Positive Behavior Support initiative. The school-wide behavior plan is reviewed and updated annually and approved by the School Coordinating Council, and it accounts for a differentiated, tiered approach to positive behavior support and intervention. All students and families receive the school’s parent-student handbook at the beginning of the year describing behavior expectations, dress code, and attendance policies. Students receive ongoing instruction and mentoring around personal development daily from their Advisory teachers, which includes restorative practices like community circles and critical-thinking, problem-solving skills development via the Habits of Mind curriculum. Teachers receive ongoing professional development in alignment with the school-wide behavior plan that ensures their provision of a safe, respectful, and supportive classroom learning environment. Students and classrooms are recognized daily through school-wide announcements and bulletins. Teachers and staff recognize Students of the Month and Perfect Attendance awardees at Monthly Celebrations.

Occasionally, teachers or staff identify students who need additional support in behavior management or self-discipline beyond the classroom level. At the school’s Guidance Center, counseling staff facilitate conversations between the student, the family, and the staff to understand how all parties can work together to meet identified needs. Formal processes such as Student Success Teams, Behavior Contracts, the Attendance Review Team, and the Discipline Review Team meet regularly to monitor student progress toward stated goals. Referrals to Sotomayor’s Clinical Counseling program or other community-based family resources, managed by Guidance Center staff, provide further resources to students and their families. The Coordination of Services Team monitors our most at-risk students whose obstacles require intervention from a variety of school and outside personnel.

When the discipline policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Tennenbaum Tech’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 and are not material revisions to this policy. Any such amendments will be submitted to the District. Tennenbaum Tech 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. In addition, these policies and procedures will be available on request in office of the principal.

Suspended or expelled students shall be excluded from participating in all school and school-related activities unless otherwise agreed by the principal and the parent/guardians during the period of suspension or expulsion.

**Code of Conduct**

Student responsibilities include, but are not limited to:

- Following all rules of behavior and conduct set by the classroom teacher and contained within this policy.
• Respecting fellow students and school personnel.
• Attending classes regularly and on time.
• Completing all assigned work (to the best of the student's ability).
• Being prepared for class (bring materials, e.g., books, homework).
• Participating in all assessment measures (e.g., tests).
• Respecting the property of the school and others.
• Keeping the campus clean.
• Wearing school uniform. One uniform is provided at no cost for each student. No parent is required to purchase any uniforms as a condition for school registration or participation.

Alliance College-Ready Public Schools believes in a student discipline philosophy that is progressive in nature, and at all points, tries to provide students with supports and opportunities to improve. Positive behavior supports such as those outlined by the District will be provided as part of this progressive discipline policy. These include, but are not limited to, positive recognition, increased family and community collaboration, acknowledgement and reinforcement of appropriate behavior, clear definition of expectations, team-based implementation, and data-based decision making. Students who violate the school rules are subject to, but not limited to the following progressive actions:

• Verbal warning
• Loss of privileges (e.g. attending afterschool activities, interscholastic sports, special non-instructional activities held during the school day)
• Detention
• Written notice to parents
• Conference with student/parent
• Suspension
• Opportunities for voluntary transfers to other Alliance schools—only considered if the school can clearly demonstrate and document that comprehensive intervention strategies have been fully utilized without success
• Expulsion - for category I offenses or category II offenses (only if additional findings are also substantiated)

**Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct, as outlined in the section below, if the act is related to school activity or school attendance occurring at Tennenbaum Tech or at any other school or a Tennenbaum Tech sponsored event, occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

**Enumerated Offenses**

Students may be suspended or expelled for any of the following acts, consistent with the requirements for Category I through III offenses defined below, when it is determined the pupil:

*Annotated Excerpts from the 2009 California Education Code § 48900. Grounds for Suspension or Expulsion (Tennenbaum Tech’s student discipline code will conform as the law changes)*

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
   (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Knowingly received stolen school property or private property.

(l) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(m) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(n) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
   A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
   B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
   C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
   D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
(2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

As used in this section, "school property" includes, but is not limited to, electronic files and databases.

A superintendent of the school district or the principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

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

Category 1 offenses (as listed in the section below) require mandatory suspension. Other offenses are considered discretionary.

