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

October 31, 2013
Table of Contents

ELEMENT 1: DESCRIPTION OF EDUCATIONAL PROGRAM .................................................. 10

Affirmations and Assurances: .............................................................................................. 10
Admissions Requirement ........................................................................................................ 11
Operational Capacity at Full Growth for TEACH Tech Charter High School: ...................... 11
If space is available, traveling students will have the option to attend. ................................ 11
SCHEDULE ............................................................................................................................. 12
Statement of Need ................................................................................................................ 13
Means to Achieve Mission and Vision .................................................................................. 15
INTERDISCIPLINARY, PROJECT-BASED CURRICULUM ........................................... 19
CULTURALLY-RELEVANT INSTRUCTION ........................................................................ 19
Scope and Sequence ............................................................................................................. 19
The 21st Century Educated Person ....................................................................................... 20
How learning best occurs ..................................................................................................... 20
Program goals ....................................................................................................................... 21
How Students Become Self-Motivated, Competent, Lifelong Learners ................................ 22
Purpose .................................................................................................................................. 22
Leadership ............................................................................................................................ 22
Environment .......................................................................................................................... 22
Professional Development ..................................................................................................... 22
Standards based instructional program ................................................................................. 23
Standards-Based Curriculum ............................................................................................... 23
Prioritize and Cluster Standards .......................................................................................... 24
Align Assessments ................................................................................................................. 24
Design Rigorous Instruction .................................................................................................. 25
Analyze Effectiveness and Efficiency .................................................................................... 25
Academic Core Curriculum .................................................................................................. 26
Transferability of High School Credit ................................................................................... 28
Attendance Requirements – School Day and Year ................................................................. 28
Compulsory Attendance ...................................................................................................... 28
Parental involvement ........................................................................................................... 29
Academic core curriculum .................................................................................................. 29
I. English Language Arts ....................................................................................................... 30
9th -12th Grade Language Arts ............................................................................................. 31
II. Mathematics .................................................................................................................... 31
III. History and Social Science .............................................................................................. 32
V. Science ............................................................................................................................ 32
V. Visual and Performance Arts ............................................................................................. 33
VI. Foreign Languages .......................................................................................................... 34
VII. Physical Education and Health .................................................................................... 34
Course of Study by Grade Level ........................................................................................... 35
Grade 9 .................................................................................................................................. 35
Grade 10 ............................................................................................................................... 35
All tenth grade students take the following courses: ................................................................. 35

Grade 11 .................................................................................................................................. 36

All eleventh grade students take the following courses: ............................................................ 36

Grade 12 .................................................................................................................................. 36

All twelfth grade students take the following: .......................................................................... 36

Course Descriptions .................................................................................................................. 36

Grade 9 Course Descriptions .................................................................................................... 36

English 9AB ............................................................................................................................... 36

Standards addressed include: .................................................................................................... 36

Reading .................................................................................................................................. 36

Writing .................................................................................................................................... 37

Written and Oral English Language Conventions .................................................................... 37

Listening and Speaking ............................................................................................................. 37


To Kill a Mockingbird. Harper Lee ......................................................................................... 37

The Way to Rainy Mountain. N. Scott Momaday ..................................................................... 37

A Night to Remember. Walter Lord ......................................................................................... 37

Geography and Humanities ...................................................................................................... 37

Algebra I AB ............................................................................................................................. 38

Geometry AB (For students who pass 8th grade Algebra I) ...................................................... 38

Integrated Math 1AB ................................................................................................................. 38

Biology AB ............................................................................................................................... 38

Standards Addressed: .............................................................................................................. 38

Spanish 1AB ............................................................................................................................. 39

Photography 1AB ..................................................................................................................... 39

Standards Addressed: .............................................................................................................. 39

Grade 10 Course Descriptions ................................................................................................. 40

English 10AB ............................................................................................................................ 40

Integrated Math 2AB............................................................................................................... 41

World History and Geography ................................................................................................. 41

Standards addressed: .............................................................................................................. 42

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in
Judaism, and in Christianity to the development of Western political thought. ....................... 42

Chemistry ............................................................................................................................... 42

Spanish 2AB ............................................................................................................................ 43

Grade 11 Course Descriptions ................................................................................................. 43

American Literature and Composition AB ............................................................................. 43

Standards addressed: .............................................................................................................. 44

Reading .................................................................................................................................. 44

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development ................................... 44

Writing .................................................................................................................................... 44

Written and Oral English Language Conventions ................................................................. 44

Listening and Speaking .......................................................................................................... 44

Integrated Math 3AB ............................................................................................................... 44
<table>
<thead>
<tr>
<th>Standards Addressed:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>United States History and Geography AB</td>
<td>45</td>
</tr>
<tr>
<td>Physics AB</td>
<td>45</td>
</tr>
<tr>
<td>Standards Addressed:</td>
<td>46</td>
</tr>
<tr>
<td>Grade 12 Course Descriptions</td>
<td>46</td>
</tr>
<tr>
<td>Modern Literature/Advanced Composition</td>
<td>46</td>
</tr>
<tr>
<td>Standards Addressed:</td>
<td>46</td>
</tr>
<tr>
<td>Reading</td>
<td>46</td>
</tr>
<tr>
<td>Writing</td>
<td>47</td>
</tr>
<tr>
<td>Written and Oral English Language Conventions</td>
<td>47</td>
</tr>
<tr>
<td>Listening and Speaking</td>
<td>47</td>
</tr>
<tr>
<td>The Misanthrope. Moliere,</td>
<td>47</td>
</tr>
<tr>
<td>The Eyre Affair. Jasper Fforde</td>
<td>47</td>
</tr>
<tr>
<td>United States Government</td>
<td>47</td>
</tr>
<tr>
<td>Standards addressed:</td>
<td>47</td>
</tr>
<tr>
<td>12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.</td>
<td>47</td>
</tr>
<tr>
<td>Economics</td>
<td>48</td>
</tr>
<tr>
<td>Standards Addressed:</td>
<td>48</td>
</tr>
<tr>
<td>12.1 Students understand common economic terms and concepts and economic reasoning.</td>
<td>48</td>
</tr>
<tr>
<td>Statistics</td>
<td>49</td>
</tr>
<tr>
<td>Standards Addressed:</td>
<td>49</td>
</tr>
<tr>
<td>Math Analysis</td>
<td>50</td>
</tr>
<tr>
<td>Course Objectives:</td>
<td>50</td>
</tr>
<tr>
<td>Calculus</td>
<td>50</td>
</tr>
<tr>
<td>Advanced Physics</td>
<td>50</td>
</tr>
<tr>
<td>Standards Addressed:</td>
<td>50</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>51</td>
</tr>
<tr>
<td>Project Science</td>
<td>51</td>
</tr>
<tr>
<td>Standards Addressed:</td>
<td>51</td>
</tr>
<tr>
<td>Electives:</td>
<td>52</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>52</td>
</tr>
<tr>
<td>Heritage Language 1AB</td>
<td>52</td>
</tr>
<tr>
<td>Heritage Language 2AB</td>
<td>53</td>
</tr>
<tr>
<td>Photography</td>
<td>53</td>
</tr>
<tr>
<td>Standards Addressed:</td>
<td>53</td>
</tr>
<tr>
<td>California Visual Arts Standards</td>
<td>53</td>
</tr>
<tr>
<td>Robotics</td>
<td>54</td>
</tr>
<tr>
<td>Standards Addressed:</td>
<td>54</td>
</tr>
<tr>
<td>Symbolic Logic</td>
<td>54</td>
</tr>
<tr>
<td>Philosophy</td>
<td>55</td>
</tr>
<tr>
<td>Documentary Studies</td>
<td>55</td>
</tr>
<tr>
<td>Digital Imaging Media Technology A/B</td>
<td>55</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>55</td>
</tr>
</tbody>
</table>
ELEMENT 2: MEASURABLE PUPIL OUTCOMES

Outcome Goals-Skills, Knowledge, and Attitudes
Who will be Accountable for Student Progress
Data-Driven Decision-Making
MEASURES AND SKILL DEVELOPMENT

Who will be Accountable for Student Progress

Outcome Goals-Skills, Knowledge, and Attitudes
Data-Driven Decision-Making

MEASURES AND SKILL DEVELOPMENT
Student Outcomes Align with State Standards: ................................................................. 99
Academic Rigor and the California Standards Goals ......................................................... 100
STUDENT PROGRESS ......................................................................................................... 102
  Benchmarks to be met .................................................................................................. 103
  Comparison Schools .................................................................................................... 103
Suggested Subject Matter Competencies .......................................................................... 104
English/Language Arts ...................................................................................................... 104
History .............................................................................................................................. 104
Math ................................................................................................................................. 104
Science ............................................................................................................................ 105
Arts ................................................................................................................................. 105
Foreign Language (Spanish) ............................................................................................. 106
Physical Education ........................................................................................................... 106
EC60602.5 and Assessment .............................................................................................. 106
Grade Computation ......................................................................................................... 106
California High School Exit Exam ..................................................................................... 107
II. Primary Growth Measures .......................................................................................... 107
III. Other Measures ........................................................................................................ 108
IV. Annual Self-Study . .................................................................................................... 108
  V. Board Discretion .................................................................................................... 108
No Child Left Behind ........................................................................................................ 109

ELEMENT 3: METHODS BY WHICH PUPIL PROGRESS IS MEASURED ......................... 110
STUDENT ACHIEVEMENT ................................................................................................. 110
  Testing ............................................................................................................................ 111
METHODS TO MEASURE STUDENT OUTCOMES ....................................................... 111
  Assessment Methods .................................................................................................... 113
  Assessment Benchmarks .............................................................................................. 113
  Longitudinal Data Analysis ......................................................................................... 114
  Test Preparation .......................................................................................................... 114
GRADING POLICY ............................................................................................................. 115

ELEMENT 4: GOVERNANCE ............................................................................................... 116
CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION .................................... 116
BOARD OF DIRECTORS .................................................................................................. 116
CURRICULUM STEERING COMMITTEE ....................................................................... 117
PARENTAL INVOLVEMENT .............................................................................................. 117
COMMUNITY INVOLVEMENT ......................................................................................... 118
ORGANIZATIONAL CHART .............................................................................................. 119
AMENDMENTS TO THE CHARTER ................................................................................. 119
GRIEVANCE PROCEDURE FOR PARENTS AND STUDENTS ......................................... 119
LAUSD CHARTER POLICY ................................................................................................ 120
RESPONDING TO INQUIRIES .......................................................................................... 120
NOTIFICATIONS .............................................................................................................. 120
CODE OF ETHICS .............................................................................................................. 120
CORE PRINCIPLES ............................................................................................................. 120
Application and Enforceability ................................................................. 121
Making Ethical Decisions ........................................................................ 121
Commitments and Expectations ............................................................... 121
Audit and Inspection of Records ............................................................... 124
Element 5: Employee Qualifications ...................................................... 125
Affirmations ......................................................................................... 125
Background Checks ................................................................................ 125
Hiring/Selection Process ......................................................................... 125
No Child Left Behind and Credentialing .................................................. 126
Staffing .................................................................................................. 127
Executive Director .................................................................................. 127
Chief Operations Officer .......................................................................... 127
Director of Operations ............................................................................ 128
Principal ................................................................................................. 128
Coordinator of Student Services .............................................................. 131
Teachers .................................................................................................. 133
Other Certificated Staff ............................................................................ 135
Classified Staff ....................................................................................... 135
Office Personnel ....................................................................................... 135
Evaluations .............................................................................................. 135
Element 6: Health and Safety of Pupils .................................................. 137
Facility ..................................................................................................... 137
Auxiliary Services ................................................................................... 137
FERPA ...................................................................................................... 138
Criminal Background Checks and Fingerprinting ..................................... 138
Emergency Situations ............................................................................. 138
Fire Drills ................................................................................................. 138
Disaster Drills (I.E. Earthquake) ............................................................... 139
Bomb Threats .......................................................................................... 139
Evacuation Plan ....................................................................................... 140
Staff Responsibilities ............................................................................... 140
Child Abuse Reporting .......................................................................... 141
Prescription Medications ........................................................................ 141
Insurance Requirements .......................................................................... 142
Evidence of Insurance ............................................................................ 143
Hold Harmless/Indemnification Provision .............................................. 143
Health, Safety and Emergency Plan ......................................................... 143
Asbestos Management ............................................................................ 144
Facility Status/Location .......................................................................... 144
Element 7: Means to Achieve Racial and Ethnic Balance ..................... 145
Court-Ordered Integration ....................................................................... 145
No Child Left Behind-Public School Choice Traveling Students ............. 146
Federal Compliance ................................................................................. 146
Dates and Locations for Recruitment Efforts .......................................... 147
<table>
<thead>
<tr>
<th>ELEMENT 8: ADMISSION REQUIREMENTS</th>
<th>.................................................................</th>
<th>149</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFFIRMATIONS</td>
<td>.................................................................</td>
<td>149</td>
</tr>
<tr>
<td>PUBLIC RANDOM DRAWING</td>
<td>.................................................................</td>
<td>149</td>
</tr>
<tr>
<td>LOTTERY TIMELINE</td>
<td>.................................................................</td>
<td>150</td>
</tr>
<tr>
<td>ADMISSION AND RECRUITMENT</td>
<td>.................................................................</td>
<td>150</td>
</tr>
<tr>
<td>McKinney-Vento Homeless Assistance Act</td>
<td>.................................................................</td>
<td>151</td>
</tr>
<tr>
<td>ELEMENT 9: FINANCIAL AUDITS</td>
<td>.................................................................</td>
<td>152</td>
</tr>
<tr>
<td>DISTRICT OVERSIGHT COSTS</td>
<td>.................................................................</td>
<td>152</td>
</tr>
<tr>
<td>BALANCE RESERVES</td>
<td>.................................................................</td>
<td>153</td>
</tr>
<tr>
<td>SPECIAL EDUCATION REVENUE ADJUSTMENT/PAYMENT FOR SERVICES</td>
<td>.................................................................</td>
<td>153</td>
</tr>
<tr>
<td>AUDIT AND INSPECTION OF RECORDS</td>
<td>.................................................................</td>
<td>153</td>
</tr>
<tr>
<td>ELEMENT 10: STUDENT SUSPENSIONS AND EXPULSIONS</td>
<td>.................................................................</td>
<td>155</td>
</tr>
<tr>
<td>OUTCOME DATA</td>
<td>.................................................................</td>
<td>156</td>
</tr>
<tr>
<td>REHABILITATION PLANS</td>
<td>.................................................................</td>
<td>156</td>
</tr>
<tr>
<td>READMISSION</td>
<td>.................................................................</td>
<td>156</td>
</tr>
<tr>
<td>Reinstatement</td>
<td>.................................................................</td>
<td>156</td>
</tr>
<tr>
<td>SPECIAL EDUCATION STUDENTS</td>
<td>.................................................................</td>
<td>156</td>
</tr>
<tr>
<td>Gun Free Schools Act</td>
<td>.................................................................</td>
<td>157</td>
</tr>
<tr>
<td>DISCIPLINE POLICY</td>
<td>.................................................................</td>
<td>157</td>
</tr>
<tr>
<td>REASONS FOR SUSPENSION AND EXPULSION</td>
<td>.................................................................</td>
<td>158</td>
</tr>
<tr>
<td>PROCESS FOR SUSPENSION AND/OR EXPULSION</td>
<td>.................................................................</td>
<td>160</td>
</tr>
<tr>
<td>Informal Conference</td>
<td>.................................................................</td>
<td>160</td>
</tr>
<tr>
<td>Notice to Parents</td>
<td>.................................................................</td>
<td>160</td>
</tr>
<tr>
<td>Length of Suspension</td>
<td>.................................................................</td>
<td>160</td>
</tr>
<tr>
<td>Expulsion Hearing</td>
<td>.................................................................</td>
<td>160</td>
</tr>
<tr>
<td>APPEAL OF SUSPENSION OR EXPULSION</td>
<td>.................................................................</td>
<td>161</td>
</tr>
<tr>
<td>ELEMENT 11: RETIREMENT SYSTEMS AND EMPLOYEE MATTERS</td>
<td>.................................................................</td>
<td>162</td>
</tr>
<tr>
<td>BENEFITS</td>
<td>.................................................................</td>
<td>162</td>
</tr>
<tr>
<td>RETIREMENT</td>
<td>.................................................................</td>
<td>162</td>
</tr>
<tr>
<td>WORK SCHEDULES</td>
<td>.................................................................</td>
<td>162</td>
</tr>
<tr>
<td>TIME OFF</td>
<td>.................................................................</td>
<td>162</td>
</tr>
<tr>
<td>Vacation</td>
<td>.................................................................</td>
<td>162</td>
</tr>
<tr>
<td>Bereavement</td>
<td>.................................................................</td>
<td>163</td>
</tr>
<tr>
<td>TERMINATION</td>
<td>.................................................................</td>
<td>163</td>
</tr>
<tr>
<td>DUE PROCESS AND PROCESS FOR RESOLVING COMPLAINTS/GRIEVANCES</td>
<td>.................................................................</td>
<td>163</td>
</tr>
<tr>
<td>Informal resolution</td>
<td>.................................................................</td>
<td>164</td>
</tr>
<tr>
<td>ELEMENT 12: ATTENDANCE ALTERNATIVES</td>
<td>.................................................................</td>
<td>166</td>
</tr>
<tr>
<td>ELEMENT 13: EMPLOYEE RIGHTS</td>
<td>.................................................................</td>
<td>168</td>
</tr>
<tr>
<td>ELEMENT 14: MANDATORY DISPUTE RESOLUTION</td>
<td>.................................................................</td>
<td>169</td>
</tr>
<tr>
<td>ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER</td>
<td>.................................................................</td>
<td>171</td>
</tr>
<tr>
<td>ELEMENT 16: SCHOOL CLOSURE PROCEDURES</td>
<td>.................................................................</td>
<td>172</td>
</tr>
<tr>
<td>REVOCATION</td>
<td>.................................................................</td>
<td>173</td>
</tr>
<tr>
<td>CLOSURE ACTION</td>
<td>.................................................................</td>
<td>173</td>
</tr>
<tr>
<td>CLOSURE PROCEDURES</td>
<td>.................................................................</td>
<td>174</td>
</tr>
</tbody>
</table>
DOCUMENTATION OF CLOSURE ACTION ................................................................. 174
FINANCIAL CLOSE-OUT ....................................................................................... 176
DISPOSITION OF LIABILITIES AND ASSETS .................................................. 177
FACILITIES ............................................................................................................ 178
RESIDENT SCHOOLS .......................................................................................... 178
ASBESTOS MANAGEMENT: .................................................................................. 181

Appendix A:
- Budget and Five Year Financial Plan
- By-Laws
- Articles of Incorporation Conflict of Interest

Appendix B: Grants and Fiscal Resources

Appendix C:
- Board of Directors Corporate Resolution
- Board Members Resumes and Questionnaire

Appendix D: California Common Core State Standards
- English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
- Mathematics

Appendix E: English Learner Plan (EL) and Common Core State Standards for ELD

Appendix F: California A-G Requirements

Appendix G: Signature of Pages and Teacher Resumes

Appendix H: TEACH Tech Charter High School Calendar

Appendix I:
- Forms to Be Used By Parent/Guardian to Enroll Student
- TEACH Lottery Form
ELEMENT 1: DESCRIPTION OF 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)

AFFIRMATIONS AND ASSURANCES:

TEACH Tech Charter High School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the TEACH Tech Charter High School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the TEACH Tech Charter High School without graduation or completing the school year for any reason, the TEACH Tech Charter High 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.
Address of TEACH Tech Charter High School: 8477 S. Normandie Avenue, Los Angeles, CA 90044
Phone Number of TEACH Tech Charter High School: To be determined.
Contact Person for TEACH Tech Charter High School:

Name: Mildred S. Cunningham, Executive Director
TEACH, Inc.
Address: 4711 - 11th Avenue
Los Angeles, CA  90043
Phone Number: (323) 493-3426 Fax Number: (323) 777-7143 E-mail address: mcunningham@teachacademy.net

The term of this charter shall be from July 1, 2014 through June 30, 2019.
Grade Configuration at TEACH Tech Charter High School: 9th grade through 12th grades
Number of Students at TEACH Tech Charter High School the First Year: 100 hundred (100) students
Grade Level(s) of the Students at TEACH Tech Charter High School the First Year: 9th grade
Opening date of TEACH Tech Charter High School: August, 2014

ADMISSIONS REQUIREMENT

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

OPERATIONAL CAPACITY AT FULL GROWTH FOR TEACH TECH CHARTER HIGH SCHOOL: Four hundred (400) students

If space is available, traveling students will have the option to attend.

