



High Tech LA

17111 Victory Blvd, Lake Balboa, CA 91406

Charter Renewal
Petition

For the term
July 1, 2026—June 30, 2031

Submitted: August 21, 2025

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Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1: The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

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

accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

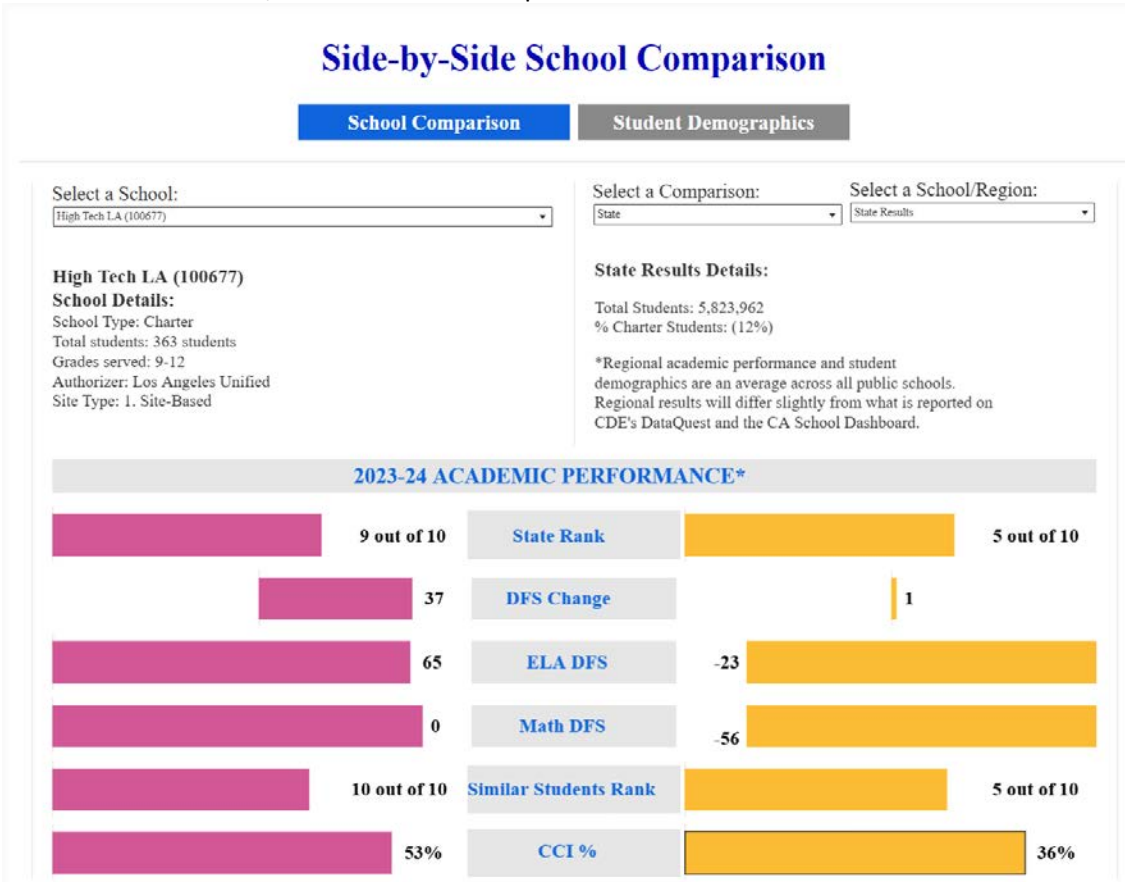
All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web-based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