**Expulsion (Mandatory and Discretionary Offenses)**

**Category I**
The Tennenbaum Tech principal shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. (as defined in 488900[n]). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5); 48900(b)

If it is determined that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

**Category II**
The Tennenbaum Tech principal has limited discretion with Category II student offences listed below. The principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the principal determines that expulsion is inappropriate (E.C. 48915[a]):
1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offense of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III
The principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:
1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(Tennenbaum Tech); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
13. Committed sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3***; 48915(e)
15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)

Additional Findings
For all Category II and III offenses (Category I offenses do not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:
   a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
   b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
Process for Suspension
Suspension is preceded by an informal conference conducted by the principal or principal's designee with the student and the student's parent. The conference may be omitted if the administrative staff determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parent is notified of the suspension, a request for a conference to be made as soon as possible and the conference to be held as soon as possible.

Notice to Parents:
At the time of suspension, the principal makes a reasonable effort to contact the parent 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 states the specific offense committed by the student. In addition, the notice also states the date and time the student may return to school. If Tennenbaum Tech administrators wish to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are strongly encouraged to respond to this request without delay and that student violations of school rules can result in student expulsion from the school.

Length of Suspension:
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the principal or principal’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing. Students who receive an extended suspension will be offered an interim placement at another Alliance school campus when possible, or independent study from the attending school. Students may be suspended for a maximum of ten days per academic year, unless an expulsion is pending.

Suspension Appeals
The suspension of a student is at the discretion of the principal or designee of Tennenbaum Tech. Parents are notified in advance of the enactment of the suspension and can appeal a student’s suspension. A suspension appeal is heard if requested within five (5) days of notification of suspension by the principal or designee, and upon consideration, the principal or designee’s decision is final. The student is considered suspended until a meeting is convened to hear the appeal. The decision to rule on the appeal will be made within one business day of the appeal hearing. Parents/guardians will be notified of the decision in writing within three (3) days. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

Authority to Expel
A student may be expelled by a three (3) member panel, known as the Expulsion Panel, that is designated by the Tennenbaum Tech Board of Directors. Members of the panel shall not be staff members of Tennenbaum Tech and shall not have previous familiarity with the student or situation.

Process for Expulsion
Upon a recommendation of expulsion by the principal or principal’s designee, the pupil and the pupil’s parent/guardian or representative will be invited, by letter or by phone, to a pre-expulsion conference. During the conference, they will have the right to respond to the allegation. If necessary, they will be given two to three additional days after the conference to respond. This conference will also provide an opportunity 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.

Expulsion Hearing
A hearing to determine whether the student should be expelled is required for recommendations for expulsion. The hearing is held within 30 school days after the principal makes his/her expulsion recommendation. The hearing shall be presided over by the Expulsion Panel of three (3) members. The
Expulsion Panel includes Alliance staff. Members are selected by the Board President with the following criteria: 1) no knowledge of the student or situation, and 2) the panel members are not Tennenbaum Tech school employees.

The principal or designee provides written notice of the hearing to the student and the student’s parent at least ten (10) calendar days before the date of the hearing. This notice shall include:

a) The date and place of the expulsion hearing.

b) A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.

c) A copy of Tennenbaum Tech’s disciplinary rules which relate to the alleged violation;

d) 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;

e) The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or a non-attorney advisor;

f) The right to inspect and obtain copies of all documents to be used at the hearing;

g) The opportunity to confront and question all witnesses who testify at the hearing;

h) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

i) Information on the family’s right to postponement.

**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 determination by the panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the 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.

The decision of the Expulsion Panel shall be in the form of written findings of fact. The final decision by the panel shall be made within three (3) school days following the conclusion of the hearing.

If the Expulsion Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program or be given the opportunity to transfer to another Alliance school with mutual agreement of the parent and the other Alliance school.