The Instructional calendar will be:
TEACH Tech Charter High School has a longer school day than traditional public schools in order to allow for more time for learning and community activities. The school offers 190 instructional days. The Administrators and Board of Directors will determine specific calendar dates and hours on an annual basis. The proposed school calendar for the 2014-2015 school-year is in the attached appendix (Attach LAUSD Proposed Calendar for next year)
SCHEDULE

TEACH Tech Charter High School will implement a schedule that gives teachers ample time to develop student understanding. Core subject classes (Language Arts, Math, Social Studies, and Science) will be given 120 minutes or more for all grades. Before school and after-school learning opportunities will equal approximately 3 hours each day.

**Before- and after-school time** will continue to be used for intervention for struggling students, enrichment, extra-curricular activities, and community services.

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

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

<table>
<thead>
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<th>End Time</th>
<th>Length</th>
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<td>8:00 AM</td>
<td>10:00 AM</td>
<td>120 min</td>
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<td>Nutrition</td>
<td>10:00 AM</td>
<td>10:20 AM</td>
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<td>3</td>
<td>10:25 AM</td>
<td>12:25 PM</td>
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<td>Lunch</td>
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<td>5</td>
<td>1:00 PM</td>
<td>3:00 PM</td>
<td>120 min</td>
</tr>
<tr>
<td>Homework Lab</td>
<td>3:00 PM</td>
<td>4:30 PM</td>
<td>100 min</td>
</tr>
</tbody>
</table>

**Monday / Wednesday**

<table>
<thead>
<tr>
<th>Description / Section</th>
<th>Start Time</th>
<th>End Time</th>
<th>Length</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>8:00 AM</td>
<td>10:00 AM</td>
<td>120 min</td>
</tr>
<tr>
<td>Nutrition</td>
<td>10:00 AM</td>
<td>10:20 AM</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>10:25 AM</td>
<td>12:25 PM</td>
<td>120 min</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:25 PM</td>
<td>1:00 PM</td>
<td>35 min</td>
</tr>
<tr>
<td>5</td>
<td>1:00 PM</td>
<td>3:00 PM</td>
<td>120 min</td>
</tr>
<tr>
<td>Homework Lab</td>
<td>3:00 PM</td>
<td>4:30 PM</td>
<td>100 min</td>
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</table>

**Tuesday / Friday**
**Thursday**

<table>
<thead>
<tr>
<th>Description / Section</th>
<th>Start Time</th>
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<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly</td>
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<td>40 min</td>
</tr>
<tr>
<td>1</td>
<td>8:40 AM</td>
<td>9:20 AM</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>9:20 AM</td>
<td>10:00 AM</td>
<td>40 min</td>
</tr>
<tr>
<td>5</td>
<td>10:00 AM</td>
<td>10:40 AM</td>
<td>40 min</td>
</tr>
<tr>
<td>2</td>
<td>10:40 AM</td>
<td>11:20 AM</td>
<td>40 min</td>
</tr>
<tr>
<td>4</td>
<td>11:20 AM</td>
<td>12:00 PM</td>
<td>40 min</td>
</tr>
<tr>
<td>6</td>
<td>12:00 PM</td>
<td>12:35 PM</td>
<td>35 min</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:35 PM</td>
<td>1:00 PM</td>
<td>25 min</td>
</tr>
<tr>
<td>Dismissal</td>
<td>1:00 PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>2:00 PM</td>
<td>4:00 PM</td>
<td>120 min</td>
</tr>
<tr>
<td>Development</td>
<td></td>
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</tr>
</tbody>
</table>

**STATEMENT OF NEED**

TEACH Tech Charter High School expects to be located in the densely populated zip code of 90044 in South Los Angeles. The communities within zip code 90044, primarily represented by the Westmont Community, are bordered by the Park Mesa Heights community to the north; West Athens to the south; Morning Side Park to the west; and South Central at Normandie Avenue to the east. The broader communities comprise a predominately African-American population (73.20%), single parents of school-age children, the greatest number of whom (23% of the total population), range from ages 5 thru 17. Hispanic/Latino families represent 24.10% of the population; Asians, 1.460%; and Whites 8.40%. These families, largely living below the poverty level, earned a 2007 average income of $43,966. There are approximately 16,398 school age children living in the target area, 46.7% of whom are grades 1-8, falling within our target population. The educational options for these children are limited to 18 LAUSD public schools and one LAUSD charter school with enrollments averaging more than 750, and with the exception of the one charter school, having a statewide rating of 2 or below.

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

Who TEACH Tech Charter High School is attempting to Educate

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

<table>
<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School</th>
<th>P.I. School?</th>
<th>Met Schoolwide Growth Target</th>
<th>Met all Subgroup Growth Targets</th>
<th>2013 API Score</th>
<th>2012 API State Rank</th>
<th>2011 Similar School Rank</th>
<th>Students Eligible for Free/Reduced Lunch</th>
<th>Major Ethnicity #1</th>
<th>Major Ethnicity #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington SH</td>
<td>1462</td>
<td>NU</td>
<td>Year 5</td>
<td>No</td>
<td>No</td>
<td>589</td>
<td>1</td>
<td>3</td>
<td>100%</td>
<td>44% H</td>
<td>54% AA</td>
</tr>
<tr>
<td>Gompers MS</td>
<td>919</td>
<td>No</td>
<td>Year 2</td>
<td>No</td>
<td>No</td>
<td>607</td>
<td>1</td>
<td>1</td>
<td>82%</td>
<td>64% H</td>
<td>35% AA</td>
</tr>
<tr>
<td>Harte MS</td>
<td>970</td>
<td>No</td>
<td>Year 5</td>
<td>No</td>
<td>No</td>
<td>656</td>
<td>2</td>
<td>1</td>
<td>73%</td>
<td>72% H</td>
<td>27% AA</td>
</tr>
<tr>
<td>CHARTER SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animo Locke 2 HS</td>
<td>698</td>
<td>No</td>
<td>Year 5</td>
<td>No</td>
<td>No</td>
<td>564</td>
<td>1</td>
<td>2</td>
<td>93%</td>
<td>69% H</td>
<td>30% AA</td>
</tr>
<tr>
<td>Animo South LA</td>
<td>629</td>
<td>No</td>
<td>Year 3</td>
<td>No</td>
<td>No</td>
<td>697</td>
<td>3</td>
<td>8</td>
<td>95%</td>
<td>60%H</td>
<td>38%AA</td>
</tr>
</tbody>
</table>

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

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

TEACH Tech Charter High School will be non-sectarian in its programs, admission practices, employment practices and all other operations. TEACH Tech Charter High School will not charge tuition and will not discriminate on the basis of ethnicity, national origin, religion, gender, sexual orientation, or disability, or any other characteristics that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code

**Enrollment**

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

<table>
<thead>
<tr>
<th>Levels</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>100</td>
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<td>Grade 10</td>
<td>100</td>
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<tr>
<td>Grade 11</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Grade 12</td>
<td></td>
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<td></td>
<td>100</td>
</tr>
<tr>
<td>Total +10%</td>
<td>100</td>
<td>200</td>
<td>300</td>
<td>400</td>
</tr>
</tbody>
</table>
MEANS TO ACHIEVE MISSION AND VISION

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

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

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

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

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

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

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

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

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

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

- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined “Learning Targets” for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Computer Assisted Blended Learning

Our charter will form and maintain partnerships with organizations to benefit the continued use of effective practices supported from their research and the resources of innovative educators in the networks. The following principles, taken from the theoretical frameworks of both these efforts, provide a foundation for our schools. Teaching and learning should be personalized to the maximum feasible extent. Teacher teams at TEACH Tech Charter High School are responsible for approximately 75 students, allowing strong relationships to form between students and teachers.

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

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

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

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

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

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

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

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

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**Our Approach**
• **Safety**-Creating an environment where students have a safe environment. A safe environment that is not only safe physically, but an environment where the student feels safe to learn.

• **Access to Instructional** Curriculum that meets the challenges of College Readiness which integrates Common Core State Standards.

• **All students** are supported by credential teachers.

• **Technology**-Assisted Learning with technology component. Students will have access to technology at home to support their academic achievement and access to research, Google documents, and other technical access.

**INTERDISCIPLINARY, PROJECT-BASED CURRICULUM:**

Students will explore how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers will engage students by organizing curricula around central ideas, building on the students’ prior knowledge, and connecting learning to students’ lives.

**CULTURALLY-RELEVANT INSTRUCTION:**

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

**RESEARCH-BASED PRACTICES:**

Curriculum and instructional strategies founded on proven practices. Authentic assessments will be used to judge student achievement beyond traditional evaluation instruments. Professional development includes teacher, staff and community coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. Differentiated instruction allows students multiple pathways to absorb information and learning, supporting for both low- and high-performing students.

**SCOPE AND SEQUENCE**

Curriculum will address all state required standards (See Common Core State Standards and Appendices), and will utilize:
- Common Core Standard based curriculum units
- Submit courses for A-G approval

THE 21ST CENTURY EDUCATED PERSON

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

HOW LEARNING BEST OCCURS

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

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

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

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

PROGRAM GOALS

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

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

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

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

**HOW STUDENTS BECOME SELF-MOTIVATED, COMPETENT, LIFELONG LEARNERS**

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

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

**Leadership**
Leadership will be shared among administrators, faculty, classified staff, students and parents. Decisions will be reached through consensus and minority opinions are considered and valued. Departments and individual teachers will have a large degree of professional autonomy. They will be encouraged to use their best professional judgment in accordance with Common Core, Standards (or other content standards in areas in which there are no Common Core State Standards) in achieving high levels of student learning.

**Environment**
The environment of the school is safe, orderly and supportive. Students will find the school a good place to study and a pleasant place to be. School-wide standards for students’ behavior will be perceived by students and staff members to be fair and equitably enforced. Instances of vandalism and violence on campus will be dealt with in a timely manner; student absenteeism and dropout rates will be maintained at a minimum level.

**Professional Development**
Administrators and teachers will continually seek to develop themselves as professional educators and human beings. Peer relationships will include coaching, mentoring support and opportunities for professional development and frequent informal discussions on educational issues. Problems and weaknesses will be openly recognized, and there will be candid search for improvements. The values of serving students, professional development, and self-renewal will be central in our school’s culture. TTCHS will implement a professional development system that is refocused and redesigned to address the specific needs of a staff committed to the implementation and assessment of an instructional program that is standards-based, academically rigorous, research-based and uniformly available to all students. The staff will dedicate “banked hours” professional development time throughout the school year.
In TTCHS’ program, teams of teachers, administrators and out-of-classroom personnel will meet regularly, both within and across disciplines, to research and discuss best practices; design benchmark and core assignments for every grade level, content area, and where applicable, interdisciplinary teams; will examine student work; and analyze assessment data to modify instruction. Individuals and teams of teachers from every department will be regularly sent to conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies for improving student mastery of the skills and content required for promotion. These teachers will share their findings during professional development days with their departments and/or interdisciplinary groups. All staff will meet regularly to examine student work, analyze the effectiveness of the benchmark and core assignments, and redesign activities and curriculum in response to the assessment data.

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

STANDARDS BASED INSTRUCTIONAL PROGRAM

The TEACH Tech Charter High School will offer students an academically rich program incorporating the following characteristics:

1. Standards-Based Curriculum: TTCHS will offer a rigorous education for all students in line with the Common Core State Standards.
2. Family-Community-School Partnerships TTCHS will actively engage families and the community in the life of the school, and students engage in community service to the community.
3. Technology Integration: By implementing technology with the curriculum, TTCHS will ensure that students learn computer skills while pursuing academic goals.
4. Small Learning Communities: Students are given the opportunity to work in small cohort groups throughout their four years at school, thereby increasing teacher-student interaction.
5. Interdisciplinary, Project-Based Curriculum: Students will understand how subjects relate to each other while achieving proficiency in all core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students’ prior knowledge, and connecting learning to students’ lives.
6. Culturally-Relevant Instruction: Culturally relevant instruction will be integrated into the instructional experience to increase the relevance of school in students’ lives.

STANDARDS-BASED CURRICULUM

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

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

**Prioritize and Cluster Standards**

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

**Priority 1**

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

**Priority 2**

_Does the standard represent a set of discrete skills or isolated pieces of knowledge?_

**Priority 3**

_Is this non-essential knowledge that may enhance student understanding of the larger/broader topic?_

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

Clearly communicate expected outcomes to students

**Align Assessments**

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

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

Analyze Effectiveness and Efficiency

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

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

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

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

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

- Common Core Standard Curriculum based on the UC/CSU A-G Requirements--Upon graduation, all TTCHS students will have met or exceeded all the A-G requirements for admission to a
University of California or California State University. The school will also provide all necessary courses to fulfill state graduation requirements.

- Integration of technology into all subjects
- A focus on cross curricular projects that connect to the “real world”
- A student internship and, or a senior project that will reflect the best practices in capstone projects (www.seniorprojects.net)

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

**ACADEMIC CORE CURRICULUM**

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

Students are put in Resource Class to handle special needs cases (i.e., ADD, autistic students or physically disabled) to help them reach their highest capability. Students with an IEP who need help in math, ELA and organization are put in Resource Class.

### Curriculum/Graduation Requirements

(built on State standards for graduation for ALL students)

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

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

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

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

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

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

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

**ATTENDANCE REQUIREMENTS – SCHOOL DAY AND YEAR**

**Compulsory Attendance**

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

*These are the specific ages and options that meet the requirements of the California compulsory attendance law: every student between the ages of 6 and 18 must go full time. Time for school attendance can be modified for students ages 16-18. The following exceptions are permitted. Students can:*
• Take and pass the CA High School Proficiency Exam, which is equivalent to a high school diploma by law.
• Attend a continuation high school
• Attend a Regional Occupation Center (ROC)
• Attend a Regional Occupation Program (ROP)
• Attend adult school

Parental involvement

Parental involvement is crucial in ensuring student attendance. TTCHS will actively notify parents of any student absences and will educate the families on the importance of school attendance and legal ramifications of unexcused absentees.

TTCHS’ Student Information System is a California state-based system that allows teachers to take attendance, calendar school and community events, view student demographic and academic information. Administrators can also generate and submit state reports but most importantly, it is an effective way for TTCHS parents to maintain involvement with the school.

ACADEMIC CORE CURRICULUM

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

TEACH Tech Charter High School will teach all CA State Common Core State Standards in all core subject areas in grades 9-12. Please see attached Common Core and State Standards and Appendices for a listing of the scope and sequence of standards and sample standards-based units. English Language Development standards will be taught through an elective communications course and across all subject areas. (Refer to attached ELD Plan and ELD Common Core State Standards)

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

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

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

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

- Develop an English Language Arts curriculum that incorporates the grade-level curriculum content specified in the Common Core State Standard. (CCSS Appendices)
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.
- Adopt and implement Common Core State Standards.
9th-12th Grade Language Arts

Reading: Word Analysis, Fluency, and Systematic Vocabulary Development
Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Reading: Comprehension (Focus on Informational Materials)
Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

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

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

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

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

II. Mathematics

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

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

III. HISTORY AND SOCIAL SCIENCE

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

• Implement and refine a history and social sciences curriculum that incorporates the grade-level curriculum content specified in the History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve (California Department of Education, 2001).
• Integrate the core concepts of history and the social sciences into a greater understanding of Science, mathematics, and language arts.
• Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful historians and social scientists.
• Present history through primary sources such as art, letters, music, maps, and personal accounts.
• Engage students in historiography enabling them to compare sources, identify bias, cite trends, understand cause and effect, and debate issues of historical significance.
• Use geography as a medium for understanding historical trends and events, the movement of people and ideas, and the human relationship to its natural environment.
• Engage students to reflect upon ways history and the social sciences impact their lives through trends in government, economics, civics, and social change.
• Integrate appropriate technology and technological analysis into the study of history and the social sciences.
• All grades will integrate the following skills into the study of social studies: Historical and social sciences analysis, chronological and spatial thinking as well as research, evidence, and point of view.

V. SCIENCE

Students will begin to understand how scientific processes operate and how those processes relate to one another. In the area of curriculum development and science instruction for grades 9-12, TEACH Tech Charter High School will:
Implement and refine a science curriculum that incorporates the grade-level curriculum content specified in the *Science Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2001). See detailed summary below.

Integrate the core concepts of earth science, life science, and physical science into a greater understanding of history-social science, mathematics, and language arts.

Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful scientists.

Teach students to understand and intuitively use the scientific method: identify a problem; pose relevant questions; state a hypothesis; conduct an experiment; understand the variables; analyze the data; and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry.

Provide opportunities for lab experiments, field trips, and service learning where students gather, manipulate and record data from their community to better understand the natural world around them.

Engage students to reflect upon ways scientific concepts and theories impact their lives through their environmental and personal health.

Integrate appropriate technology and technological concepts into the study of science.

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

**V. VISUAL AND PERFORMANCE ARTS**

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

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

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

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

TEACH Tech Charter High School will:

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

VII. PHYSICAL EDUCATION AND HEALTH

In the area of curriculum development and physical education and health for grades 9-12, TEACH Tech Charter High School will:
• Implement and refine a physical education program using the guidelines specified in *Challenge Standards for Student Success: Physical Education* (California Department of Education, 1998).

• Implement and refine a health curriculum that incorporates the grade-level curriculum content specified in the *Challenge Standards for Student Success: Health Education* (California Department of Education, 1998).

• Approach physical fitness with the goals of personal challenge, teamwork, sportsmanship, and fun.

• Promote excellent physical, social, and emotional health among students through stress management, sex education, nutrition, gang prevention, and conflict resolution.

• Engage students to reflect upon ways physical education and health impact their lives through personal well-being.