GENERAL INFORMATION

General Information	
● The name and title of the contact person for Charter School is:	Colleen Molina, Principal
● The contact address for the Charter School is:	17111 Victory Blvd., Lake Balboa, CA 91406
● The contact phone number for the Charter School is:	818.609.2640
● The current address of the Charter School is:	17111 Victory Blvd., Lake Balboa, CA 91406
● This location is in LAUSD Board District:	3
● This location is in LAUSD Region:	North
● The grade configuration of Charter School is:	9-12
● The number of students in the first year will be:	347
● The grade level(s) of the students in the first year will be:	9-12
● Charter School’s scheduled first day of instruction in 2026-2027:	August 11, 2026
● The enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	415
● The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	traditional
● The regular bell schedule (e.g., daily hours) for the Charter School will be:	8:45 a.m. – 3:50 p.m.
● The term of this Charter for Middle and High performing schools:	July 1, 2026-June 30, 2031

SELF-REFLECTION FOR CHARTER SCHOOL

The California Charter Schools Association prepares academic accountability reports for each of its member charter schools. HighTech LA is proud of its performance compared to the state, county, and Los Angeles Unified School District, as shown in the comparison charts below.



Side-by-Side School Comparison

School Comparison

Student Demographics

Select a School:

High Tech LA (100677)

High Tech LA (100677)

School Details:

School Type: Charter
 Total students: 363 students
 Grades served: 9-12
 Authorizer: Los Angeles Unified
 Site Type: 1. Site-Based

Select a Comparison:

County

Select a School/Region:

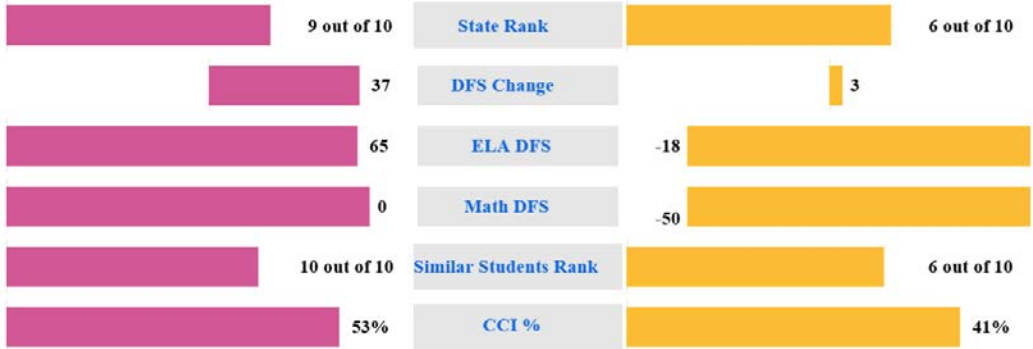
Los Angeles

Los Angeles Details:

Total Students: 1,294,281
 % Charter Students: (16%)

*Regional academic performance and student demographics are an average across all public schools. Regional results will differ slightly from what is reported on CDE's DataQuest and the CA School Dashboard.

2023-24 ACADEMIC PERFORMANCE*



Side-by-Side School Comparison

School Comparison

Student Demographics

Select a School:

High Tech LA (100677)

High Tech LA (100677)

School Details:

School Type: Charter
 Total students: 363 students
 Grades served: 9-12
 Authorizer: Los Angeles Unified
 Site Type: 1. Site-Based

Select a Comparison:

District

Select a School/Region:

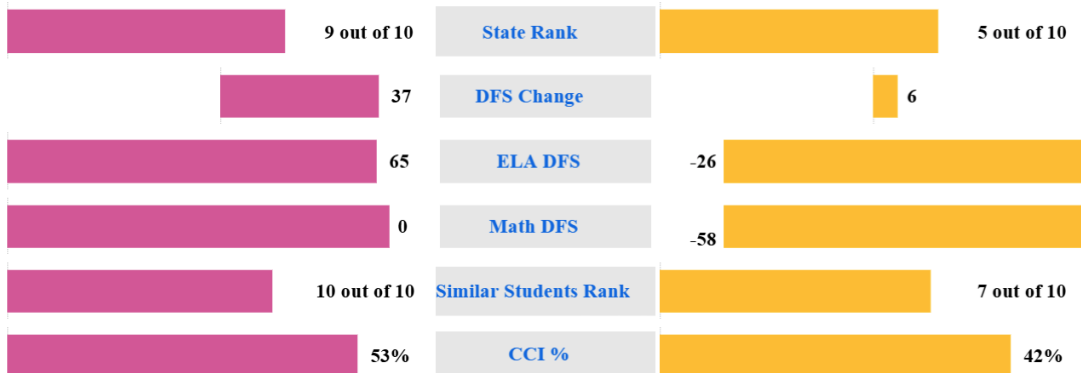
Los Angeles Unified

Los Angeles Unified Details:

County: Los Angeles
 Total Students: 527,644
 % Charter Students: (28%)

*Regional academic performance and student demographics are an average across all public schools. Regional results will differ slightly from what is reported on CDE's DataQuest and the CA School Dashboard.

2023-24 ACADEMIC PERFORMANCE*



HTLA also achieved the highest marks (all 4’s) on our most recent Oversight Visit by the LAUSD Charter School Division, building on our success from 2023-2024, as set out below.

2024-2025 School Year

SUMMARY OF RATINGS <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	4, Accomplished	4, Accomplished	4, Accomplished

2023-2024 School Year

SUMMARY OF RATINGS <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
4, Accomplished	3, Proficient	4, Accomplished	4, Accomplished

Meeting the Needs of the Community

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

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

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

High Tech LA is located on the Lake Balboa Educational Complex in Van Nuys, CA and is a self-contained, state-of-the-art facility. High Tech LA opened in September 2002 as a dependent charter with fewer than 200 students in grade 9 and grew to grades 9-12 in the next three years, becoming an independent charter school in 2008. Following COVID pandemic fluctuations, current enrollment is

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

Throughout its almost two decades of existence as an independent, HTLA has succeeded in its goal to prepare students in the community to succeed in post-secondary education and in careers of their choice in the complex world of the 21st century.

Evidence Of Meeting Charter Renewal Criteria Pursuant To Education Code Section 47607.2(b)

The Los Angeles Unified School District should renew HighTech LA's charter for a 5-year term.

Academic Performance Data

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance based on Dashboard data and metrics as compared to state average for all students and for numerically significant subgroups. The California Department of Education ("CDE") evaluates all charter schools and places them in renewal tracks annually and makes that report available to the public. Renewal tracks most recently came back online this year and the CDE released the performance category data file¹ in March 2025. According to the legal definition, and this file, High Tech LA is in the middle-performing category for renewal this year. We present evidence and data below to demonstrate that High Tech LA is meeting the renewal criteria for a five-year renewal.

Education Code Section 47607.2(b) states:

1. For all charter schools for which [top and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
2. The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
3. In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - a. The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
 - b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
4. Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data.

Education Code Section 47607(c)(3) defines measurements of academic performance as statewide assessments in the California Assessment of Student Performance and Progress ("CAASPP") system, or any successor system, the English Language Proficiency Assessments for California ("ELPAC"), or any successor system, and the college and career readiness indicator. Education Code Section 47607.2(c)(1) specifies that verified data is data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are

¹ (<https://www.cde.ca.gov/sp/ch/documents/perfcat24.xlsx>)

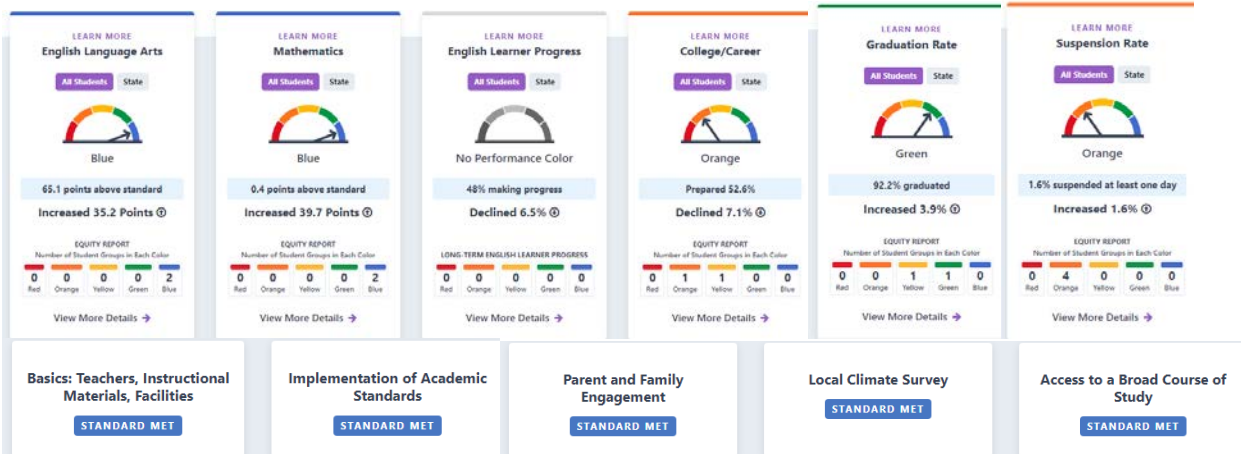
externally produced. High Tech LA utilizes CAASPP as verified data, which will be discussed in more detail below.