**Special Procedures for Expulsion Hearings Involving Potential Risk of Physical Harm to Witnesses**

Tennenbaum Tech 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 Tennenbaum Tech principal or designee, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

**Special Procedures for Sexual Assault or Battery Offenses**

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

4. The 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, Tennenbaum Tech must present evidence that the witness’ presence is both desired by the witness and will be helpful to Tennenbaum Tech. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

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

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

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

Written Notice to Expel

Following a decision of the Expulsion Panel to expel, the principal or designee shall send to the student and parent/guardian written notice of the decision to expel, including the panel’s adopted findings of fact. This notice to expel a student will be sent by certified U.S. mail and will include the following:

a) The reinstatement eligibility review date. The student must have successfully completed the conditions outlined in the rehabilitation plan.

b) A copy of the rehabilitation plan. The rehabilitation plan typically includes one or more of the following categories: 1) academic performance (i.e. maintain a certain grade); 2) satisfactory behavior expectations (i.e. no suspensions related discipline referrals); and 3) other (i.e.
counseling or other social services support that will have a direct impact on remedying the identified issue).

c) The type of educational placement or study plan during the period of expulsion.

d) Appeal procedures.

e) The specific offense(s) committed by the student

f) Notice of the student’s or parent’s obligation to inform any new school district in which the student seeks to enroll that the student has been expelled from Tennenbaum Tech.

Appeal of Expulsion
An expulsion decision may be appealed within 30 calendar days of the date of the Expulsion Panel’s written 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 either verbally or in writing. The Expulsion Appeal Panel shall have three (3) members. Each member shall be an employee of an Alliance school. However, Panel members shall not be Tennenbaum Tech employees, shall know nothing of the incident or student, and shall not be the same individuals who served on the Expulsion Panel. The panel will be chosen by the School Board President. 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 Tennenbaum Tech, the school will work cooperatively with the district of residence, county, other Alliance schools, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. The school assumes the responsibility of communicating any incident of violent and/or serious student behavior to the district/school to which the student matriculates. Tennenbaum Tech has the responsibility to facilitate expulsion placements and enrollment to ensure that expelled students do not get lost in the system.
ELEMENT 11: Employee Retirement Systems

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

Work Basis
Certificated employee work calendars, hours per week, and vacation time are determined in individual employment agreements. Principals typically work a calendar year of 12 months with a standard week of approximately 40 hours. Teachers typically work a regular calendar year of 10 months and up to 1 additional month to provide extended instruction time, with a standard week of approximately 35 hours, including instructional hours, meetings, and professional development (teachers may work longer hour weeks for evening parent conferences, meetings, and professional development). Office personnel and classified staff typically work a calendar year of 12 months with a standard week of approximately 40 hours.

Benefits
Eligible full-time employees accrue one sick day per month of their agreement term. Full-time employees are provided with three days of bereavement leave for local travel and five days of leave for out-of-state travel for immediate family members. Family members are defined as members of the employee’s or spouse’s immediate family, which means the parents, grandparents, child, or grandchild, brother, sister (step or foster) or any other relative living in the immediate household of the employee. Eligible employees receive paid time off for all legal holidays within their agreement term. Mandatory benefits such as workers’ compensation, unemployment insurance, Medicare, and social security (for non-STRS members) are provided by Tennenbaum Tech. Health benefits are also provided to all employees who work a minimum of 30 hours per week.

Retirement Benefits
STRS and PERS are reported/forwarded through LACOE by the Alliance Payroll Administrator, who are also responsible for monitoring the appropriate administration of benefits. Tennenbaum Tech assures that the school provides retirement information in a format required by LACOE.

STRS - All full-time certificated employees who are eligible participate in the State Teachers Retirement System (STRS). Employees contribute the required percentage (currently 8.15% of salary), and Tennenbaum Tech contributes the employer’s portion (currently 8.88%) required by STRS. All withholdings from employees and the charter school are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS.

PERS - All Tennenbaum Tech classified employees who are eligible participate in the Public Employees Retirement System (PERS). Employees contribute the required percentage as designated by PERS, and Tennenbaum Tech contributes the employer’s portion as required by PERS. All withholdings from employees and the charter school are forwarded to the PERS Fund as required. Employees accumulate service credit years in the same manner as all other members of PERS. Social Security payments are contributed for all qualifying PERS members.

OASDI, PARS and Others - Tennenbaum Tech participates in OASDI for non-PERS/STRS eligible part-time employees. The Tennenbaum Tech Board of Directors retains the option to consider any other public or private retirement plans, such as the Public Agency Retirement System (PARS), and to coordinate such participation with existing programs as it deems appropriate.