**COURSE OF STUDY BY GRADE LEVEL**

**Grade 9**

All ninth grade students take the following courses:

- English 9AB
- Algebra I AB, Geometry AB (Algebra I passed in 8th grade, examination)
- Integrated Math 1AB
- Geography/Humanities AB
- Biology AB
- Photography AB
- Spanish 1 AB or 2 AB
- Elective or SFA

**Grade 10**

All tenth grade students take the following courses:

- English 10 AB
- Geometry AB, Algebra 2 AB
- Integrated Math 2AB
- World History and Geography
- Chemistry AB
- Spanish 2 AB or 3AB
- Elective or Spanish 4AB
- Elective or SFA
Grade 11

All eleventh grade students take the following courses:

- American Literature and Composition AB
- Algebra 2 AB, Pre-calculus AB
- Integrated Math 3AB
- United States History and Geography
- Physics AB, Honors Science
- 2 Electives

Grade 12

All twelfth grade students take the following:

- Modern Literature and Advanced Composition
- United States Government and Economics
- Math (Pre-Calculus AB, Trigonometry A, Statistics B, or Calculus AB)
- Science (Advanced Physics or Environmental Science or Project Science
- One semester of Internship
- Elective

COURSE DESCRIPTIONS

Grade 9 Course Descriptions

English 9AB

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

Standards addressed include:

Reading
1.0 Word Analysis, Fluency and Systematic Vocabulary Development
2.0 Reading Comprehension (Focus on Informational Materials)
3.0 Literary Response and Analysis

Writing
1.0 Writing Strategies
2.0 Writing Applications (Genres and their Characteristics)

Written and Oral English Language Conventions
1.0 Written and Oral English Language Conventions

Listening and Speaking
1.0 Listening and Speaking Strategies
2.0 Speaking Applications (Genres and their Characteristics)

Textbooks:
To Kill a Mockingbird. Harper Lee
The Way to Rainy Mountain. N. Scott Momaday
A Night to Remember. Walter Lord

Geography and Humanities

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

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

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

Textbook:
World History - Patterns of Interaction, Beck, et. al. McDougal Littell, 2003

Algebra I AB
Geometry AB (For students who pass 8th grade Algebra I)
Integrated Math 1AB

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

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

Textbook:
Integrated Math 1, Rubenstein, Craine, Butts, McDougal Littell, 2002
Algebra Connections: College Prep Mathematics, Dietiker, Kysh, Sallee, Hoey, CPM Educational Programs, 2006

Biology AB

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

Standards Addressed:
All of the Science Content Standards in Biology will be covered: Macromolecules; Cellular Structures; Cellular Energetics; Central Dogma; DNA Technology; Meiosis and Mendel’s Laws; Probability of Inheritance; Natural Selection; Population Genetics; Mechanisms for Evolution; Evidence for Evolution; Gas and Nutrient Exchange; Electrochemical Communication and Response; Feedback Mechanisms; Infection and Immunity; Ecology
Spanish 1AB

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

Books used:

Realidades 1: Peggy Palo Boyles, Myriam Met, Richard Sayers, Carol Eubanks Wargin, Prentice Hall, 2004
La Casa en Mango St. Sandra Cisneros

Photography 1AB

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

Standards Addressed:
California Visual Arts Standards –

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
1.3 Research and analyze the work of an artist and write about the artist’s distinctive style and its contribution to the meaning of the work.
1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.
1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.
1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.
2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
2.5 Create an expressive composition, focusing on dominance and subordination.
3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.
4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aestheteic)

**Grade 10 Course Descriptions**

**English 10AB**

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

**Standards Addressed:**

**Reading**
1.0 Word Analysis, Fluency and Systematic Vocabulary Development
2.0 Reading Comprehension (Focus on Informational Materials)
3.0 Literary Response and Analysis

**Writing**
1.0 Writing Strategies
2.0 Writing Applications (Genres and their Characteristics)
Written and Oral English Language Conventions
1.0 Written and Oral English Language Conventions

Listening and Speaking
1.0 Listening and Speaking Strategies
2.0 Speaking Applications (Genres and Their Characteristics)

Books Used:
Prentice Hall Timeless Voices, Timeless Themes Platinum Level
Pearson Prentice Hall, 2002
Prentice Hall Literature Reader’s Companion: World Masterpieces
Pearson Prentice Hall, 2002
Lord of the Flies, William Golding
Alice’s Adventures in Wonderland and Through the Looking Glass,
Lewis Carroll
Animal Farm, George Orwell
Macbeth, William Shakespeare

Integrated Math 2AB

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

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

Textbook:

World History and Geography

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

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

Standards addressed:

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.
10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.
10.5 Students analyze the causes and course of the First World War.
10.6 Students analyze the effects of the First World War.
10.7 Students analyze the rise of totalitarian governments after World War I.
10.8 Students analyze the causes and consequences of World War II.
10.9 Students analyze the international developments in the post–World War II world.
10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Textbook:

Chemistry

This course consists of two semester units and satisfies the requirements of the state of California and public universities for a laboratory science high school class. In this course, students will learn about the subject of chemistry, including the building blocks of the universe and how they interact energetically. Students will also learn and practice presentation, communication, experimentation, and science writing skills. This is an integrated course in the HTH-LA curriculum, and therefore will involve many project-based activities coordinated with other tenth grade classes.
Standards Addressed:
Investigation and Experimentation, Atomic and Molecular Structure, Chemical Bonding, Conversion of Matter and Stoichiometry, Gases and Their Properties, Acids and Bases, Solutions, Chemical Thermodynamics, Reaction Rates, Chemical Equilibrium, Organic and Biochemistry, and Nuclear Processes.

Textbook:

Spanish 2AB

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

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

GRADE 11 COURSE DESCRIPTIONS

American Literature and Composition AB

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

Standards addressed:

Reading
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
2.0 Reading Comprehension (Focus on Informational Materials)
3.0 Literary Response and Analysis

Writing
1.0 Writing Strategies
2.0 Writing Applications (Genres and Their Characteristics)

Written and Oral English Language Conventions
1.0 Written and Oral English Language Conventions

Listening and Speaking
1.0 Listening and Speaking Strategies
2.0 Speaking Applications (Genres and Their Characteristics)

Books Used:
The Scarlet Letter. Nathaniel Hawthorne;
The Adventures of Huckleberry Finn. Mark Twain;
The Great Gatsby. F. Scott Fitzgerald.

Integrated Math 3AB

Students who have successfully completed Integrated Math I and II will take Integrated Math III. Students start with a continuation of concepts studied in Integrated Math I. Students will be challenged by new concepts that require graphing skill, function analysis, solving higher order equations, investigating complex number systems, and working with matrices, conic sections, logarithms, data analysis and probability. Students will be involved in communicating information mathematically, solving problems from a real world context and justifying the solutions to problems. This course is designed for students to explore, investigate and understand the importance of mathematics through real-world experiences. In mathematics, students will acquire the knowledge and skills to problem solve, communicate, reason, create models and make connections.

Textbook:
Integrated Math III: Algebra II (CD) by McDougal Littell.
United States History and Geography AB

In this course students examine major turning points in American history in the twentieth century. During the year certain themes should be emphasized: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state and between minority rights and majority power; the emergence of a modern corporate economy; the role of the federal government and Federal Reserve System in the economy; the impact of technology on American society and culture; change in the ethnic composition of American society; the movements toward equal rights for racial minorities and women; and the role of the United States as a major world power. In each unit students should examine American culture, including religion, literature, art, drama, architecture, education, and the mass media. The year begins with a selective review of United States history, with an emphasis on two major themes—*the nation’s beginnings*, linked to the tenth-grade retrospective on the Enlightenment and the rise of democratic ideas; and *the industrial transformation of the new nation*, linked to the students’ tenth-grade studies of the global spread of industrialism during the nineteenth century.

Standards addressed:

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

11.7 Students analyze America’s participation in World War II.

11.8 Students analyze the economic boom and social transformation of post–World War II America.

11.9 Students analyze U.S. foreign policy since World War II.

11.10 Students analyze the development of federal civil rights and voting rights.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

Textbook:
Physics AB

Physics AB is the first course in the science sequence at HTH-LA and an introductory course in Conceptual Physics in which students focus on the physical connections in nature. The concepts of physics and their connections underlie the other sciences, justifying the designation of this subject as the foundation of all sciences and the appropriate starting point to achieve a solid science education. Conceptual Physics refers to an emphasis on understanding the principles of physics rather than focusing on working out physics problems. It is a qualitative study of the central concepts of physics with emphasis on relevant situations and events that are familiar in the everyday environment. This course will be taught in conjunction with the first year Mathematics. Quantitative analysis and methods of data interpretation will be introduced to prepare students for subsequent science courses. Mathematics skills will be extensively developed as students use quantitative analysis through a project based learning approach to understand and internalize the content areas. Students will learn and be required to use word processing software (Word), spreadsheet software (Excel) and presentation software (PowerPoint).

Standards Addressed:

Textbook:

GRADE 12 COURSE DESCRIPTIONS

Modern Literature/Advanced Composition

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

Standards Addressed:
Reading
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
2.0 Reading Comprehension (Focus on Informational Materials)
3.0 Literary Response and Analysis

Writing
1.0 Writing Strategies
2.0 Writing Applications (Genres and Their Characteristics)

Written and Oral English Language Conventions
1.0 Written and Oral English Language Conventions

Listening and Speaking
1.0 Listening and Speaking Strategies
2.0 Speaking Applications (Genres and Their Characteristics)

Books Used:
1984. George Orwell
The Misanthrope. Moliere,
The Eyre Affair. Jasper Fforde
All Quiet on the Western Front. Erich Maria Remarque,
The Sun Also Rises. Ernest Hemingway

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

Standards addressed:
12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relations among them, and how they are secured.
12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Textbook:

**Economics**

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

**Standards Addressed:**

12.1 Students understand common economic terms and concepts and economic reasoning.
12.2 Students analyze the elements of America’s market economy in a global setting.
12.3 Students analyze the influence of the federal government on the American economy.
12.4 Students analyze the elements of the U.S. labor market in a global setting.
12.5 Students analyze the aggregate economic behavior of the U.S. economy.
12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States’ borders.

Textbook:
Statistics

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

- Exploring data: Observing patterns and departures from patterns.
- Planning a study: Deciding what and how to measure
- Anticipating Patterns: Producing a models using probability theory and simulation.
- Statistical Inference: Confirming models.

This discipline is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Mastery of this academic content will provide students with a solid foundation in probability and facility in processing statistical information.

Standards Addressed:

1.0 Students know the definition of the notion of independent events and can use the rules for addition, multiplication, and complementation to solve for probabilities of particular events in finite sample spaces.

2.0 Students know the definition of conditional probability and use it to solve for probabilities in finite sample spaces.

3.0 Students demonstrate an understanding of the notion of discrete random variables by using them to solve for the probabilities of outcomes, such as the probability of the occurrence of five heads in 14 coin tosses.

4.0 Students are familiar with the standard distributions (normal, binomial, and exponential) and can use them to solve for events in problems in which the distribution belongs to those families.

5.0 Students determine the mean and the standard deviation of a normally distributed random variable.

6.0 Students know the definitions of the mean, median, and mode of a distribution of data and can compute each in particular situations.

7.0 Students compute the variance and the standard deviation of a distribution of data.

8.0 Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatter plots, and box-and-whisker plots.

Textbook:
Math Analysis

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

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

Calculus

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

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

Advanced Physics

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

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

Textbook:

**Environmental Science**

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


**Project Science**

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

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

Chemistry Content Standards may include: Chemical reactions and Properties of Gases, Liquids, and Solids. Earth Science standards may include: Astronomy, Remote Sensing (Mars), Oceanography, Rocks and Minerals.
Applied Technology may include: Robotic design, Aerodynamics (Endurance Powered Aircraft), Engineering Electric Vehicles and Boomilevers, Designing and building musical instruments. Other areas may include: Forensics, Technical Writing, Experimental Design, and Mathematical Powers of Ten calculations.

**ELECTIVES:**

**Biotechnology**

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

**Heritage Language 1AB**

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

**Standards**

- Implement and refine a world languages curriculum guided by the *Standards for Foreign Language Learning: Preparing for the 21st Century* (American Council on the Teaching of Foreign Languages, 1995) until the release of the revised *Foreign Language Content Standards for California Public Schools: Kindergarten through Grade Twelve*.
- Integrate foreign language and culture to form a greater understanding of history-social sciences, mathematics, science, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful linguists and translators.
- Provide a variety of settings for students to practice speaking, reading, and writing in a second language including interactive classroom exercises, language labs, foreign language computer software, and interaction with native speakers.
- Engage students to reflect upon ways native and foreign languages impact their lives through culture, community, and international relations.
- Integrate appropriate technology and technological innovations into the study and practice of foreign languages.
**Heritage Language 2AB**

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

**Standards:**

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

**Photography**

Students expand on the skills learned in Photography 1AB. Students explore their personal style and assemble a portfolio of their best work. Students review camera and PhotoShop techniques.

**Standards Addressed:**

*California Visual Arts Standards*

1.3 Research and analyze the work of an artist and write about the artist’s distinctive style and its contribution to the meaning of the work.

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).

5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).
1.8 (Adv.) Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist’s style.

1.1 (Adv.) Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

2.4 (Adv.) Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

3.2 (Adv.) Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

3.3 (Adv.) Investigate and discuss universal concepts expressed in works of art from diverse cultures.

**Robotics**

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

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

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

**Symbolic Logic**

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

Textbook:
Philosophy

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

Documentary Studies

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

Digital Imaging Media Technology A/B

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

Computer Programming

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

Senior Project

The senior project will:

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

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

Reading Edge High School is a program based on the following elements:

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

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

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

Data-Driven Planning: Students are assessed and placed in an instructional group at a level at which they can be challenged and succeed. Progress is assessed every quarter, and students move to a new level as they grow.

CURRICULUM

Students in the Reading Edge are grouped into separate classes according to their reading levels. All instructional levels of the reading edge allow students to progress at their own pace, gaining pride and confidence in their abilities. Students are retested approximately every eight weeks, so they can move to the next instructional level when they master the current one. Instruction is consistently matched to students’ gains in ability.

Level 1 (first-grade reading level) focuses on letter-sound correspondences with decoding and word recognition in photographically illustrated contemporary text.
Levels 2 and 3 (grades 2 and 3 reading levels) uses simple fiction, nonfiction and reader’s theater to focus on basic decoding skills, improving reading fluency (the ability to read smoothly at an acceptable speed with few errors and good expression), building vocabulary, and improving comprehension.

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

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

**ALEKS MATH ELECTIVE**

Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course s/he is taking.

ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any Web-based computer for a fraction to the cost of a human tutor. ALEKS has been used by millions of students in more than 50 academic subjects ranging from Basic Math to Precalculus and collegiate level math courses at thousands of institutions throughout the world.

Many topics are available in both English and Spanish. Simply click next to "English" in the main menu and pull down to "Espanol."

- ALEKS avoids multiple-choice questions. All questions are algorithmically generated and require a "free response."
- Whenever the student reenters the system after a break, s/he automatically returns to the place she was last working. This is true even if the departure was caused by unexpected loss of connectivity on the Internet or a PC crash.
- ALEKS offers a comprehensive message center that allows the student to communicate with her
instructor about the content using subject-appropriate notation.

- ALEKS offers "textbook/syllabus integration" to align students' work with the syllabus of a course.

**INSTRUCTIONAL MATERIALS**

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

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

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

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

**RECRUITING QUALIFIED TEACHERS**

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

**FRESHMAN SUMMER BRIDGE PROGRAM**

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

PERSONALIZED EDUCATION PLAN (PEP)

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

II. FAMILY-COMMUNITY-SCHOOL PARTNERSHIPS

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

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

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

**Service Learning** is an opportunity for students to apply classroom learning to tangible community problem solving in a way that brings learning alive and grants it real-life relevance. Teachers at TEACH Tech Charter High School are expected to establish community connections in their field and integrate service learning into their academic units. In order to be effective, service learning must be standards-based, rooted in rigorous academic outcomes, and provide ample opportunity for students to reflect upon their learning throughout the process. Students can use technology to research solutions other communities have used to solve problems, and to form partnerships to tackle problems that transcend neighborhoods.
TEACH Tech Charter High School will integrate the classroom and real life experiences with the community through its service learning and community service programs. Community service and service-learning projects are designed using the same Strategic Design for Student Achievement template, in order to ensure that they address standards as well as serving the community. Because service learning is integrated into core academic courses, projects are monitored by the teachers who are using that instructional strategy. Teachers will use the community to enhance and contextualize classroom learning. Students will participate in a range of community activities from field trips to long-term volunteer work. Through service learning activities, students will see themselves as vital contributors to their own community. Students will connect classroom learning with real life projects to enhance their understanding and motivation for academic achievement.

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

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

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

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

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

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

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

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

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

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

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

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

Technology-savvy teachers will be recruited to teach at TEACH Tech Charter High School. They will use technology for posting grades and collecting homework and class notes, giving on-line tests, setting up student journals, and creating discussion boards. All of the teaching staff will be involved in professional development activities that include educational technology and coaching. For example, teachers will be trained in the use of Dream Weaver as a web design tool. Teachers will be given useful strategies to guide their students to evaluate this research, and to determine Internet source credibility. Evaluators will confirm that teachers effectively use technology as a tool for delivering instruction, and technology will be built into evaluations through class observations and focus groups to show how achievement and instruction is impacted. Research sources consulted for effective use of technology include Ravitz & Megendoller (2002) Teaching with Technology: A Statewide Professional Development Program. Buck Institute for Education (www.bie.org)

TEACH Tech Charter High School will house one computer for each student. The computers will be centrally networked and have access to a variety of educational software. Every computer will have Internet access with proper firewalls and content screening. Each teacher will easily control access to computers or the Internet via an instructional computer at his/her desk. Teachers will use visual aids such as LCD projectors and smart boards to aid lessons. Extensive professional development and in-class coaching for teachers will ensure that lesson plans use this technology to enhance high-quality lesson plans.

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

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

- Project-based learning helps to create multidisciplinary projects that allow students to combine knowledge from several subjects, creating a unified piece of work, often in collaboration with other students. Students can store their work centrally (on the school’s network) while working on their projects and use diverse media offered by computers, text, pictures, video, and sound.

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

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

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

IV. SMALL LEARNING COMMUNITIES

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

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

In the beginning of each year, the advisory groups will focus on building a sense of community among students and adults and establishing trusting relationships. As the year progresses, advisory provides a forum for goal setting, problem-solving, and launching service learning activities. At the middle and end of each year, advisory provides an avenue for students to develop digital portfolios that engage them in reflection about their effort in school, their behavior, and their academic accomplishments.

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

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

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

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

The SCANS Skills:

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

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

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

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

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

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

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

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

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

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

Year Two Advisory

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

Year Three Advisory

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

Year Four Advisory

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

V. INTERDISCIPLINARY, PROJECT-BASED LEARNING

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

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

TEACH Tech Charter High School students will complete capstone projects at the end of the first semester of each year and a presentation of learning project at the end of second semester of each year that will actively demonstrate competence to their teachers, peers, parents, and community. An example of a
possible math project is a probability and statistics exploration where student teams could design and implement various experiments to determine answers to questions such as, “What are the athletic attributes of Olympic athletes?” “What are their performance statistics and how do they compare to my athletic performance statistics?” Students could perform simulations for multiple trials, recording their data in a tally chart of their own design and a bar graph. Students could then take the information they collect from their random sample and use it to predict (mathematically) the athletic potential of students in the school. Student teams would be able to use tools such as HyperStudio and PowerPoint to present their information to the class. Using a rubric the teacher creates to assess mastery, students would have developed a clear understanding of what was expected of them in a successful presentation. (See Appendix H for possible additional project examples). Research sources used for the project based learning component are Ravitz, Jason (2008) “Introduction: Summarizing Findings and Looking Ahead to a New Generation of PBL Research,” Interdisciplinary Journal of Problem-Based Learning: Vol. 3: Iss. 1, Article 2. Available at: http://docs.lib.purdue.edu/ijpbl/vol3/iss1/2

PRESENTATIONS OF LEARNING

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

Student Internship

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

VI. CULTURALLY RELEVANT AND RESPONSIVE EDUCATION

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

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

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

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

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

In summary, in order to meet AYP targets in ELA and Math and exit Program Improvement, the school is taking, and will continue to take the following steps:

- Design all curriculums in every subject area based on an analysis and prioritization of California content, and Common-Core standards.
- Provide on-going professional development that addresses standards-based academic rigor in the classroom, data-driven instruction, and best practices in first-teaching, re-teaching, and
intervention.

- Engage in quantitative and qualitative data-driven conversations in order to identify and target students performing at a basic or below level, and design instruction to move them to proficiency.

A LOOK INTO THE TEACH TECH CHARTER HIGH SCHOOL CLASSROOM

PREVENTION/INTERVENTION/ACCELERATION PROGRAM:

During the first period of each day all students are assessed and placed into a reading elective block based on their instructional level. Therefore, if an 9th grade student with special learning needs or an English Language Learner is reading at the 4th reading level based on the Gates-MacGinitie normed reference test (see Appendix J for description and data), he or she is assigned to a certificated teacher that is responsible for teaching reading at the 4th grade reading level. The reverse is also true, if there is a 9th grade gifted student that is reading at the 11th grade reading level based on the Gates-MacGinitie, then he or she will have the opportunity to participate in an elective 11th grade Reading Edge Course.

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

Core Subject Classes: When entering a classroom, visitors will see standards based instruction at a prominent place in the classroom. Visitors will also see a unit board, which will identify the state standards being addressed, the assessments being utilized, and specific learning objectives and outcomes for the day. Often, in the first ten minutes of the classroom, teachers will utilize a warm-up to help students activate background knowledge. Or, teachers may use the time to provide direct instruction to help students acquire new knowledge.

All instruction will follow the Strategic Design for Student Achievement™ Model which trains teachers to use backwards planning process to make deliberate decisions to provide effective instruction. Strategic Design, developed by Insight Education Group, teaches teachers to identify desired outcomes (Standards and
Bloom’s taxonomy) align those outcomes to multiple assessments (formative and summative assessment options are used) and to develop and differentiate instruction toward student needs (Bloom’s Taxonomy, research based strategies, and differentiated instruction).