Summary Of Academic Performance

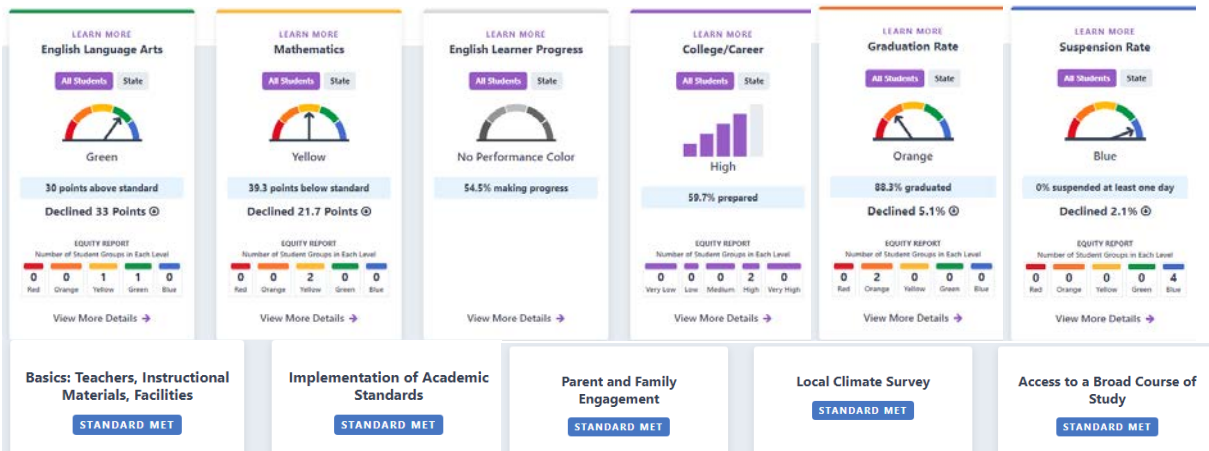
High Tech LA is a strong option for students and remains dedicated to providing our community with a rigorous academic experience. Based on its academic track record relative to the state and nearby schools, it would be in the pupils’ best interest for High Tech LA to continue serving this community. Key highlights of High Tech LA’s performance include:

Dashboard Performance

High Tech LA has made significant improvements in its Dashboard performance, particularly in academic performance in ELA and Math. In ELA, High Tech LA more than doubled its previous score of 30 points above standard (which was above state and LAUSD performance) to 65.1 points above standard. In Math, High Tech LA increased almost 40 points, going from 39.3 points below standard in 2023 (which, as with its ELA scores, was higher than both state and LAUSD performance) to 0.4 points above. High Tech LA is proud of these achievements, which were also reflected in all of its statistically significant subgroups, and believes its overall Dashboard performance merits the charter petition’s renewal.



(Source: CA School Dashboard: School Performance Review 2024)



(Source: CA School Dashboard: School Performance Review 2023)

HTLA is particularly proud that all of its statistically significant subgroups also outperformed the State in both ELA and Math over the last two years, as shown in the charts below.