Tennenbaum Tech assures that the school provides retirement information in a format required by LACOE.
ELEMENT 12: Public School Attendance Alternatives

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

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.
ELEMENT 13: Rights of District Employees

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

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.

Job applicants for positions at Tennebaum Tech are considered through an open process and, if hired, enter into a contractual agreement with the Charter School.
ELEMENT 14: Mandatory Dispute Resolution

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

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

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

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

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

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

Principal
Alliance Tennenbaum Family Technology High School
2050 San Fernando Rd
Los Angeles, CA 90065

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.

Disputes Arising Within Alliance Tennenbaum Family Technology High School (Tennenbaum Tech)

Disputes arising from within Tennenbaum Tech including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school are resolved by the Tennenbaum Tech Board of Directors and/or principal.

General Complaint procedures to address Internal issues or internal disputes that may arise between staff, the charter school, and parents:

a. Parent Internal Complaint Resolution Procedures - Tennenbaum Tech provides the following recourses to resolve parent complaints within the school (separate from UCP process)
   1. Classroom Teacher
   2. Parent Recourse Advisory Committee - Composition varies from school to school. Membership typically includes 2-3 parents and at least one administrator. Members volunteer and are approved by the principal. They work to mediate and resolve general complaints from parents upon request.
   3. Principal
   4. Charter School Recourse Advisory Committee - Composition varies from school to school. Membership typically includes parents, teachers and administrators. Members volunteer and are approved by the principal. They work to mediate unresolved general parent and/or staff issues affecting the school.
   5. Tennenbaum Tech Board of Directors

CLASSROOM ISSUE

Meet with Teacher to Resolve

Resolved

YES NO

Meet with Principal to Resolve

Parent Complaint Resolution Procedure

Tennenbaum Tech Complaint Issue

Meet with Principal and/or Parent Recourse Advisory Committee Depending on Situation

Resolved

YES NO

Recourse Advisory Committee on Unresolved Schoolwide Impact Issues Advisory.

Tennenbaum Tech Board of Directors to Facilitate Resolution if Unresolved - As needed and Depending Situation and/or Upon Request.
b. **Staff (certificated, classified) Internal Complaint Resolution Procedures**

Tennenbaum Tech provides the following recourses to resolve staff member complaints.

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Principal

Staff Member Complaint Resolution Procedure

Tennenbaum Tech Recourse Advisory Committee on Unresolved Schoolwide

Tennenbaum Tech School Board of Directors to Facilitate Resolution if Unresolved - As needed and Depending on Situation and/or Upon Request.
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ELEMENT 15: Exclusive Public School Employer

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code." Ed. Code § 47605(b)(5)(O).

Charter 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

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

PUBLIC SCHOOL CHOICE CLOSURE (In the event that Charter School closes for any reason or loses its Public School Choice status, the LAUSD campus used by Charter School shall revert to the full and exclusive control of the District, to be operated as a school or otherwise, at the sole discretion of the District.

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution 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 Ed. Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Ed. Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

DESIGNATION OF RESPONSIBLE PERSON(S) AND FUNDING OF CLOSURE

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 Charter School shall immediately designate a person or persons...
responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification 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/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, 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**

Charter 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, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School’s process for transferring 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 in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit reason, and parent/guardian contact information.
date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of 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 in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out

After receiving notification of closure, the 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.

Charter 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.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:
1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. 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. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of 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 time frame and 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 Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves 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.
FACILITIES

Public School Choice Campus
As an independent charter school approved to operate a Public School Choice campus, Charter School shall cooperate with the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally, Charter School agrees to waive any and all rights under Ed.Code section 47614 (“Proposition 39”) for a period coterminous with its LAUSD Board of Education approval to operate a Public School Choice campus.

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

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

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

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

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

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and
incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**:
  - **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - **Taxes; Assessments**: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services**: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - **Co-Location**: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - **Sole Occupant**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding
performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility if Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

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

**Facility Compliance**: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management**: Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

**Asbestos Management**: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.
The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student 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 Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance
Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:
“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to 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 Ed. 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-hour notice.

Internal Fiscal Controls
Charter 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. Ed. Code § 47612(b).

Local Control and Accountability Plan
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1) of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).