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

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

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

**A TYPICAL DAY**

A typical day at TEACH Tech Charter High School will be designed for deep exploration of subject matter content and to provide ample opportunities for students to socialize and engage in enriching extra-curricular activities. The schedule will be set up to ensure equitable access for all students to a curriculum that meets their needs and challenges them academically. Students will generally arrive at school between 7:15 a.m. Teachers arrive at 7:30 am. On Monday mornings, teachers attend a calendar meeting and on Thursday mornings, they attend a curriculum meeting. On other mornings, teachers are mentoring students, and students are finishing up assignments on computers, checking their email and ordering lunch online. Every day begins with all students attending a reading elective course during period 0, Success For All: The Reading Edge, which provides prevention, intervention, and gifted reading instruction. Students then have a nutrition break and transition into their core content courses and/or other electives (Technology, Communication, and Foreign Languages).
Students will participate in a block schedule for their core curriculum. These longer blocks allow for deeper exploration of subject matter and thematic integration to ensure mastery of content. Furthermore, four times a week, Monday-Thursday, each student only sees five teachers in the course of the day, and only makes three to four transitions. This supports a small learning community and minimizes opportunities for problems to arise. On Friday, students have seven, 50-minute blocks so that they have more opportunity for electives and a 75 minute PE block for the day. The day ends at 3:50 p.m. daily. Every day, students participate in intervention workshops, enrichment, extra-curricular activities, and community service after school between 3:00 p.m. and 6:00 p.m.

All students will participate in the Carole M. White Physical Education (PE) program. PE teachers have been trained in, and are implementing the Sports, Play, and Active Recreation for Kids (SPARK) curriculum, which provides appropriate PE activities for students in grades K-12. The program includes sports, dance, and general fitness, and is aligned to National PE standards. Students also engage in teambuilding, leadership and communication through the Fulcrum program.

**After School Program**

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

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

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

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

Additionally, the ASES program is to be aligned with, and is not a repeat of, the content of regular school days and other extended learning opportunities. A safe physical and emotional environment, as well as opportunities for relationship building, must be provided. After school programs must consist of the two elements below and ASES program leaders work closely with school site Administrators and staff to integrate both elements with the school's curriculum, instruction, and learning support activities.
1. An **educational and literacy element** must provide tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests.

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

**OPERATIONAL REQUIREMENTS**

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

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

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

**SPECIAL EDUCATION STUDENTS**

**Charter School Special Education Responsibilities**

Prior to Los Angeles Unified School District (“LAUSD”) Governing Board approval, TEACH Tech Charter High School will either execute a Memorandum of Understanding (“MOU”) by and between the Los Angeles Unified School District (“LAUSD”) and TEACH Tech Charter High School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD’s MCD requirements.

**Special Education Program**

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

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, TEACH Tech Charter High School will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and TEACH Tech Charter High School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA will begin in the 2014-2015 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2014-2015 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements
All charter schools chartered by 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 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 Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a
regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

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

**English Learner Instruction**

TEACH Tech Charter High School is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), TEACH Tech Charter High School shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

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

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

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

The TEACH Tech Charter High School English language support program will consist of five steps: 1) Identification, 2) Assessment, 3) Support Services, 4) Transition, and 5) Monitoring.

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

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

3 **Support Services**: Appropriate language support services will be provided to all students that require them. English as a Second language (ESL) teachers will work closely with the interdisciplinary teaching teams to provide teaching strategies and support for classes containing ELL students. Teachers will monitor ELLs through daily reading, writing, and discussion activities to determine each student’s literacy habits and skills. Based on these observations, plans to address the needs will be developed and implemented into the curriculum. Teachers will be encouraged to use the Cognitive Academic Language Learning Approach. This three-pronged approach integrates language learning, academic content, and learning strategies. Language is learned within the context of a lesson. Learning strategies such as prediction, organizing information, and note-taking are taught explicitly and help all students become more effective learners. The ELL programs will utilize the same educational content being provided as part of the regular school programs.

4 **Transition**: Once a student gains proficiency in English, TTCHS staff will be responsible for transferring the student out of the ELL program and into the regular school program. Transfers will be based on pre-determined criteria established by staff at the school.

5 **Monitoring**: Students exiting an ELL program and into a regular program will be continuously monitored for academic progress. Staff will determine if the regular program is adequately addressing student needs or if further language development is required.

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

- Performance level on the Fall CELDT
- Performance level in Language Arts on the CST
- Performance in the Fall and/or Spring semester in Language Arts
- Teacher observations
- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

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

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

**Students with Special Needs**

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

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

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

**Academically Gifted Students**

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

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

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

**ACADEMICALLY LOW-ACHIEVING STUDENTS**

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

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

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

These services fall along this scale, according to need:

**Level 1 Support Strategies for All Students**

- Additional instructional time
- Differentiated instruction
- Flexible groupings
- Additional exposure to the information and language being presented in the lesson
- Progress reports to parents/guardians
- Planner checks
- Paraprofessional support
- Focus on accelerating student progress and meeting student needs
Level 2 Support Strategies for Low-Achieving Students

- Extended day program for tutoring
- Teacher assistance
- Counseling and parent meetings
- One-on-One Instruction by teachers, paraprofessionals or the Inclusion Specialist
- Peer tutoring
- Additional Focused assignments

Level 3 Support Strategies for Low-Achieving Students

- Formal TTCHS Advisory meeting held to determine need for formal assessment for Special Education
- Special education classes providing academic support and learning strategies
- Special education/general education collaboration for instruction and assignments

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

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

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

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

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

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

**STUDENTS OF LOW SOCIOECONOMIC STATUS**

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

**STUDENTS WITH INDIVIDUALIZED EDUCATIONAL PLANS**

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

**SPECIAL EDUCATION SERVICES**

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

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

**Charter School Special Education Responsibilities**

TEACH Tech Charter High School asserts its commitment to the following, in concert with the SELPA for which it is a member:

- TTCHS will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all students with disabilities are afforded a free, appropriate public education (FAPE). TTCHS will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment.
- TTCHS will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled at TTCHS.
- TTCHS will adhere to all SELPA policies and procedures regarding special education, including submission of documents and information, participation in reviews, and attendance at informational sessions and meetings.
- TTCHS will use SELPA forms to develop, maintain, and review assessments and into the SELPA data system in accordance with SELPA policies and procedures. TTCHS will maintain copies of assessments and IEP materials for review by the SELPA. TTCHS will submit to the SELPA and CDE all required reports, in a timely manner as necessary to comply with state and federal law. TTCHS develop individual Transition Plans to help a student with disabilities, age 14 and older, in transitioning to adult living.
- TTCHS will participate in the state’s quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and local education plan). TTCHS will participate in internal validation review.
- TTCHS in conjunction with the SELPA will be responsible for the management of its special education budgets, personnel, programs, and services. TTCHS ensures that its special education personnel will appropriately credentialed, licensed, or on waiver consistent with California laws and regulations.
- TTCHS will implement the programs and services, including providing related services, required by a student’s IEP. TTCHS may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. TTCHS may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.
- All IEPs will be maintained in accordance with state and federal student confidentiality laws. Services providers from other agencies, who provide instruction or a related service off the school site, will also be provided a copy of the IEP.

When a student transfers to TTCHS from another school, TTCHS will hold an Administrative Placement meeting. TTCHS will provide related services required by the student’s enrollment regardless of the type of service provider (school, non-public school, or private). A review by the IEP team meeting, for such a student will held within 30 days of the student’s enrollment in accordance with state and federal law. When
requested by TTCHS, a representative from the SELPA or district of residence may attend a student’s first IEP meeting at TTCHS to assist with the transition.

The referral process will include Student Success Team meetings to review prior interventions, accommodations, and modifications, and to recommend further interventions as appropriate. TTCHS will identify and refer students who demonstrate early signs of academic, social, or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

TTCHS will be responsible for the development of assessment plans for student with suspected disabilities or in the alternative, providing appropriate written notices to parents when denying a request for assessment. TTCHS will make decisions regarding eligibility, goals, program, placement, and exit from special education by consensus of the student’s IEP team.

If TTCHS cannot provide an appropriate placement or services for a student with special needs, TTCHS will contact the SELPA to discuss placement and services alternatives. TTCHS will request participation of a SELPA special education representative and/or a representative of the student’s district of residence at an IEP team meeting whenever special education programs outside of TTCHS are or at a non-public or private school. If an IEP team that includes TTCHS personnel places a student in a special education program provided by another entity without SELPA representation on the IEP team, then TTCHS will be fully responsible for the monitoring progress towards the student’s IEP goals.

TTCHS will promote movement of students with disabilities into less restrictive environments as well as increased interactions of students with disabilities with on-disabled students. TTCHS will use assessment and standardized testing procedures, including guidelines for accommodations, modifications and adaptations, to monitor student progress.

TTCHS will provide planned staff development activities and school personnel participate in appropriate SELPA trainings to support access by student with disabilities in appropriate SELPA trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with on-disabled peers.

TTCHS ensures that the teachers and other persons who provide services to a student with disabilities will be knowledgeable of the content of the student’s IEP.

TTCHS ensures that student discipline and procedures for suspension and expulsion of students with disabilities will be in compliance with state and federal law. Discipline procedures include positive behavioral interventions. In accordance with the Modified Consent Decree, TTCHS will collect data pertaining to the number of special education students suspended or expelled.

All students will be given equal access to the school regardless of disabilities, and TEACH Tech Charter High School will not discriminate against any student based on his/ her disabilities. All students with disabilities will be accorded a Free, Appropriate Public Education.
**TTCHS Child Find Procedures**

For all newly enrolled students, TTCHS will use the following steps to as a due diligence measure to determine any special needs:

- The TTCHS student inscription package has as part of the main application form a self-reporting Statement of prior use of special education service, and a request for a copy of any existing IEP
- TTCHS staff will review the cumulative file, when
- TTCHS faculty will complete an observation of all students in the first 30 days of instruction, at the start of the year upon enrollment. Special needs services will be offered if the need is identified up to the period when an IEP can be established.
- A review of all known IEPs will be completed in the first 30 days to set initial services
- An TTCHS Advisory meeting (TTCHS equivalent of an SST) will be held for all students that may be in need of special education services for which there is no IEP, so as to determine intervention strategies for the semester, with input from the parent and the student's teachers.

**TTCHS Inclusion Model and General Education Program Modifications**

For all newly enrolled students, TTCHS will use the following steps to as a due diligence measure to determine any special needs:

TTCHS will implement a modified full-inclusion instruction model for students with special needs. The goal is for the student to have as much access to General Education population/curriculum as possible within the student's Least Restrictive Environment (LRE). The on-staff full-time TTCHS Resource Specialist provides daily services to students with an IEP with a combination of push-in services (by going into the classrooms as extra support for the students and teachers), and pull-out services (pulling small groups for about 45 minutes for additional instruction outside of the classroom). The amount of services for each student is determined by the number of minutes indicated on their IEP.

The TTCHS RSP will also be responsible for providing the General Education teachers a list of the accommodations and modifications stated in each child's IEP. He/she monitors to make sure the General Education teachers are implementing said accommodations and modifications in the classrooms. Periodic meetings between the Specialist and General Ed Teachers will be conducted to share successes and concerns regarding strategies implemented, and the Specialist assists the General Ed teacher in finding new accommodations/modifications if necessary.

Any needed additional services will be delivered via the contracted service provider, which would include:

- Speech and Language therapy
- Adaptive Physical Education
- Occupational/Physical therapy
- Counseling
- Sign Language Interpreting
REFERRAL PROCESS

The need for special education service can be initiated by the TTCHS General Education teachers, or the parent. The process is initiated via a referral form submitted to the Administrators. The teacher must state what the student's strengths are, areas for concern, and what modifications/strategies he/she have already tried with the student. The form triggers the scheduling of a TTCHS Advisory Meeting -- the TTCHS equivalent of a Student Success Team, which is set up by the Advisory teacher and consists of all of the student's teachers, parent(s), student, and administrators.

During the Advisory Meeting the information from the referral form is discussed together with behavioral issues (if any), attendance issues (if any), and grades. The administrator and/or Advisory teacher will also look at the student's cum to research history, and review prior the academic performance record and CST scores. The team formed also gets input from the parents on what is going on at home to see if there are any connections which may be affecting the student's performance. The team comes up with an action plan that is implemented for a certain period of time (usually one grading period) to give the student a chance to show improvement.

The team will reconvene to review new information (such as new grades, teacher reports, etc.) at the completion of the designated time. If there is no significant improvement, and if there is continued concerns that the student may have a disability, the parent is instructed to submit a formal letter requesting an assessment of their son/daughter for Special Education services. The RSP teacher will notify the contracted School Psychologist of pending assessment, sends out an Assessment Plan to the parent, and the IEP team has 60 days from the date the Assessment Plan is signed by the parent to complete the assessment and hold the IEP meeting to discuss findings and next steps.

SPECIAL NEEDS ASSESSMENT SERVICES AVAILABLE

The TTCHS will employ a Resource Specialist responsible for administering the academic assessments. She uses the Woodcock Johnson III Tests of Achievement (WJIII)

The contracted credentialed School Psychologist will provide the following assessments:
Behavioral, Cognitive, Social-Emotional, Visual and Auditory Perception, Psychomotor using these tools:
- Cognitive: Matrix Analogies Test (MAT)
- Auditory Perception: Tests of Auditory Perceptual Skills (TAPS -3)
- Psychomotor: Beery – Burktencia Visual Motor Integration (Beery VMI)
- Social-Emotional and Behavioral: Youth Self Report (YSR)

The contracted credentialed Speech/Language and Hard of Hearing Therapist will use these assessments based on the nature of the child's disorder:
- Articulation: Templin-Darley Test of Articulation
Assessment and Service needs identified for the student that are not listed above can be contracted via the service partners available to TTCHS. It is also anticipated that service needs can be coordinated with the LAUSD SELPA.

DEVELOPMENT OF AN APPROPRIATE IEP DOCUMENTATION

While a school within the LAUSD SELPA, TTCHS will use the IEP template via the LAUSD Welligent system. We will work with the LAUSD-SELPA to devise the appropriate format.

Special Education Due Process and Procedural Safeguard

In accordance with IDEA, parents or guardians of a student with an IEP at TTCHS must give written consent for the evaluation and placement of their child, be included in the decision-making process when there is a change in placement under consideration, and be invited, along with teachers, to conferences and meetings to develop their child’s IEP.

Any concerns or disagreements raised by the parents will be acknowledged by TTCHS within five (5) days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

TTCHS will provide the parent with all notices of procedural safeguard as well as the information on the procedure to initiate both formal and informal dispute resolutions. This will include:

- The policies and procedures of the TTCHS Uniform Complaint Procedures (UCP).
- The complaint resolution process available to them via the California Department of Education Procedural Safeguards Referral Service, and of the Office of Administrative Hearings.

Parents have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. If this occurs, TTCHS and the SELPA, of which it is a member shall be named respondents and shall work together to defend the case.

Parents have the right to file a complaint if they believe that the school has violated federal and state laws or regulations governing special education. If this occurs, TTCHS will address and respond to the complaint according to TTCHS’ Uniform Complaint Procedures.
CHARTER IMPLEMENTATION PLAN

The implementation from the first charter of TEACH Academy of Technologies serving middle school students to the full implementation of TTCHS charter represents the opportunity to continue the services and formation of the school. Within the second charter, significant milestones are projected, such as the graduation of the students from high school, achieving full WASC accreditation, reaching full enrollment for all grades, and expansions of the curriculum and programs needed in our community.
ELEMENT 2: MEASURABLE PUPIL OUTCOMES

“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.”

Ed. Code § 47605 (b)(5)(B) which requires a description of “the method by which pupil progress in meeting those outcomes is to be measured.” These outcomes apply to each grade level.

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #1</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
</tr>
</thead>
</table>
| • TEACH Tech Charter High School will seek, hire and maintain a highly qualified faculty that will be appropriately assigned.  
• TEACH Tech Charter High School will seek and obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career.  
• School facilities are safe, well maintained and in good repair. | • When job openings become available, TEACH Tech Charter High School will ensure that vacancies are widely announced with local teacher educator programs and teacher job recruitment sites (e.g., edjoin.org)  
• All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, curricular and teaching materials review, teaching demonstration, and reference checks.  
• The Director of Operations will ensure personnel provide appropriate evidence of credentials and applicable licenses and authorizations held.  
• Faculty will have targeted professional | • TEACH Tech Charter High School personnel files will demonstrate that 100% of the teachers meet state requirements for credentialing and/or licenses/authorizations.  
• Number of high quality applicants per yearly faculty job opening is greater than 5.  
• Faculty does yearly assessment of materials prior to the end of the school year.  
• Teachers unit/lesson plans will demonstrate standards-alignment and modifications/adaptations for ELs, exceptional students, high and low- achieving students.  
• 85% of teachers reach individual professional goals.  
• 90% of community members agree that the school is clean and orderly on school survey.  
• TEACH Tech Charter High |

TEACH Tech Charter High School
School will keep a well-maintained school environment as evidenced by 100% clear maintenance and repair records, and a visual inspection of the school environment, this will be measured by regular walkthroughs of school facilities by school leadership.

<table>
<thead>
<tr>
<th>State Priority #2</th>
<th>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</th>
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<tbody>
<tr>
<td><strong>ANNUAL GOALS TO ACHIEVE PRIORITY #2</strong></td>
<td><strong>ACTIONS TO ACHIEVE ANNUAL GOALS</strong></td>
</tr>
<tr>
<td>• All TEACH Tech Charter High School curriculum will be aligned to CCSS.</td>
<td>• Curriculum maps for each course written prior to school opening and revisited yearly.</td>
</tr>
<tr>
<td>• All students will receive instruction in the academic and</td>
<td>• All curriculum maps will have goals and strategies to support ELs.</td>
</tr>
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<td></td>
<td>• Professional development,</td>
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performance standards adopted by the state board, and ELs and other struggling subgroups will receive additional support and scaffolding to access the content areas and gain English proficiency.

which includes dedicated days for implementing Common Core, and supporting ELs and other struggling students

- Teachers will collaborate, refine instructional practices, and develop CCSS-aligned units/lessons.
- Leadership team and teachers will conduct regular walk-throughs to collect evidence of CCSS implementation and EL strategies employed during lessons.
- Teachers will create unit/lesson plans that show alignment to CCSS, and adaptations, modifications made for ELs and students with exceptional needs.
- Using a data management system, performance for all students and significant subgroups will be tracked on school wide benchmarks or other performance assessments.

- ELs will make measurable progress in language proficiency and have access to the content areas, as evidenced by: CELDT scores or other applicable state-measure relating to English Language Proficiency; Reclassification rates of ELs; Teacher-created formal and informal observations, anecdotal records’ Performance, formative, and summative assessments.