ENGLISH LANGUAGE ARTS (DISTANCE FROM STANDARD)	2024	2023
ALL STUDENTS		
HTLA	65.1 Above	30 Above
LAUSD	(28.2) Below	(32.4) Below
CA STATE	(13.2) Below	(13.6) Below
SOCIOECONOMICALLY DISADVANTAGED		
HTLA	61.7 Above	11.5 Above
LAUSD	(40.2) Below	(46.1) Below
CA STATE	(40.9) Below	(42.6) Below
WHITE		
HTLA	87.8 Above	34.6 Above
LAUSD	29.3 Above	26.9 Above
CA STATE	19.2 Above	20.8 Above
HISPANIC		
HTLA	2.4 Above	10.3 Above
LAUSD	(38.9) Below	(43.1) Below
CA STATE	(39.3) Below	(40.2) Below
STUDENTS WITH DISABILITIES		
HTLA	*	(67.9) Below
LAUSD	-	(111.8) Below
CA STATE	-	(96.3) Below

(Source: compiled from the CA School Dashboard: School Performance Review 2023 & 2024)

*Fewer than 11 students-data not displayed for privacy

MATH (DISTANCE FROM STANDARD)	2024	2023
ALL STUDENTS		
HTLA	0.4 Above	(30.3) Below
LAUSD	(60.4) Below	(67.3) Below
CA STATE	(47.6) Below	(49.1) Below
SOCIOECONOMICALLY DISADVANTAGED		
HTLA	17.2 Above	(52.8) Below
LAUSD	(72.6) Below	(78.9) Below
CA STATE	(78.2) Below	(80.8) Below
WHITE		
HTLA	35.8 Above	23.9 Above
LAUSD	3.3 Above	(5.8) Below
CA STATE	(10.3) Below	(11.1) Below
HISPANIC		
HTLA	(78.5) Below	(74.7) Below
LAUSD	(72.6) Below	(78.9) Below
CA STATE	(79.2) Below	(80.8) Below
STUDENTS WITH DISABILITIES		
HTLA	*	(160.4) Below
LAUSD	-	(140.3) Below
CA STATE	-	(127.3) Below

(Source: compiled from the CA School Dashboard: School Performance Review 2023 & 2024)

*Fewer than 11 students-data not displayed for privacy

Measurable Increases in Academic Achievement

Additionally, the below CAASPP data provides clear and convincing evidence that High Tech LA has achieved measurable increases in academic achievement between 2022-23 and 2023-24. As seen in the data below, High Tech LA made significant improvements in its already impressive ELA scores, with 73.69% of students meeting or exceeding standard (up from 64.20% in 2022-23). In Math, too, High Tech LA improved substantially, with 46.05% of students meeting or exceeding standard (up from 34.57% in 2022-23). These scores far exceeded those of the District, with only 43.06% and 32.83% of students meeting or exceeding standard in ELA and Math, respectively. These scores also surpassed the State, with only 47.04% and 35.54% of students meeting or exceeding standard in ELA and Math, respectively. These results provide clear and convincing evidence that High Tech LA has achieved measurable increases in academic achievement in the past year, and out-performed both LAUSD and the State in the process. High Tech LA is confident that these academic achievements have merited a five year charter term to continue to build even further on this progress.

Source: DataQuest/CAASPP/ELPAC 2023-24:

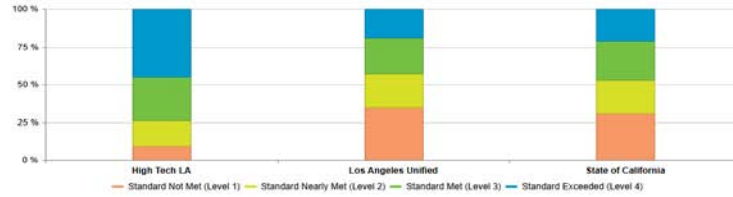
2023–24 Overall Achievement - All Grades
Results for All Students

Select Display Type:
Percentage of Students

ENGLISH LANGUAGE ARTS/LITERACY

Data Detail - All Students (accessible data)