**State Priority #3**. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

<table>
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<tr>
<th><strong>ANNUAL GOALS TO ACHIEVE PRIORITY #3</strong></th>
<th><strong>ACTIONS TO ACHIEVE ANNUAL GOALS</strong></th>
<th><strong>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• All students at TEACH Tech Charter High School will learn in a collaborative environment with strong parent and community support that furthers the learning of all students.</td>
<td>• Published list of differentiated opportunities for parental involvement.</td>
<td>• 85% of parents complete 15+ hours of volunteering as evidenced by records tracking parent hours.</td>
</tr>
<tr>
<td>• Parents demonstrate high</td>
<td>• Regular, designated times for parents to give feedback to school leadership (meetings, cafecitos, etc.).</td>
<td>• 75% of parents complete community survey.</td>
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<tr>
<td></td>
<td>• Annual school survey.</td>
<td>• 85% of parents attend school meetings as measured by sign-in sheets.</td>
</tr>
<tr>
<td></td>
<td>• The Director of Operations will work with the Parent</td>
<td>• 90% of parents strongly agreeing to focused</td>
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| satisfaction with the school’s program. | Coordinator to communicate the volunteer commitment of 20 hours per school year, and emphasize the importance of completing the hours.  
- The Parent Coordinator will track parent volunteer hours logged and create reports that are sent at least 2 times per year to remind parents about hours remaining to be fulfilled.  
- The Parent Coordinator will track parent attendance at school events and parent meetings.  
- The Director of Operations will invite parents to serve on school committees, volunteer in the classrooms, participate in school events, and attend board meetings.  
- The Director of Operations will ensure that materials relating to parent involvement are translated into Spanish.  
- TEACH Tech Charter High School will conduct surveys among students, staff, and parents.  
- The Director of Operations will hold parent meetings to inform parents about important school news and receive parental input.  
- Director of Operations will form a Parent’s Advisory Committee that will have representatives from each grade level, this committee will give feedback and suggestions on the overall | questions on annual school survey.  
- TEACH Tech Charter High School will demonstrate high parent involvement, participation, and provide opportunities for input as evidenced by agendas of meetings and committees such as the Parent’s Advisory Committee. |
**State Priority #4.** Pupil achievement, as measured by all of the following, as applicable:

A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
B. The Academic Performance Index (API)
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

<table>
<thead>
<tr>
<th>Annual Goals to Achieve Priority #4</th>
<th>Actions to Achieve Annual Goals</th>
<th>Measurable Outcomes and Methods of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students show growth on benchmark assessments.</td>
<td>Standards based and aligned curriculum.</td>
<td>85% or more of all students will demonstrate at least a 10% combined score improvement from the previous year on the CST or CCSS.</td>
</tr>
<tr>
<td>Students at TEACH Tech Charter High School, including those in numerically significant subgroups, will show measurable progress on state assessments.</td>
<td>Regular benchmark assessments aligned to standards</td>
<td>90% of students will improve their individual writing scores by at least 10% over the previous year as measured by standardized writing assessment.</td>
</tr>
<tr>
<td>TEACH Tech Charter High School will meet or exceed state requirements for API.</td>
<td>Extensive student support structures (summer school, remediation courses, office hours, tutoring, differentiated instruction)</td>
<td>70% of students will show growth on their internal benchmark assessments for each course.</td>
</tr>
<tr>
<td>English Learners will show consistent gains in language proficiency.</td>
<td>Rigorous graduation requirements (beyond UC A-G)</td>
<td>75% or more of students will earn a passing grade of C or above in their courses.</td>
</tr>
<tr>
<td>Students will be enrolled in college preparatory courses that meet the UC A-G requirements.</td>
<td>Curriculum maps designed to support ELs and struggling students</td>
<td>90% of students pass CAHSEE on first attempt.</td>
</tr>
<tr>
<td>TEACH Tech Charter High School will offer at least one AP course in every core discipline and encourage students that are ready for the rigor to enroll.</td>
<td>English/Math Curriculum maps aligned with EAP assessments</td>
<td>100% of students complete UC A-G requirements.</td>
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<td></td>
<td>Extensive professional development specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups</td>
<td>70% of ELs make progress towards EL proficiency as measured by the CELDT.</td>
</tr>
<tr>
<td></td>
<td>The Director of</td>
<td>80% of students have passed an AP exam with a score of 3 or higher.</td>
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</table>
Operations will ensure that TEACH Tech Charter High School meets the participation rates for statewide assessments and implements testing according to state regulations.

- The TEACH Tech Charter High School Leadership will develop growth metrics to meet or exceeds state requirements for API.
- The TEACH Tech Charter High School Administration will ensure the CELDT or other applicable state assessment is administered according to state regulations.
- The TEACH Tech Charter High School Administrative team and instructional staff will monitor reclassification rates of ELs.
- Teachers will use formal and informal assessments to document students’ progress in language proficiency.
- TEACH Tech Charter High School will work on building literacy to prepare students for college readiness.

- 100% participation in EAP.
- TEACH Tech Charter High School will demonstrate a 10% improvement on students college preparedness via EAP or equivalent.
- Attain our Academic Performance Index (API) growth target in the prior year or in two of the last three years both school wide and for all groups of pupils served by the charter school.
- English Learners will show consistent gains in language proficiency as evidenced by: CELDT assessment; and Reclassification to Fluent English Proficient.

**State Priority #5.** Pupil engagement, as measured by all of the following, as applicable:

A. School attendance rates  
B. Chronic absenteeism rates  
C. Middle school dropout rates (EC §52052.1(a)(3))  
D. High school dropout rates  
E. High school graduation rates
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<tr>
<th><strong>ANNUAL GOALS TO ACHIEVE</strong></th>
<th><strong>ACTIONS TO ACHIEVE ANNUAL GOALS</strong></th>
<th><strong>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</strong></th>
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<tbody>
<tr>
<td><strong>PRIORITY #5</strong></td>
<td><strong>TEAM ADVISORY COMPONENT TO SUPPORT STUDENTS AND BUILD FAMILY.</strong></td>
<td><strong>95% AVERAGE DAILY ATTENDANCE AS EVIDENCED THROUGH ATTENDANCE RECORDS.</strong></td>
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<td></td>
<td><strong>PERSONALIZED LEARNING PLANS.</strong></td>
<td><strong>LESS THAN 3% PER DAY (AVERAGE) TARDY AS EVIDENCED THROUGH ATTENDANCE RECORDS.</strong></td>
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<tr>
<td></td>
<td><strong>EXTENSIVE SUPPORT STRUCTURES, INCLUDING EARLY INTERVENTION PLANS.</strong></td>
<td><strong>LESS THAN 2% ANNUAL CHRONIC ABSENTEE RATE.</strong></td>
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<td></td>
<td><strong>COMMUNITY BUILDING VIA ORIENTATION, ADVISORY, AND TOWN HALL MEETINGS.</strong></td>
<td><strong>LESS THAN 3% HIGH SCHOOL DROPOUT RATE.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>THE DIRECTOR OF OPERATIONS WILL MONITOR SCHOOL ATTENDANCE RATES REGULARLY AND EMPLOY STRATEGIES TO MAINTAIN A HIGH ATTENDANCE RATE. STRATEGIES MAY INCLUDE, BUT ARE NOT LIMITED TO, PARENT EDUCATION ABOUT THE CORRELATION BETWEEN ATTENDANCE AND STUDENT ACHIEVEMENT AND ATTENDANCE AWARDS.</strong></td>
<td><strong>95% HIGH SCHOOL GRADUATION RATE.</strong></td>
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<td></td>
<td><strong>THE TEACH TECH CHARTER HIGH SCHOOL ADMINISTRATIVE TEAM WILL OVERSEE ADDITIONAL EFFORTS TO BE MADE WITH PARENTS OF STUDENTS WITH CHRONIC ATTENDANCE ISSUES, INCLUDING BUT NOT LIMITED TO INDIVIDUAL MEETINGS OR HOME VISITS.</strong></td>
<td></td>
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<td></td>
<td><strong>THE TEACH TECH CHARTER HIGH SCHOOL ADMINISTRATIVE TEAM AND STAFF WILL ENSURE A POSITIVE LEARNING ENVIRONMENT IS IN PLACE DURING CLASSROOM AND SCHOOL WALKTHROUGHS. THE ADMINISTRATIVE STAFF WILL FACILITATE TRAININGS AS NEEDED TO HELP TEACHERS</strong></td>
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</table>
State Priority #6. School climate, as measured by all of the following, as applicable:
   A. Pupil suspension rates
   B. Pupil expulsion rates
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

<table>
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<tr>
<th></th>
<th>Annual Goals to Achieve Priority #6</th>
<th>Actions to Achieve Annual Goals</th>
<th>Measurable Outcomes and Methods of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will be thoughtful, engaged citizens of a 21st century world.</td>
<td>Extensive community building via advisory, orientation and Town Hall meetings as well as other school events.</td>
<td>• Less than 10% suspensions.</td>
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<tr>
<td></td>
<td>Students at TEACH Tech Charter High School will demonstrate respect for individual differences and uphold the character values that the school has established to provide a positive and safe learning environment.</td>
<td>Team Advisory course to promote family and establish sense of school connectedness.</td>
<td>• Less than 1% expulsions.</td>
</tr>
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<td></td>
<td>Personalized Learning Plans.</td>
<td>• 85% of students are satisfied with positive school climate at TEACH Tech Charter High School on school survey.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analysis of and action plans from school safety survey.</td>
<td>• 85% of parents are satisfied with positive school climate at TEACH Tech Charter High School on school survey.</td>
</tr>
<tr>
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<td></td>
<td>The TEACH Tech Charter High School administrative team will ensure a positive learning environment is in place during classroom and school walkthroughs. The team will facilitate trainings as needed to help teachers ensure students are engaged, feel safe, and respected.</td>
<td>• Less than 15% transfer rate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The TEACH Tech Charter High School will demonstrate suspension and expulsion rates lower than the school district, as measured through student discipline records.</td>
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</tbody>
</table>
High School staff will ensure that parents and students understand the school’s behavior expectations and related consequences through parent orientation, parent meetings, school assemblies, and classroom meetings.

- The TEACH Tech Charter High School Leadership Team will oversee the implementation of character education and the 6 pillars of Character Counts! through a school wide character focus, classroom meetings, parent meetings and other research-based strategies.
- The TEACH Tech Charter High School administrative team will monitor suspension and expulsion rates to inform policy and decision-making about the effectiveness of the school’s current efforts to create a positive school climate.
- The Director of Operations will oversee the distribution of parent, student and staff surveys (translated as needed) to inform policy and decision-making about the effectiveness of the school’s efforts to create a positive school climate.

**State Priority #7.** The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.
“Broad course of study” includes the following, as applicable:

**Grades 9-12:** English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

<table>
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<tr>
<th><strong>ANNUAL GOALS TO ACHIEVE PRIORITY #7</strong></th>
<th><strong>ACTIONS TO ACHIEVE ANNUAL GOALS</strong></th>
<th><strong>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</strong></th>
</tr>
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<tbody>
<tr>
<td>• 100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A-G.</td>
<td>• Rigorous graduation requirements that exceed A-G.</td>
<td>• 90% of students graduate on time.</td>
</tr>
<tr>
<td>• All TEACH Tech Charter High School Students will receive a well-rounded education and instruction that integrates content areas.</td>
<td>• Extensive Support Systems (advisory, tutoring, office hours, remedial courses, summer school, etc.).</td>
<td>• 80% of students are accepted to a 4 year college.</td>
</tr>
<tr>
<td>• Students with exceptional needs and all ELs, high and low-achieving students will receive modifications and differentiated curriculum to meet their needs.</td>
<td>• The Director of Academics will provide instructional staff with the resources to create unit/lesson plans that incorporate the instruction of English, mathematics, social sciences, science, visual and performing arts, health, and physical education.</td>
<td>• All students, including those in numerically significant subgroups (students with exceptional needs, or classified as EL, FRPM eligible, or foster youth) will participate in a broad course of study, as described in Ed Code Section 51210: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board.</td>
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</table>

**State Priority #8.** Pupil outcomes, if available, in the subject areas described above in #7, as applicable.
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<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #8</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students at TEACH Tech Charter High School will demonstrate knowledge of a broad course of study (English, mathematics, social sciences, science, visual and performing arts, health, physical education).</td>
<td>• Standards based and aligned curriculum maps.</td>
<td>• 85% or more of all students will demonstrate at least a 10% combined score improvement from the previous year on the CST or CCSS.</td>
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<tr>
<td>• TEACH Tech Charter High School students will demonstrate college and career readiness skills as outlined in the Framework for 21st Century Learning (Partnership for 21st Century Skills) and College and Career Readiness Framework and California Common Core Content Standards.</td>
<td>• Regular benchmark assessments aligned to standards.</td>
<td>• 90% of students will improve their individual writing scores by at least 10% over the previous year as measured by standardized writing assessment.</td>
</tr>
<tr>
<td></td>
<td>• Extensive student support structures (summer school, remediation courses, office hours, tutoring, and differentiated instruction).</td>
<td>• 70% of students will show growth on their internal benchmark assessments for each course.</td>
</tr>
<tr>
<td></td>
<td>• Rigorous graduation requirements (beyond UC A-G).</td>
<td>• All students, including those in numerically significant subgroups (students with exceptional needs, or classified as EL, FRPM eligible, or foster youth) will demonstrate knowledge of a broad course of study, as described in Ed Code Section 51210: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board.</td>
</tr>
<tr>
<td></td>
<td>• Curriculum maps designed to support ELs and struggling students.</td>
<td>• This will be measured by school wide data relating to:</td>
</tr>
<tr>
<td></td>
<td>• Curriculum maps aligned with EAP assessments.</td>
<td>o Reading Skills: Assessments or other applicable state tests, performance assessments, benchmark assessments.</td>
</tr>
<tr>
<td></td>
<td>• Extensive professional development, specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.</td>
<td>o Writing Skills: Assessment or other applicable state tested.</td>
</tr>
<tr>
<td></td>
<td>• The TEACH Tech Charter High School Leadership team will ensure implementation of the academic program as described in Element One.</td>
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tests, writing samples, performance assessments.
   o Speaking Skills: Rubrics relating to class presentations, teacher observations, performance assessments.
   o Listening Skills: Teacher observations of students during lessons and interactions with peers.
   o Mathematics Skills: Assessment or other applicable state tests, curriculum benchmark tests, performance assessments.
   o History/Social Studies Knowledge: Applicable state tests, curriculum benchmark tests, performance assessments.
   o Subgroup reports: Data tracking performance of each numerically significant subgroup.

**OUTCOME GOALS-SKILLS, KNOWLEDGE, AND ATTITUDES**

TEACH Tech Charter High School will satisfy state requirements for student assessments as required by law. TTCHS is committed to closing achievement gaps and increasing the academic performance of all its students, including low achievers, high achievers, and English Language Learners and students with Special Needs. The goals and performance outcomes for all students and the school are as follows.

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

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

**WHO WILL BE ACCOUNTABLE FOR STUDENT PROGRESS**

Students will be held accountable and taught to be responsible for their own learning through a number of approaches. Parents will be held accountable for involvement in the school and in their child’s education. However, at TTCHS, primary responsibility for student progress falls on teachers and administrators.

Some of the programs and practices that hold teachers and administrators responsible for student progress are described below in *Data-Driven Decision-Making, Professional Development, and Personalization/Student Advisors*. More specific means to ensure accountability are outlined in *Element 3*.

**DATA-DRIVEN DECISION-MAKING**

Research shows that classrooms can make significant gains in student achievement even with the most academically challenged students, and TTCHS is committed to doing just that. To reach each of its goals, and to continually improve the quality of the education that the students are receiving, the TTCHS community utilizes data-driven decision-making. This process begins with teachers and administrators working together to collect key assessments, setting benchmarks, and pieces of student work. Academic files for every student will be created. Before the students graduate, they must present work from different classes. In essence, they must defend the knowledge they have acquired throughout their matriculation at TTCHS. Data also includes API and California Standards Test results, published and teacher generated classroom assessments to determine student needs and the curricular and instructional approaches that best address those needs.

This process kept all involved community members, including teachers and students, accountable for teaching and learning. With an overall intent to meet Academic Performance Index (“API”) growth targets and Adequate Yearly Progress (“AYP”) as set forth in the No Child Left Behind Act, the following goals shall be pursued by TEACH Tech Charter High School:

**MEASURES AND SKILL DEVELOPMENT**

TEACH Tech Charter High School will evaluate academic; as well as, critical-thinking, problem-solving, and interpersonal skills. The following student outcomes are more fully described in *Element 1* under “Academic Core Curriculum.” In addition, the assessment methods by which the outcomes will be evaluated are outlined in *Element 3* under “Methods to Measure Student Outcomes”

**STUDENT OUTCOMES ALIGN WITH STATE STANDARDS:**

Both classroom assessments and standardized test scores help to measure subject specific outcomes related to the Common Core State Standards. The chart below demonstrates what each student will master in each core subject.
## Academic Rigor and the California Standards Goals

<table>
<thead>
<tr>
<th>Curriculum Focus/ Courses</th>
<th>Examples of Learning Objectives Based on Common Core State Standards</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>Students will be able to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works and will be able to: - understand the main and subordinate ideas in written works, lectures, and discussions - to manipulate and create ideas about a topic and be able to organize them for presentation in both verbal and written forms - write essays using the English language correctly and effectively - write an autobiography every year with increased breadth and depth expected in succeeding years</td>
<td>CAHSEE, ELA CST, Interim School-Based Quarterly Assessments, Teacher-Made Tests, Portfolios, Service Learning Projects Administration of EAP option for college placement. NCLB Requirements</td>
</tr>
<tr>
<td><strong>English Language Development</strong></td>
<td>- Students will be able to gain increasing control of the ability to understand, speak, read and write in the English language.</td>
<td>CELDT CST—ELA Interim School-Based Quarterly Assessments, Teacher-Made Tests</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students will be able to demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations. - Students will be able to calculate and solve problems using ratios, proportions, percentages, roots and powers. - Read and summarize the main ideas of economics, statistics and science texts. - Students will be able to explain and utilize the mathematical concepts and operations of algebra and geometry</td>
<td>CAHSEE, Math, Algebra I, Geometry, Algebra II CST Interim School-Based Quarterly Assessments, Teacher-Made Tests, MDTP algebra readiness tests NCLB Requirements</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>- Students will be able to demonstrate through investigation and experimentation an understanding of the principles of physical and life science as well as ecology. - Students will be able to intelligently discuss concepts of matter, energy, motion and force as well as the natural laws and processes of the physical world and the science of life and living matter. Special references will be made to evolution, growth, reproduction and structure. - Students will be able to use the scientific method to</td>
<td>Integrated Science I, Biology, Chemistry CST Interim School-Based Assessments, Teacher-Made Tests Service Learning Projects</td>
</tr>
</tbody>
</table>
- Successfully complete an experiment to investigate a current scientific question; while being able to interpret and generalize the results obtained.
- Students will be able to use laboratory equipment effectively.

| Social Science/History | - Students will be able to demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view.
- Students will be able to understand an understanding of Ancient Civilizations, Medieval and Early Modern Times.
- Students will be able to display understanding of the social systems, customs, communities, values, economies, governments, and politics of at least three cultures and societies. Explain how this understanding relates to the students’ culture and society.
- Students will be able to generate educated opinions and write pieces on current events, using historical references to the events and ideas that have shaped our nation, its place in the world, other nations, and the world at large.
- Students will be able to explain our system of government, including the relationships between the branches, how laws are enacted, as well as the importance of an independent press and an educated citizenry. | US History, World History, Economics
CST Interim School-Based Assessments, Teacher-Made Tests
Assessments for the Senior Project
Management Experience Class Project – the multidiscipline effort that applies social studies learning and professional team dynamics. |

| Foreign Language | - Students will be able to demonstrate spoken and written proficiency in a foreign language.
- Students will be able to demonstrate the ability to read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works. | AP tests (where applicable) Interim School-Based Assessments, Teacher-Made Tests
Service Learning Projects |

| Fine Arts | Students will be able to demonstrate some facility with a fine or performing art. Students will understand the place of art in society.
- Students will be able to explain a work of art and criticize it.
- Students will be able to create a work of art in the visual and plastic arts.
- Students will be able to participate in performance art. | Individual course assessments
Portfolio Assessments
Teacher-Made Tests
Service Learning Projects |

| Overall Achievements | API, AYP, CST |
TEACH Tech Charter High School will address all state standards and A-G’s for each grade and subject level, as found in Appendix D. Specific subject proficiency targets are noted in the Academic Growth section below.

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

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

TEACH Tech Charter High School will design projects and lesson plans for each core subject according to California State Content Standards. Additionally, all applicable No Child Left Behind regulations will be included in the curriculum or assessment procedures as necessary. TEACH Tech Charter High School will adhere to the same applicable Title I accountability requirements as other public charter schools in the state, including AYP.

**STUDENT PROGRESS**

TEACH Tech Charter High School will maintain clear and high expectations for its students and their academic achievements. The school will met the benchmarks set forth under AB 1137, by outperforming similar and resident schools in the district, and meeting its API growth targets.

All future data will be disaggregated to show how sub-groups; e.g. LEP, non-LEP, mobility, gender, etc. perform. The school Administrators, staff, and teachers will be held accountable to the Board for meeting the school outcome goals. TEACH Tech Charter High School will pursue the following outcome goals. Pursuant to AB1137, we expect the TEACH Tech Charter High School petition to be renewed should it satisfy at least one
of the preceding student outcome goals.

- TEACH Tech Charter High School will rank 4 or better on the similar school Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.
- TEACH Tech Charter High School will rank 4 or better on the statewide Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.
- TEACH Tech Charter High School will meet its API growth target in the year prior to charter renewal or two of the last three years prior to charter renewal.
- TEACH Tech Charter High School’s academic performance will be equal to or better than the academic performance of the LAUSD schools TEACH Tech Charter High School students would otherwise attend
- TEACH Tech Charter High School’s academic performance will be equal to or better than the academic performance of the LAUSD schools in the area containing similar pupil populations
- TEACH Tech Charter High School will meet and exceed AYP targets and exit Program Improvement by ensuring (using the means described above) that at least 57% of students demonstrate proficiency on the ELA CST, and 58% students demonstrate proficiency on the math CST by the end of the charter term.
- The school will seek to increase API at least 20 points each year with a goal of achieving 800 by the end of the charter term.

Additionally, TEACH Tech Charter High School will meet or exceed the following goals:

1. 40% of English Language Learners will increase their CELDT scores by at least 1 ELD level every school year.
2. 95% attendance rate

Although approval and renewal of the TEACH Tech Charter High School Petition is contingent solely on the requirements set forth in AB 1137, TTCHS is also committed to meeting benchmarks and outcome goals required by LAUSD, as described below:

**BENCHMARKS TO BE MET**

The achievement of the charter school will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics. The criteria for selecting the comparison schools are:

**COMPARISON SCHOOLS**

In gauging the success of the charter school during the renewal term, a group of comparison district schools will be selected that meet the following criteria. The District will identify the comparison schools and will inform the charter of the names of the schools and the specific data used to identify them.

The analysis of the school’s academic performance will include a comparison of the academic achievement of the charter school’s students to the academic achievement of two sets of comparison District schools:
1. The residence schools the charter school students would have otherwise attended (“Resident Schools”); and
2. District schools of similar demographic characteristics (“Demographically Similar Schools”).

**SUGGESTED SUBJECT MATTER COMPETENCIES**

As indicated above, TTCHS expects its graduates to demonstrate a mastery of specific subject matter competencies, as detailed by the California State Content Standards for Reading/Language Arts, Math, Science, History, and recommended standards in Visual and Performing Arts, Physical Education, and Foreign Language; monitored using quarterly benchmark assessment results.

As described in the section on Standards-Based Instruction in Element 1, the professional development of the TTCHS faculty will be focused on developing and implementing the use of curriculum guides (Pacing guides) aligned to the Common Core State Standards. The guides will be directly connected to the course descriptions as presented for UC Doorways A-G approval. These curriculum guides will allow TTCHS to set concrete goals for content mastery. In turn, TTCHS will conduct periodic standards based assessment every six to eight weeks to measure individual students’ results.

These results will guide teacher in specific teaching and re-teaching opportunities to ensure student mastery of content. The following is a list of suggested goals for subject matter competencies. It should be noted that the lists have been developed from the State Content Standards and are by no means meant to replace the standards. The following lists detail broad learning targets by content area. State content standards detailing specific learning targets as mandated by the State of California will be utilized by all faculty. Additionally, in-depth discussions with the school community on what students should know and be able to do will occur.

**English/Language Arts**

In the area of English/Language Arts, students will:

- Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience
- Obtain meaning from a variety of complex texts
- Be well read as demonstrated by reading a variety of literary works representing different genres
- Make informed interpretations of the purpose and meaning of literary works
- Convey interpretations of the purpose and meaning of literary works
- Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions
- Evaluation how the form and content of literary work contributes to its message and impact

Percentage of students who are proficient or advanced in Language Arts will be 67 percent for the year 2014-2015, increasing annually to reach 100 percent in 2016-2017 as established in the CDE Adequate Yearly Progress Report Information Guide.

**History**

In the area of History, students will:
- Understand and apply civic, historical, and geographical knowledge in order to become a citizen in a diverse world
- Apply information, concepts, and perspectives from the history of our nation and the history and development of other nations
- Deliberate on public issues which arise in a representative democracy
- Use historical research to ask and answer questions about the past
- Recognize that regions can be defined in cultural, physical, or political terms
- Accurately interpret and summarize information from maps, charts, and graphs
- Understand the building blocks of representative government
- Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought
- Recognize that events in the past inform the present
- Understand the rich and varied achievements of diverse peoples

**Math**
In Math, students will:
- Construct mathematical models
- Use a variety of problem solving strategies
- Use advanced computing systems
- Understand an apply advanced properties of numbers
- Understand and apply advanced methods of measurement
- Understand and apply advanced concepts of geometry
- Understand and apply advanced concepts of functions and algebra
- Understand and apply advanced concepts of probability and statistics
- Understand and apply advanced concepts of data analysis

Percentage of students who are proficient or advanced in Math will be 67.3 percent for the year 2014-2015, increasing annually to reach 100 percent in 2016-2017 as established in the CDE Adequate Yearly Progress Report Information Guide.

**Science**
In Science, students will:
- Analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy, systems, etc.)
- Use the scientific method to ask and answer questions about the world
- Understand essential ideas about the compositions and structure of the universe and the motions of objects in it
- Know basic earth, biological, physical, and chemical concepts
- Understand basic concepts of matter and energy, motion and forces

**Arts**
In the Arts, students will:
- Participate in artistic activities
- Make informed interpretations of the purpose and meaning of artistic works
- Convey interpretations of personal experiences in expressive forms
- Explain how art from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions
- Explain how the form and content of an artistic work contributes to its message and impact
- Explain the role of the artist in providing service to the community and world

**Foreign Language (Spanish)**

In the area of Foreign Language, students will:

- **Standard 1**: Use the target language to engage in conversations, express feelings and emotions, and exchange opinions and information
- **Standard 2**: Understand and interpret written and spoken language on diverse topics from diverse media
- **Standard 3**: Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- **Standard 4**: Understand traditional ideas and perspectives, institutions, professions, literary and artistic expressions, and other components of the target culture
- **Standard 5**: Understand that different languages use different patterns to communicate and applies this knowledge to the target and native languages

**Physical Education**

In the area of Physical Education, students will:

- Exhibit a physically active life style
- Demonstrate responsible personal and social behavior in physical activity settings
- Understand and apply the rules of multiple sports
- Understand how individual contributions lend themselves to the success of a team

**EC60602.5 and Assessment**

In accordance with EC 60602.5, TTCHS will conduct assessments of its students in a manner that will be comparable to the National Assessment of Educational Progress and other national and state assessment efforts, so that the test results are reported in a manner that corresponds to the national test results. Test results are reported in terms describing a pupil's academic performance in relation to the statewide academically rigorous content and performance standards adopted by the State Board of Education and in terms of employment skills possessed by the pupil, in addition to being reported as numerical or percentile scores.

All teachers will conduct regular targeted assessments that are linked to the Common Core State Standards as outlined in this petition. The administration uses professional development in-services to demonstrate and assist teachers with proper assessment techniques.

**Grade Computation**

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

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

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

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

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

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

Students are required to complete at least a “C” average in each AP Class. In addition, written permission from the student’s advisor will be needed to enroll in an AP class.

**CALIFORNIA HIGH SCHOOL EXIT EXAM**

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

**II. PRIMARY GROWTH MEASURES**

Growth in student achievement is the primary measure that will be used to determine whether the school has
been an academic success in its renewal period. The growth of the charter school will be measured annually against the growth of the comparison schools. At the time of renewal, if the charter school has met required benchmarks either in the previous year or in two of the previous three years, the charter school will be considered an academic success.

III. OTHER MEASURES

If the charter school fails to meet the primary growth measures, the following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

1. The charter school's API score at the time of renewal is greater than the median API score for the comparison schools.
2. The percentage of charter school students scoring Advanced & Proficient in ELA on the CST is greater than the median percentage for comparison schools.
3. The percentage of charter school students scoring Advanced & Proficient in Math on the CST is greater than the median percentage for comparison schools.
4. The percentage of charter school students scoring Below Basic & Far Below Basic in ELA on the CST is below the median percentage for comparison schools.
5. The percentage of charter school students scoring Below Basic & Far Below Basic in Math on the CST is below the median percentage for comparison schools.
6. The percentage of charter school ELL students redesignated to English proficiency is greater than the median for comparison schools.
7. The school has met its AYP goals and is not in Program Improvement

IV. ANNUAL SELF-STUDY

Applying the measures in II and III above, the charter school will submit to the LAUSD Charter Schools Division an annual progress report. The district will identify the comparison schools, provide the names and specific data by which they were selected. LAUSD PERB will prepare annual report on “value added” benchmark. The Charter Schools Division will review the progress report and provide comments to the charter school within 60 days.

V. BOARD DISCRETION

At the time of renewal, the Charter Schools Division will present an analysis of its findings with respect to II and III above, with a recommendation for action. The determination of whether a charter will be renewed will be based upon the requirements of the Education Code and is within the purview of the Board determination.
NO CHILD LEFT BEHIND

Student outcomes at TEACH Tech Charter High School will comply with the requirements of No Child Left Behind and all other state and federal laws.
ELEMENT 3: METHODS BY WHICH PUPIL PROGRESS IS MEASURED

“The method by which pupil progress in meeting those pupil outcomes is to be measured.”
Ed. Code § 47605 (b)(5)(C)

Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide 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.

SB 1290 revised Education Code sections 47605 to specify that “all groups of pupils served by the charter school” means “a numerically significant pupil subgroup” as defined by Education Code section 52052(a)(3). In particular, section 52052(a)(3) (also recently revised), specifies that a “numerically significant pupil subgroup” is one that meets both of the following criteria:

1. The subgroup consists of at least 50 pupils, each of whom has a valid test score; and
2. The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.

If a subgroup does not constitute 15 percent of the total population of pupils at a school who have valid test scores, the subgroup may constitute a numerically significant pupil subgroup if it has at least 100 valid test scores.

For a school with an API score that is based on no fewer than 11 and no more than 99 pupils with valid test scores, numerically significant pupil subgroups shall be defined by the Superintendent, with approval by the state board.

Examples of potentially significant student subgroups include ethnic subgroups, socioeconomically disadvantaged pupils, English learners, and pupils with disabilities. (Ed. Code § 52052(a)(2) (As revised by Assembly Bill 1668, effective 1/1/13.)

STUDENT ACHIEVEMENT

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

TTCHS agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the 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 the Charter School.

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

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

**METHODS TO MEASURE STUDENT OUTCOMES**

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

- **School wide Quarterly Assessments**, such as Gates-MacGinitie and 4Sight (see Appendix J for description), will be utilized to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students. In science and social studies, quarterly assessments will be designed using a test-generator tool from Data Director or an equivalent program. This resource will allow teachers to input standards they have addressed for the quarter into a system that will then generate standards-based test items. In the case where two teachers teach the same grade level and content area, they will collaborate to ensure pacing alignment and common test design. The results of these assessments will be used in conjunction with teacher-created assessments to monitor student progress on at least a quarterly basis.

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

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

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

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

- **State Standardized Testing**: Students will be expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Standardized Testing and Reporting (STAR) exams.
  - TTCHS Data Dashboard: Beginning in 2014-2015, in combination of prior years of data. Information includes attendance, enrollment, demographics, curriculum embedded assessments, and CST data.
  - CST Test Results will be mailed to our school, and in turn TTCHS mails individual data results home to the student’s parents. Parents and others can also access CST school data by using the California Department of Education website, Dataquest.
  - CELDT-- the California English Learners Development Test, is another standardized test generated by the state to look at the progress of students who are developing proficiency in English. All EL students take this in the fall of every school year.
  - API, the Academic Performance Index, is determined by the state. Our students’ scores on the STAR and additional demographic statistical information are used by the state to determine our API according to the state formula. This statistical data includes sub-group reports on meeting Adequate Yearly Progress.
The purpose of the TTCHS assessments is to support and guide the learning process. Assessment also clarifies those areas that need further development, and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students’ abilities at a given time in order to differentiate instruction based on individual needs.

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

**Assessment Methods**

The chart below outlines a balanced suite of quantitative and qualitative assessments, an approach that is supported by the research (Stiggins 2005): teachers must be knowledgeable to select the appropriate test given the level of cognition required by the each standard. Standards at a high level of Bloom's Taxonomy (e.g. synthesis) may require a performance assessment, such as a capstone project. Lower levels of Bloom’s are effectively assessed with multiple choice or constructed response assessments. All TTCHS teachers will be trained to analyze the standards, and select or create the appropriate assessment (either from the existing textbook, or from other resources if supplementation is required).

Teacher-led assessment design is tempered by the need for common assessments that allow for collaborative data analysis, examination of student work, and progress monitoring. In order to meet this need, all content areas administer common objective assessments. In ELA and math, the assessments are externally designed (Gates MacGinitie and 4Sight for ELA & Math, and ALEKS for Math). In Science and Social Studies, teachers have in the past worked together to develop standards-based assessment items. Beginning in 2009-10, they will be able to use the test-item generator function of Data Director to input standards and automatically produce professionally designed test items that help predict performance on the CST. In this way, all four core content areas will have objectively designed assessments that they will administer quarterly, as well as teacher and textbook designed assessments to be used formatively (daily and weekly) and summatively (capstone and presentation of learning projects, etc.). As described under the section on exiting Program Improvement, all teacher-designed assessments, including the Capstone and POLs projects are designed based on an analysis and alignment to the state content standards.

**Assessment Benchmarks**

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

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

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

- Attendance
- Discipline (suspension and referrals)
- Quarterly test scores
- Grades
- IEPs if applicable
- CST and CELDT scores

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

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

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

TEST PREPARATION

Students will engage in daily test preparation throughout the year in all subjects by completing daily warm-up activities that include problems modeled on the CDE Released Test Questions. Furthermore, in the 2 months leading up to testing, all students practice test problems and reinforce standards-based skills through Study Island, ALEKS and other online test.

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

**GRADING POLICY**

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

CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION

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

TEACH Tech Charter High School will be governed pursuant to the Articles of Incorporation and bylaws adopted by the incorporators, and subject to the limitations of the California Nonprofit Public Benefit Corporation Law. TEACH Tech Charter High School agrees to comply with all laws that apply to public agencies, and all federal laws and regulations and state codes as it pertains to charter schools. TEACH Tech Charter High School will comply with the Brown Act. Members of the Charter School’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

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

Members of the TEACH Tech Charter High School executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, non-profit integrity standards and regulations regarding ethics and conflicts of interests, not LAUSD’s Charter school policies and regulations regarding ethics and conflict of interest.

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

BOARD OF DIRECTORS

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

The Board is made up of a high school educator, parent representative, representatives of community-based organizations. An LAUSD representative may serve on the board as a non-voting board member. The LAUSD representative will facilitate communications and mutual understanding between TEACH Tech Charter High School and LAUSD.

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

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

CURRICULUM STEERING COMMITTEE

A curriculum steering committee will be formed during the initial phase of the TEACH Tech Charter High School. This committee will include teachers, parents, community leaders, and academic partners as members and will meet quarterly. Academic partners include The School Redesign Network at Stanford University and representatives from the University of California Los Angeles (UCLA) and California State University, Los Angeles (CSLA), (CSUDH) and The University of Southern California. In addition, TEACH Tech Charter High School will partnership with Young Eisner Scholars where staff is collaborating in developing and addressing curriculum in the area of social emotional intelligence for high school students. The primary mission of the committee will be to uphold our definition of the 21st century educated person and prepare our students to strive toward this goal. The permanent nature of the committee (though members may come and go) allows this goal to remain relevant and its definition to evolve over time. The committee will work closely with school administration and will make recommendations to the school’s teaching team.

PARENTAL INVOLVEMENT

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

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

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

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

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

Prior to admission all parents/guardians are required to a) attend an orientation; and b) sign a non-binding contract indicating they understand the TEACH Tech Charter High School philosophy, program, targeted outcomes, and accept the responsibilities of parent involvement/partnership. Contracts for parents/guardians of all students will require their involvement in and support of their child(ren)'s educational experiences. The parent/guardian commitment will address the following:

- Work with the child at home with homework, projects, etc.
- Maintain positive and effective communication with the teacher and staff.
- Ensure that their child attends school on a regular basis and arrives on time.
- Enforce the school code of conduct with their child (i.e. wearing the uniform).
- Enroll their child in academic enrichment programs (After School Institutes, Saturday classes, etc.) if the school deems it necessary.
- Attend at least two parent workshops during the school year.
- Volunteer at the school.

COMMUNITY INVOLVEMENT

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

- Boys and Girls Club
- YMCA
- Los Angeles County District 8 Community Organizations
- LAPD
AMENDMENTS TO THE CHARTER

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

GRIEVANCE PROCEDURE FOR PARENTS AND STUDENTS

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

TEACH Tech Charter High 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.

TEACH Tech Charter High School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or
professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

**LAUSD Charter Policy**

The TEACH Tech Charter High School will comply with The District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the charter collaborative.

**Responding to Inquiries**

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

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

**Notifications**

Notification is to be made to the Innovation Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by TEACH Tech Charter High School.

**Code of Ethics**

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

**Core Principles**

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

- Commitment to Excellence
- District and Personal Integrity
- Responsibility
Purpose

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

Application and Enforceability

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

Making Ethical Decisions

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

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

Commitments and Expectations

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

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

1. **Set the example.** We are committed to providing the best example we can, striving to demonstrate excellence, integrity and responsibility in our work.
2. **Create an environment of trust, respect and non-discrimination.** We are committed to creating an environment of trust, care and respect. We will not tolerate discriminatory or harassing behavior of students or colleagues.
3. **Provide honest, accurate and timely information.** We are committed to candor in our work relationships, providing other school personnel including classified staff, teachers, administrators and Board members with accurate, reliable and timely information. We will not tolerate falsification or cheating.
4. **Identify problems and help create solutions.** We are committed to identifying areas for improvement within our school, and suggesting and implementing solutions that make us more successful.
5. **Keep policies, procedures and rules.** Our rules, policies and procedures are the foundation of trust and how our school conducts everyday business. They define our expectations and
evaluation criteria. We are committed to following our Code of Ethics, laws, and school rules, regulations, bulletins, policies and procedures, recommending changes required to make them better, and will not tolerate improper conduct.

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

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

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

1. **Avoid conflicts of interest and improper outside income.** A conflict of interest can exist anytime our position or decisions provide us a financial benefit or improper advantage. We are permitted to receive outside income as long as it does not create a conflict with our school work. We are committed to declining outside income that might be perceived as inconsistent, incompatible or in conflict with our official duties. We will not make decisions or use our position for personal benefit or to gain an improper advantage.

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

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

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

5. **Keep procurement information confidential.** To reinforce public trust and confidence in our procurement processes, we are committed to ensuring that procurement information is kept confidential, used only in the performance of our duties, and not released early to potential contractors.

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

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

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

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

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

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

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

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

AUDIT AND INSPECTION OF RECORDS

TEACH Tech Charter High School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- TEACH Tech Charter High School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of the Charter School.
- The District is authorized to revoke this charter for, among other reasons, the failure of the TEACH Tech Charter High School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit TEACH Tech Charter High School’s 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 school financial information,
- The school’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The TEACH Tech Charter High School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days’ notice to the Charter School. When 30 days’ notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours’ notice.

In addition, if an allegation of waste, fraud or abuse related to the TEACH Tech Charter High School operations is received by the District, the TEACH Tech Charter High School shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

AFFIRMATIONS

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

BACKGROUND CHECKS

TEACH Tech Charter High School will perform all required background checks, including fingerprinting and drug testing, according to existing California state law. Prior to the first day of work for every employee, TEACH Tech Charter High School will process background checks through LiveScan, administered by the Department of Justice.

TEACH Tech Charter High School will adhere to school policy pertaining to the safety and health of all employees and students. All employees must furnish or be able to provide:

- Medical clearance for communicable diseases and Mantoux tuberculosis (TB).
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record.
- Documents establishing legal status.

HIRING/SELECTION PROCESS

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

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

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

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

**No Child Left Behind and Credentialing**

Teachers will meet all requirements for employment as stipulated by the California Education Code section 47605(l). Primary teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, and special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold.

All teachers will be highly-qualified as defined by No Child Left Behind. TEACH Tech Charter High School will adhere to all requirements outlined by No Child Left Behind with respect to teachers and paraprofessional employees. Appropriate records of credentials held by TEACH Tech Charter High School teachers and supporting documentation are monitored and maintained by the school administration. Credentials will be monitored annually in compliance with state and federal law. The school will maintain current copies of all teacher credentials and will be readily available for inspection.
**STAFFING**

**Executive Director**

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

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

Oversee the following efforts by others:

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

**Chief Operations Officer**

The Executive Director will recruit, interview, and recommend candidates to the Board of Directors. Selection of the Chief Operations Officer will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial ability, and interest and commitment to educational reform. The Administrator will:

- Report to the Executive Director and Board of Directors
- Have the shared responsibility of hiring and dismissing (with cause) all other employees according to the mission, philosophy, and obligations of the school as spelled out in the charter.
- Supervise and support Director of Operations, Principal, and Director of Students Affairs.
- Oversee the day-to-day operations of the school.
- Lead in maintaining and support of facilities, and related grants, etc.
- Assist with student discipline.
- Be a liaison to community and business partners.
- Represent school at meetings/forums.
- Call needed meetings.
- Assist in writing grants, facilitating fundraising, and/or obtaining loans.
• Lead parents in organizing, parent support center and meetings.

**Director of Operations**
As the Director of Operations must have well established and proven leadership skills. The Director of Operations will be responsible for overseeing the creation and implementation of a competitive business plan that brings together the school’s divergent goals and objectives. The Director of Operations must be a skillful communicator with the ability to manage and motivate staff by example, and meet or exceed the challenges of competitive strategies as defined in the school’s schoolwide plan.

Essential duties and responsibilities:
- **Staff Management** – Create a systematic approach to the recruitment, training and retention of qualified individuals who understand their contribution to the learning services standard of our school. Ensure that our school is a safe, amiable, honest, and competent school.
- Collaboratively create and approve the schools’ operating plan including projections for revenue, expenses, and profitability. Lead the school’s implementation of the operating plan. Provide analysis of factors related to impacting cost management and overall profitability; including the real-time management of the school’s budget.
- **Quality Management** – Ensure that the school has the ability to anticipate and meet the needs, demands and expectations of all of our stakeholders.
- Experience in staff supervision, hiring, and training/developing staff
- Proven ability to maintain compliance to budget and expense targets
- Strong analytical ability to assess financial performance
- Demonstrates effective verbal and written communication skills
- Self-motivated individual with creative problem solving skills
- Excellent interpersonal and leadership skills
- Lead in the day to day operations of the school
- Prepare credentialing paperwork and monitor processing.
- Assist in writing grants, facilitating fundraising, and/or obtain Financial Data.
- Prepares and reviews operational reports and schedules to ensure accuracy and efficiency. Formulates annual budgets and reviews financials with Leadership Team monthly.
- Performs other duties as assigned.
- Ability to maintain confidentiality of information.
- Excellent organization and detail-oriented skills.
- Excellent problem solving skills.
- Ability to coordinate and prioritize multiple tasks in a fast-paced environment.

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

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

Requires knowledge of:
• Professional growth appropriate for educational administration at the high school level and awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.
Evidence of educational leadership at the secondary level, including ability to:
1. Promote and provide opportunities for recognition, development, and leadership among students and colleagues; and
2. Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies. Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups comprising the Los Angeles community; knowledge of resources relating to multicultural development and instructional materials.

Knowledge of TTCHS Charter School policies and procedures, Education Code, Board Rules, goals and objectives, organizational structure and functions, and negotiated contracts.

Knowledge of effective administrative and managerial practices and ability to implement them.

Knowledge of and skill in budget preparation and control.

 Requires ability to:
• Lead, direct, and supervise fellow workers in education on a democratic basis, including:
  1. Sensitivity to what is appropriate in dealing with students, teachers, administrators, and public;
  2. Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program;
  3. Ability to recognize, use, and credit ideas of others;
  4. Recognition that differences in background present an educational challenge toward the improvement of working relationships.

• Direct the management activities associated with the positions of high school Administrator.

• Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.

• Leadership skill in facilitating groups’ process, including consensus building and conflict resolution.

• Communicate effectively with students, parents, peers other TTCHS Charter School personnel and community representative, both individually and as a group.

• Compose and comprehend written communication

• Observe and evaluate subordinates’ activities.

• Mobility to traverse all areas of the work site.

• Travel to other sites/locations.

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

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

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

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

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

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

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

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

Education & qualification requirements:
Teachers

At TEACH Tech Charter High School the teacher's job is to assure that all students learn the basic and essential skills at each grade level. Responsibilities include:

Instructional Practice

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

Curriculum Development

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

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

Public Relations
• Upholds and enforces TEACH Tech Charter High School board policy, administrative procedures, and school rules and regulations, and is supportive of them to the public.
• Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
• Participates and accepts responsibilities of a team member.
• Strives to communicate the positive aspects of our school program to the public in word and deed.
• Works cooperatively with parents to strengthen the educational program for their children.
• Serves as a resource for and provides assistance and information to parents and other stakeholders
• Establishes and maintains cooperative relationships with other staff members.
• Actively participates in the decision making process by supporting additional school functions.

Professional Growth
• Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
• Maintains membership in appropriate professional organizations.
• Cooperates with the administration in planning appropriate in-service training programs at a school or at the district level.
• Attends staff, department, and committee meetings as required.

Student Evaluation
• Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students’ work, mastery skills check lists, criterion-referenced tests and norm-referenced tests.
• Makes appropriate adjustments in the instructional program and as required by the Administrator.
• Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.
Health
- Maintains physical and mental health in order to carry out the duties as outlined above

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

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

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

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

Evaluations
Evaluations will be performed annually. Performance measures, both quantitative and qualitative, will be used to evaluate all school personnel.

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

Teachers will be evaluated by the Principal on:

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

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

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

The health and safety of TEACH Tech Charter High School staff and pupils is a high priority for the school. The school will follow all required safety regulations including emergency policies and procedures. TEACH Tech Charter High School will comply with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, the EPA and the Healthy Schools Act. TEACH Tech Charter High School will operate as a drug, alcohol, and tobacco free workplace. A school safety plan will be developed and kept on file for review. School staff will be trained annually on the safety procedures outlined in the plan. The school will adopt a set of health, safety, and risk management policies that address the following:

**FACILITY**

TEACH Tech Charter High School will be housed in facilities that have received state Fire Marshal approval, meet the LA Uniform Building Code, meet the federal American Disabilities Act (ADA) access requirement, and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections shall be undertaken as necessary to ensure such safety standards are met. The school will maintain on file readily accessible records documenting such compliance.

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

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

If TEACH Tech Charter High School fails to submit a certificate of occupancy to the District not less than 45 days before the school is scheduled to open, it may not open unless an exception is made by the Charter Schools Division. If TEACH Tech Charter High School moves or expands to another facility during the term of this charter, TEACH Tech Charter High School shall provide a certificate of occupancy to the District, issued by the City or County of Los Angeles, for each facility at least 45 days before school is scheduled to open in the facility or facilities. TEACH Tech Charter High School shall not open in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Charter Schools Division. 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 (Element 14).

**Auxiliary Services**

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

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

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

“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 §44237.” Ed. Code §47605 9b)(5)(F) Employees will submit fingerprints to the Department of Justice via Live Scan processing. Employee will not start work until results are received from the Department of Justice and the employee is cleared to begin work.

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

IMMUNIZATIONS, TUBERCULOSIS TESTING, AND SCREENING

All enrolling students and staff will provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic Tuberculosis (TB) tests. All enrolling students will have screening of vision, hearing, and scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

EMERGENCY SITUATIONS

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

Fire Drills

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

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

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

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

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

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

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

**Bomb Threats**

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

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

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

**Evacuation Plan**

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

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

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

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

**Staff Responsibilities**

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

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.
On a periodic basis TEACH Tech Charter High School may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

**CHILD ABUSE REPORTING**

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

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

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

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

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

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

**PRESCRIPTION MEDICATIONS**

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

**INSURANCE REQUIREMENTS**

No coverage shall be provided to TEACH Tech Charter High School by the District under any of the District’s self-insured programs or commercial insurance policies. TEACH Tech Charter High School shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District to protect the charter school from claims which may arise from its operations. TEACH Tech Charter High School shall meet the below insurance requirements individually.

It shall be TEACH Tech Charter High School’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

TEACH Tech Charter High School maintains the following insurance policies:

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 insured 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 the Charter School’s insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect TEACH Tech Charter High 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 as TEACH Tech Charter High School will provide student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by TEACH Tech Charter High School to cover all TEACH Tech Charter High School employees who handle, process or otherwise have responsibility for TEACH Tech Charter High 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.
*Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured 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 the charter school's insurance primary despite any conflicting provisions in the charter school's policy.

**Evidence of Insurance**

TEACH Tech Charter High School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, and Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable however the District reserves the right to require complete certified copies of the required insurance policies.

Should the TEACH Tech Charter High 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 the TEACH Tech Charter High School.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, the 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 attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. TEACH Tech Charter High 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 attorney’s 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 the charter school, and their officers, directors, employees or volunteers. Moreover, TEACH Tech Charter High School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

**Health, Safety and Emergency Plan**

The TEACH Tech Charter High School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the TEACH Tech Charter High School. The TEACH Tech Charter High School will
ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

**ASBESTOS MANAGEMENT:**

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

**FACILITY STATUS/LOCATION:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Location</th>
<th># of Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>To be determined. South Los Angeles area</td>
<td>16-20 at full capacity</td>
</tr>
<tr>
<td>Contact</td>
<td>Mildred S. Cunningham, Executive Director</td>
<td>(323) 493-3426 <a href="mailto:mcunningham@teachacademy.net">mcunningham@teachacademy.net</a></td>
</tr>
</tbody>
</table>

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

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

TEACH Tech Charter High School will develop promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district. Materials in languages other than English, such as Spanish, will be distributed in order to reach the limited English proficient populations that exist in the area. Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested student will be subjected to the admission procedures detailed in Element 8.

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

COURT-ORDERED INTEGRATION

The TEACH Tech Charter High 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”).

The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 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 should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for TEACH Tech Charter High School students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.
**NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE TRAVELING STUDENTS**

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

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

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

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

**FEDERAL COMPLIANCE**

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

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

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

**Dates and locations for Recruitment Efforts**

The plan includes:
• An enrollment process that includes a timeline that allows for a broad-based recruiting process.
• Outreach meetings will be held in several locations of the target area in an effort to ensure all students in the area have equitable access to the school. Open houses and school tours will also be conducted.
• Develop promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) in English and languages other than English for distribution to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in LAUSD.
<table>
<thead>
<tr>
<th>Meeting</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with Parents and</td>
<td>TEACH Tech Charter High School</td>
<td>On-going October through April (Recruitment</td>
</tr>
<tr>
<td>community</td>
<td></td>
<td>efforts are secured and aligned to budgets,</td>
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<tr>
<td></td>
<td></td>
<td>hiring of staff, etc.)</td>
</tr>
<tr>
<td></td>
<td>To be determined. South Los Angeles area</td>
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</tr>
<tr>
<td>Outreach to local schools</td>
<td>Local Elementary and Middle School</td>
<td>Review posted available dates and provide</td>
</tr>
<tr>
<td></td>
<td></td>
<td>flyers, information and presence.</td>
</tr>
<tr>
<td>Community Organization</td>
<td>Neighboring organization:</td>
<td>Review posted available dates and provide</td>
</tr>
<tr>
<td></td>
<td>• Local Libraries</td>
<td>flyers, information and presence.</td>
</tr>
<tr>
<td></td>
<td>• organizations including faith-based</td>
<td></td>
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<tr>
<td></td>
<td>organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Local Business, which include, restaurants,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sports shops, e.g.</td>
<td></td>
</tr>
<tr>
<td>Residents within the 91331 zip</td>
<td>Mailings, door-to-door contacts (canvassing)</td>
<td>Review posted available dates and provide</td>
</tr>
<tr>
<td>code</td>
<td>students and parents recruitment, Bert Corona</td>
<td>flyers, information and presence.</td>
</tr>
<tr>
<td></td>
<td>Middle School staff, teachers, students,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>parents, board members and others active</td>
<td></td>
</tr>
<tr>
<td></td>
<td>recruitment.</td>
<td></td>
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</tbody>
</table>
ELEMENT 8: ADMISSION REQUIREMENTS

TEACH Tech Charter High School will be open to all students residing in California that wish to attend the school. TEACH Tech Charter High School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths. The school desires to locate in the South Los Angeles neighborhood specifically to serve the students in this population – traditionally low-achieving and socioeconomically disadvantaged students.

AFFIRMATIONS

TEACH Tech Charter High School shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the TEACH Tech Charter High School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the TEACH Tech Charter High School without graduation or completing the school year for any reason, the TEACH Tech Charter High 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.

PUBLIC RANDOM DRAWING

Should the amount of pupils that wish to attend TEACH Tech Charter High School exceed the enrollment limit, a public random lottery will take place to determine the school enrollment in accordance to Education Code,
section 47605(d)(2)(B). If a lottery is to be held it shall follow the guidelines as set forth in the district Charter School Policy and Guidelines. Preference will be given to pupils that reside within the LAUSD attendance area and students currently attending the school and their siblings. The school will designate a deadline and all interested students will be considered for the public random drawing. Public notice will be posted regarding the date and time of the public drawing once the deadline date has passed. The school will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. The school will choose a date and time for the lottery (preferably on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend. The lottery will be held at the school site if the school facility can accommodate all interested parties. A waiting list will be developed from the list of students that do not receive admission and will be considered should a vacancy occur during the year. The principles above will apply for a second lottery for any vacancies. Students on the waiting list will be notified by mail immediately if space becomes available and they will have two weeks to return the enrollment forms. If the enrollment forms are not returned within two weeks, then admission for that student is forfeited, and an admission notice will be mailed to the next student on the waiting list. TEACH Tech Charter High School will maintain auditable records of the above activities.

**LOTTERY TIMELINE**

The school will determine its open enrollment and lottery dates every year before school starts.

TEACH Tech Charter High School will invite LAUSD representatives and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

**ADMISSION AND RECRUITMENT**

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

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

The application process is comprised of the following:

- Parent attendance at a school orientation meeting*
- Completion of a student enrollment form
- Parent signature of School Contract*
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

TEACH Tech Charter High School will not discriminate against any child on the basis of race, gender, ability, religion, or cultural background. Poor academic performance will not preclude a student from attending the school, as we believe that the personal attention and quality of our academic program can greatly benefit many students who may have experienced problems at other schools.

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

**McKinney-Vento Homeless Assistance Act**

The TEACH Tech Charter High School will 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. The TEACH Tech Charter High School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
ELEMENT 9: FINANCIAL AUDITS

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

TEACH Tech Charter High School will engage an independent public accountant with education finance experience certified by the State of California, to audit the school's financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California. The TEACH Tech Charter High School Board of Directors will be responsible for contracting and overseeing the independent audit. The school's plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the Certified Public Accountant will be submitted to District within four months following the close of the fiscal year. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and the LAUSD. TEACH Tech Charter High School agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report.

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

Pursuant to AB 1137, TEACH Tech Charter High School will provide any necessary financial statements to LAUSD, the Los Angeles County Office of Education (LACOE), and California Department of Education. Additionally, the following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

- Provisional Budget – Spring prior to the operating fiscal year
- Final Budget – August of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – November following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day of the school month
- Statistical Report – monthly the Friday after the last day of the school month
- P1 Report - first week of January
- P2 Report - first week of April
- Calendar and Bell Schedule – annually by November
- Other reports as requested by the District

DISTRICT OVERSIGHT COSTS

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

**BALANCE RESERVES**

Additionally, it is recommended that the TEACH Tech Charter High School will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

**SPECIAL EDUCATION REVENUE ADJUSTMENT/PAYMENT FOR SERVICES**

In the event that the TEACH Tech Charter High 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 the TEACH Tech Charter High School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the TEACH Tech Charter High 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**

TEACH Tech Charter High School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- TEACH Tech Charter High School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the TEACH Tech Charter High School and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this TEACH Tech Charter High School for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit TEACH Tech Charter High School’s 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 TEACH Tech Charter High School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.
TEACH Tech Charter High 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 the Charter School. When 30 days’ notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours’ notice.

The TEACH Tech Charter High School has developed and maintains internal fiscal control policies governing all financial activities.
ELEMENT 10: STUDENT SUSPENSIONS AND EXPULSIONS

TEACH Tech Charter High School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

TEACH Tech Charter High School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

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

TEACH Tech Charter High School will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. TEACH Tech Charter High School will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

TEACH Tech Charter High School shall document the alternatives to suspension and expulsion the TEACH Tech Charter High School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the TEACH Tech Charter High School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. TEACH Tech Charter High School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the TEACH Tech Charter High School’s policies and procedures were followed
- student’s current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion 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; and
- if the Student is eligible for Special Education, the TEACH Tech Charter High School will provide documentation related to expulsion pursuant to IDEA including
conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the TEACH Tech Charter High School will provide evidence that it convened a Link Determination meeting to address two questions:

A) Was the misconduct caused by, or directly and substantially related to the students disability:
B) Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

OUTCOME DATA

TEACH Tech Charter High School shall maintain all data involving 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 the TEACH Tech Charter High School shall be given a rehabilitation plan upon expulsion as developed by the 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 reapply to the Charter School for readmission.

READMISSION

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

REINSTATEMENT

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

SPECIAL EDUCATION STUDENTS

In the case of a student who has an Individualized Education Program (‘‘IEP’’), or a student who has a 504 Plan, TEACH Tech Charter High School will ensure that it follows the 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 the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the 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?

**Gun Free Schools Act**

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

**Discipline Policy**

The student discipline policies at TEACH Tech Charter High School will encourage and consider input from parents, teachers, and students regarding their opinions on how to create a safe and healthy school environment. Based on the feedback, TEACH Tech Charter High School will develop a comprehensive student discipline policy that will be included in the student handbook.

School staff will review the discipline policy with students and parents prior to admission to TEACH Tech Charter High School. By enrolling in the school, the students and parents acknowledge their understanding of and responsibility to the standards set forth in the discipline policy. The discipline policy will include the students’ rights and responsibilities and the school’s suspension and expulsion policies. The discipline policy will not be discriminatory, arbitrary, or capricious, and will provide all students with an opportunity for due process. All policies will be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA and Section 504 of the Rehabilitation Act.

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

- Warning, both verbal and written
- Notices to parents by telephone or letter
- Parent conference

The discipline policy will clearly describe progressive discipline measures, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension, notification process to parents of suspension, reason for suspension, appeal process, length of suspension, provision for student’s education while suspended, etc. Policies and procedures regarding suspension and expulsion will be periodically reviewed, including periodic review and modifications by school staff, parents and students of the lists of offenses for which students are subject to suspension or expulsion.

Any student who engages in repeated violations of the school’s behavioral expectations will be required to attend a meeting with school staff and the student’s parents. The school will prepare a specific, written remediation agreement outlining expectations for future student conduct, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Students who present an immediate threat to the health and safety of others may be immediately suspended and later expelled. Additionally, a student may be suspended or expelled for any of the acts enumerated in
Education Code section 48900 related to school activity or school attendance that 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
- During, or while going to or coming from, a school sponsored activity

**Reasons For Suspension and Expulsion**

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in the Education Code Section 48900(a)(1) through 48900 (q); 48900.2, 48900.3, 48900.4, and 48900.7; and 48915 (a) and (c):

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Administrator or the designee of the Administrator
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any 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
- Unlawfully offered, arranged, or negotiated to sell any 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 then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm
- 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
• 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
• Engaged in, or attempted to engage in, hazing as defined in Section 32050
• Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
• Committed sexual harassment (grades 4-12)
• Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12)
• Engaged in harassment, threats, or intimidation directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment (grades 4-12).
• Made terrorist threats against school officials school property or both

As specified in Education Code Section 48915(c), a student shall be immediately suspended and recommended for expulsion for the following reasons:

• Possessing, selling, or otherwise furnishing a firearm. In accordance with the federal Gun-Free Schools Act of 1994, any student who is determined to have brought a firearm to school, expulsion for a period of not less than one year (except on a case-by-case basis).
• Brandishing a knife at another person
• Unlawfully selling a controlled substance
• Committing or attempting to commit a sexual assault or committing a sexual battery
• Possession of an explosive

To expel, except in the case of Education Code Section 48915(c) behaviors, one of the following must also be found to be true:
• Other means of corrective action are not feasible or have repeatedly failed to bring about proper conduct
• Due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the student and/or others:

Students may be expelled for any of the following reasons, as specified in the Education Code Section 48915:

• Causing serious physical injury to another person except in self defense
• Possession of any dangerous object (such as a firearm, knife, or explosive)
• Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (Section 48915(c)
• Robbery or extortion
• Assault or battery upon any school employee

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The Administrator may use discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and an anger management program.
**PROCESS FOR SUSPENSION AND/OR EXPULSION**

**Informal Conference**
Suspension shall be preceded by an informal conference conducted by the Administrator, with the student and the student’s parents. The conference may be omitted if the Administrator 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 parents will be notified of the suspension and a conference will be conducted as soon as possible.

**Notice to Parents**
At the time of a student’s suspension, a school employee shall make a reasonable effort to contact the parents by telephone or in person. Initial contact will be followed by a written notice. This notice will state the specific offense committed by the student. In addition, the notice may state the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay. School personnel may also remind the parents that student violations of school rules can result in the student’s expulsion from the school.

**Length of Suspension**
The length of suspension for students may not exceed a period of ten (10) continuous days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding ten (10) continuous days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the 10th day of suspension. All arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Therefore, the maximum days that a student can be suspended for in one year is twenty (20) days.

Upon recommendation by the Administrator for expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Administrator upon either of the following findings:

- Whether the student’s presence will be disruptive to the educational process
- Whether the student poses a threat or danger to others

Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing.

**Expulsion Hearing**
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the school Administrator determines that the student committed an act subject to expulsion. The hearing may be presided over by the governing Board or an administrative hearing panel appointed by the Board. Written notice of the hearing will be forwarded to the student and the student’s parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student’s parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing
- The opportunity to present evidence and witnesses on behalf of the student

Written notice to expel a student will be sent by the Administrator to the parents of any student who is expelled. This notice will include the following:
- The specific offense(s) committed by the student as listed in “Reasons for Suspension and/or Expulsion.”
- Notice of the student(s) or parent’s obligation to inform any new district in which the student seeks to enroll of the student’s status with TEACH Tech Charter High School.

**APPEAL OF SUSPENSION OR EXPULSION**

The suspension of a student will be at the discretion of the Principal of TEACH Tech Charter High School or the Principal’s designee. Expulsion of a student will be recommended by the Principal and must be approved by the Board of Directors. Parents and/or guardians will be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion. A suspension appeal will be heard by the Principal, and upon consideration the Principal’s decision is final. An expulsion may be appealed within five working days. The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days) at which time the parent(s) must attend to present their appeal. The appeal will be heard by a fair and impartial panel of representatives assigned by the TEACH Tech Charter High School Board of Directors. The decision of the panel of representatives of the Board of Directors will be final.

Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.
ELEMENT 11: RETIREMENT SYSTEMS AND EMPLOYEE MATTERS

BENEFITS
Mandatory benefits such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by TEACH Tech Charter High School. Life, health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. Employees on charter school leave from LAUSD will elect to give up district-offered coverage during the term of their employment with TEACH Tech Charter High School. Employees will earn paid legal holidays not less than currently offered by LAUSD for a work year of comparable length.

RETIREMENT
All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and TEACH Tech Charter High School will contribute the employer’s portion required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. TEACH Tech Charter High School will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. Social Security payments will be contributed for all qualifying non-STRS members. The TEACH Tech Charter High School’s Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time classified employees who are eligible will be covered by a 403b retirement plan. All full-time eligible employees will be covered by the Federal Social Security program. The Executive Director will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

WORK SCHEDULES
Work calendars, hours per week, and vacation time will be determined by individual employment contracts or work agreements. Administrators and office staff will work a calendar year of 12 months. Teachers will work a calendar year of 11 months including staff development days and supplemental instruction. A typical work week will be Monday through Friday, 8 hours daily, with the possibility of extra time for special events, school meetings, parent conferences, etc.

TIME OFF
TEACH Tech Charter High School will comply with all the regulations pursuant to California Labor Code 233. TEACH Tech Charter High School retains the right alter any of the stated time off policies in the future.

Vacation
Only full-time employees working in excess of 36 hours may accrue and take paid vacation time. Part time employees working 30 hours or more will receive pro-rated paid vacation. Part-time employees working less than 30 hours and teachers are not eligible for paid vacation. Full-time employees accrue 15 days of paid vacation per year. Vacation is accrued on a monthly basis (i.e., a full-time employee accrues one and one quarter vacation day per month).
**Sick Days**
Only full-time employees and teachers working in excess of 36 hours accrue paid sick leave. Full-time employees and teachers accrue a total of 6 days of paid sick leave per year. Sick leave is accrued on a monthly basis (an employee accrues one-half of a sick day per month). Eligible employees may not carry over unused sick leave from one calendar year to the next. Sick leave will not accrue during any unpaid leave of absence.

**Bereavement**
Eligible full-time employees and teachers may take up to five (5) days paid leave per rolling 12-month period for the death of a parent, parent-in-law (including parent of a domestic partner), spouse, domestic partner, child (including stepchild or child of domestic partner), or sibling. Paid bereavement leave is available only to a full-time employee or teacher who has been working at TEACH Tech Charter High School for twelve (12) consecutive months. Upon request, and at the school’s sole discretion, those employees not eligible for paid bereavement leave may take up to five (5) days unpaid leave per rolling 12-month period as bereavement leave.

**TERMINATION**
All employees will be hired on the basis of annual contracts and their terms expire at the end of their annual contract. In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment. TEACH Tech Charter High School recognizes two reasons to remove an employee from the payroll:

- Voluntary Termination (Resignation). Voluntary termination occurs when an employee chooses to leave TEACH Tech Charter High School. To leave in good standing and be eligible for rehire consideration, employees must give at least two weeks prior notice.
- Involuntary Termination (Discharge). Involuntary termination occurs when TEACH Tech Charter High School chooses to discharge the employee. The Administrator may terminate or suspend the employment of any employee if s/he determines that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, or if other good cause exists. In the event the school finds it necessary or desirable to terminate an employee’s employment before the end of the school year, the school will attempt to give the employee written notice at least 10 calendar days before termination, unless the Administrator determines that the employee poses a threat to the health, safety, or welfare of the school or students.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below.

**DUE PROCESS AND PROCESS FOR RESOLVING COMPLAINTS/GRIEVANCES**
**Grievance Procedure:** Should a grievance arise, the following procedure shall be the employee’s sole and exclusive remedy with respect to that grievance. Grievance procedures are highly sensitive and confidential and all parties are obligated to maintain the highest standards of confidentiality. Articles of this Agreement specifically exempted by contact language shall not be subject to this grievance procedure. Failure by a grievant to follow the timelines or requirements in this Article shall render the grievance inarbitrable.
Informal resolution

Any grievance shall first be addressed with the immediate supervisor, within five (5) calendar days of the event or condition giving rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party’s rights under this procedure.

Step 1

If the grievance is not resolved informally, an employee having a grievance shall present the grievance in writing to his or her Administrator within fifteen (15) calendar days of the event or condition giving rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party’s rights under this procedure. The grievance shall clearly state all of the following: (1) the specific provisions of the Agreement alleged to have been violated, (2) the specific facts of the alleged violation, including dates, names of witnesses, (3) the adverse action resulting to the employee, and the circumstances giving rise to the grievance, and (4) the remedy requested by the grievance. The Administrator shall meet with the employee and other persons as determined by the Administrator and shall provide a written response within ten (10) calendar days of the meeting.

Step 2

If the employee is not satisfied with the response at Step 1, he/she shall, within five (5) days of service of the response at Step 1, notify the Executive Director that a grievance has been denied or unresolved by the site Administrator, using the Notification of Grievance Form available in the main office of all campuses. The Step 2 grievance shall specifically state any portions of the Step 1 response disputed by the grievant. Failure to file in a timely manner shall be construed as a waiver of the party’s rights, under the procedure. The Executive Director will convene a meeting within ten (10) calendar days of receipt. Any resolution shall be reduced to writing. If not resolved the Executive Director shall provide a written response within ten (10) calendar days of the meeting.

Step 3

If the employee is not satisfied with the response at Step 2, he/she shall, within five (5) days of service of the response at Step 2, notify the executive director that a grievance has been denied or unresolved and that the grievant wishes to submit the matter to the advisory recommendation of a mediator from the California Mediation and Conciliation Service. The Step 3 grievance shall specifically state in the portions of the previous level disputed by the grievant, and shall set forth a remedy requested. The executive director shall, within ten (10) days, contact the California Mediation and Conciliation Service and request the assistance of a mediator to meet with the parties and render an advisory recommendation. While such recommendation shall not be binding on the governing board, it shall be considered by the governing board at Step 4 of this procedure.
Step 4

If the employee is not satisfied with the response at Step 3, he/she shall notify the full TEACH Tech Charter High School’s Board of Directors that a grievance is pending, using the Notification of Grievance Form available in the main office of all campuses with five (5) calendar days of service of the Executive Director’s written response at Step 2. Each party to the grievance (employee and Administrator) shall select two members of the TEACH Tech Charter High School Board of Directors to constitute a Grievance Board, to be chaired by a designee of the Board of Directors. If a selected Board member cannot participate in a timely manner or recuses himself or herself as an interested party due to a conflict of interest, the nominating party may make another choice.

The five-member grievance board shall meet within thirty (30) calendar days of receipt of the Step 3 Notification of Grievance Form. Each party will have 1 hour each to present all arguments and documentation, including witnesses, to the Grievance Board. Failure to appear before the Grievance Board shall be a waiver of all rights under the grievance procedure.

Alternatively, the Grievance Board may direct this matter to be heard and settled by an external arbitrator selected by the Grievance Board. If the Grievance Board chooses to hear and settle the matter without arbitration, the Grievance Board decision is final and no further action is available under this grievance procedure. If the matter is referred to an arbitrator, the arbitrator’s decision is final, provided, however that an outside arbitrator shall not have jurisdiction to make any monetary award in excess of $2,500.00, nor shall he/she have the authority to reinstate a terminated employee.

A written decision made by the Grievance Board or Arbitrator shall be rendered within ten (10) working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten (10) working days of the last committee hearing, or as soon thereafter as is practical.
ELEMENT 12: ATTENDANCE ALTERNATIVES

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

“If LAUSD facilities are used during the term of this charter, TEACH Tech Charter High School shall abide by all LAUSD policies relating to Maintenance and Operations Services”

The address of the Charter school is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Location</th>
<th># of Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>To be determined.South Los Angeles area</td>
<td>16 through 20</td>
</tr>
</tbody>
</table>

Contact Mildred S. Cunningham, Executive Director
(323) 493-3426 mcunningham@teachacademy.net

The grade configuration is 9th through 12th.

The admission requirements include: TEACH Tech Charter High School will accept any student if there is an opening at the school.

According to the California Education code, participation in a public random drawing is required if the amount of pupils that wish to attend TEACH Tech Charter High School exceed the enrollment limit. TEACH Tech Charter High School will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements and are not more than 22 years of age.

The operational capacity will be 400.
The instructional calendar will be: 190 instructional days
The bell schedule for the charter school will be: 8:00 am to 4:00 pm (Mon, Tues, Wed, and Fri); 8:00 am to 1:00 pm (Thursday)
If space is available, traveling students will have the option to attend.

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

No student is required to attend TEACH Tech Charter High School. Students living within the attendance area of LAUSD who do not desire to attend the charter school will possess the same alternatives as those offered to other students currently residing in the district. These students may attend other district schools or pursue
an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of residence.

The parent(s) or guardian(s) of each pupil enrolled at TEACH Tech Charter High School shall be informed that the pupil has no right to admission in a non-charter District school (or program within a District school) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the District.

The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.
ELEMENT 13: EMPLOYEE RIGHTS

Job applicants for positions at TEACH Tech Charter High School will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Any district union employee who is offered employment and chooses to work at TEACH Tech Charter High School will not be covered by his or her respective collective bargaining unit agreement, although TEACH Tech Charter High School may extend the same protections and benefits in individual employee contracts.

Leave and return rights for union-represented employees who accept employment with TEACH Tech Charter High School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements. LAUSD District employees must consult with the District to determine their eligibility for leave. Certificated leave from the District may be up to one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition. Return rights would be offered with neither loss nor gain of status or seniority with LAUSD, at the salary and benefit rate in current use by the district for employees in the same classification who remained with the district or returned to a non-charter district school. This is subject to change pursuant to any revisions in the LAUSD collective bargaining agreement.

TEACH Tech Charter High School will consider entering into a collective bargaining agreement with its employees if the employees and Board of Directors jointly elect to do so. Otherwise, all employees will be individually contracted rating in at a level competitive to the District’s salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.
ELEMENT 14: MANDATORY DISPUTE RESOLUTION

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), the District will notify TEACH Tech Charter High School in writing of the specific violation, and give TEACH Tech Charter High School a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

The staff and governing board members of TEACH Tech Charter High School agree to resolve any claim, controversy or dispute in which money damages are claimed by either party, and which arises out of or relates to the Charter agreement between the District and TEACH Tech Charter High School, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”), or which either party seeks injunctive relief, pursuant to the terms of this Element 14.

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

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

   To Charter School: TEACH Tech Charter High School
c/o Executive Director

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

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the
Mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration 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.

The staff and governing board members of TEACH Tech Charter High School agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.
ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

TEACH Tech Charter High School will be the exclusive public employer of all employees of the charter school for collective bargaining purposes. As such, TEACH Tech Charter High School will comply with all provisions of the Educational Employment Relations Act ("EERA"), and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. TEACH Tech Charter High School will consider entering a collective bargaining agreement with its employees.
ELEMENT 16: SCHOOL CLOSURE PROCEDURES

The following are closing procedures that abide by Cal. Educ. Code §47605(b)(5)(P), should the school close for any reason. The decision to close TEACH Tech Charter High School either by the TEACH Tech Charter High School governing Board or by the LAUSD Board will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or not renewed by the LAUSD Board of Education; the charter school board votes to close the school; or the charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of the TEACH Tech Charter High School will be issued TEACH Tech Charter High School within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to LAUSD within the same time frame.
   a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
   b. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
   c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.

2. Written notification to LAUSD of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.

3. Transfer of student records to the receiving schools, within seven calendar days from the determination of an Action to Close.

4. Written notification to the California Department of Education and the Los Angeles County Office of Education of the Closure Action shall be made by the TEACH Tech Charter High School by registered mail within 72 hours of the decision to Closure Action.

5. The TEACH Tech Charter High School shall allow LAUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by LAUSD.

6. A financial closeout audit of the school will be paid for by the TEACH Tech Charter High School to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by TEACH Tech Charter High School will be the responsibility of the TEACH Tech Charter High School and not LAUSD. TEACH Tech Charter High School:
   a. Charter High School understands and acknowledges that TEACH Tech Charter High School will cover the outstanding debts or liabilities of TEACH Tech Charter High School. Any unused monies at the time of the audit will be returned to the appropriate funding source. TEACH Tech Charter High School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds.
7. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the TEACH Tech Charter High School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers. All other staff employment will be terminated upon Closure Action.

8. The TEACH Tech Charter High School 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.

9. In addition to a final audit, TEACH Tech Charter High School will also submit any required year-end financial reports to the California Department of Education and LAUSD, in the form and time frame required.

10. If the charter school is a nonprofit corporation, the corporation does not have any other functions than operation of the charter school, the corporation will be dissolved according to its bylaws.
   a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
   b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Petition.

REVOCATION

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

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

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

CLOSURE ACTION

The decision to close TEACH Tech Charter High School either by the TEACH Tech Charter High School governing Board or by the LAUSD Board of Education will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the
Charter School; or the Charter lapses.

**CLOSURE PROCEDURES**

The procedures for charter school closure are guided by California *Education Code* sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

**DOCUMENTATION OF CLOSURE ACTION**

The revocation or non-renewal of TEACH Tech Charter High School must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of TEACH Tech Charter High School will be issued by TEACH Tech Charter High School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the TEACH Tech Charter High School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the TEACH Tech Charter High School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the TEACH Tech Charter High School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’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

TEACH Tech Charter High School shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

**School and Student Records Retention and Transfer**

TEACH Tech Charter High School shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for the Charter school for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The 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. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery
and/or pickup of the student records.
5. TEACH Tech Charter High School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. TEACH Tech Charter High School will provide to the ICSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records. Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

FINANCIAL CLOSE-OUT

After receiving notification of closure, the CDE will notify the TEACH Tech Charter High School and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include over-payment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

TEACH Tech Charter High School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

The financial closeout audit of the Charter School will be paid for by the TEACH Tech Charter High School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by TEACH Tech Charter High School will be the responsibility of the and not LAUSD.

TEACH Tech Charter High School understands and acknowledges that TEACH Tech Charter High School will cover the outstanding debts or liabilities of TEACH Tech Charter High School. Any unused monies at the time of the audit will be returned to the appropriate funding source. TEACH Tech Charter High School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which TEACH Tech Charter High School participates, and other categorical funds will be returned to the source of funds.

TEACH Tech Charter High School shall ensure the completion and filing of any annual reports required. This includes:

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 the 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 determine the disposition of all liabilities of the charter school. TEACH Tech Charter High School closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of TEACH Tech Charter High School may be transferred to the authorizing entity. If TEACH Tech Charter High School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

   a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
   b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the TEACH Tech Charter High School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The TEACH Tech Charter High School 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.
The TEACH Tech Charter High School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the TEACH Tech Charter High School shall do all of the following on behalf of the school’s employees, and anything else required by applicable law:

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 the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File the final withholding tax return (Treasury Form 165).
e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end TEACH Tech Charter High School’s right to operate as a Charter School or cause TEACH Tech Charter High School to cease operation. TEACH Tech Charter High School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should TEACH Tech Charter High School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

**FACILITIES**

Proposed TEACH Tech Charter High School Location:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Location</th>
<th># of Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>To be determined, South Los Angeles area</td>
<td>16 through 20</td>
</tr>
</tbody>
</table>

**Contact**

Mildred S. Cunningham, Executive Director
(323) 493-3426
mcunningham@teachacademy.net

**RESIDENT SCHOOLS**

Names of District school sites near location: Washington Preparatory High School

**District-Owned Facilities:**

If TEACH Tech Charter High School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, TEACH Tech
Charter High School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition TEACH Tech Charter High School will occupy and use any LAUSD facilities, TEACH Tech Charter High School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

TEACH Tech Charter High School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

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

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

- **Use.** TEACH Tech Charter High School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to TEACH Tech Charter High School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to TEACH Tech Charter High School for use. TEACH Tech Charter High School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than TEACH Tech Charter High School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**

  I. **Pro Rata Share.** LAUSD shall collect and TEACH Tech Charter High School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  II. **Taxes; Assessments.** Generally, TEACH Tech Charter High School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or TEACH Tech Charter High School’s legal or equitable interest created by the use agreement.
• **Maintenance & Operations Services.** In the event LAUSD agrees to allow TEACH Tech Charter High School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by TEACH Tech Charter High School.

• **Co-Location.** TEACH Tech Charter High School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and TEACH Tech Charter High School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant.** If TEACH Tech Charter High School is a sole occupant of LAUSD facilities, LAUSD shall allow TEACH Tech Charter High School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and TEACH Tech Charter High 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, TEACH Tech Charter High School shall satisfy those requirements to participate in LAUSD’s property insurance or, if TEACH Tech Charter High School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. TEACH Tech Charter High School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility if TEACH Tech Charter High School is co-locating or sharing the LAUSD facility with another user.

**Facility status:** TEACH Tech Charter High School, petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The TEACH Tech Charter High School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** TEACH Tech Charter High School petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. TEACH Tech Charter High School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If TEACH Tech Charter High School
moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools.

**Asbestos Management:**

TEACH Tech Charter High School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used

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