2023–24 Achievement Level Distribution - All Grades



In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[English Language Arts/Literacy Achievement Level Descriptors](#)
[English Language Arts/Literacy Scale Score Ranges](#)

Percentage of Students at Each Performance Level

Overall Achievement

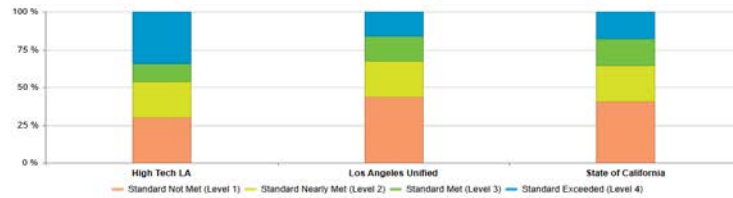
Reporting Categories	High Tech LA	Los Angeles Unified	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	44.74 %	18.94 %	21.02 %
Standard Met (Level 3) Percentage of students by grade for level	28.95 %	24.12 %	26.02 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	17.11 %	22.05 %	21.80 %
Standard Not Met (Level 1) Percentage of students by grade for level	9.21 %	34.89 %	31.15 %

The sum of the achievement level percentages may not add to 100% due to rounding.

MATHEMATICS

Data Detail - All Students (accessible data)

2023–24 Achievement Level Distribution - All Grades



In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)
[Mathematics Scale Score Ranges](#)

Percentage of Students at Each Performance Level

Overall Achievement

Reporting Categories	High Tech LA	Los Angeles Unified	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	34.21 %	15.86 %	17.89 %
Standard Met (Level 3) Percentage of students by grade for level	11.84 %	16.97 %	17.65 %
Standard Nearly Met (Level 2) Percentage of students by grade for level	23.68 %	23.52 %	23.91 %
Standard Not Met (Level 1) Percentage of students by grade for level	30.26 %	43.65 %	40.55 %

The sum of the achievement level percentages may not add to 100% due to rounding.

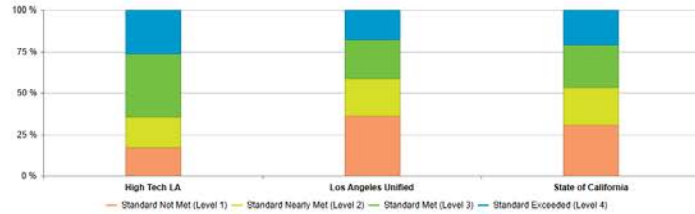
2022-23 Overall Achievement - All Grades
Results for All Students

Select Display Type:
Percentage of Students

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)

2022-23 Achievement Level Distribution - All Grades



In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[English Language Arts/Literacy Achievement Level Descriptors](#)
[English Language Arts/Literacy Scale Score Ranges](#)

Percentage of Students at Each Performance Level

Overall Achievement

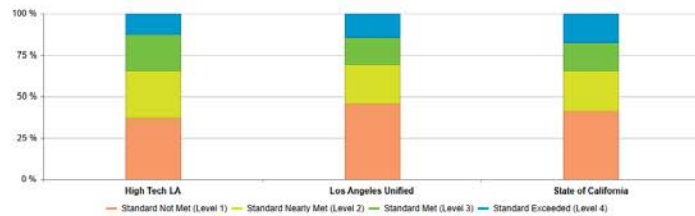
Reporting Categories	High Tech LA	Los Angeles Unified	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	25.93%	17.60%	20.73%
Standard Met (Level 3) Percentage of students by grade for level	38.27%	23.57%	25.93%
Standard Nearly Met (Level 2) Percentage of students by grade for level	18.52%	22.54%	22.17%
Standard Not Met (Level 1) Percentage of students by grade for level	17.28%	36.30%	31.17%

The sum of the achievement level percentages may not add to 100% due to rounding.

MATHEMATICS

▼ Data Detail - All Students (accessible data)

2022-23 Achievement Level Distribution - All Grades



In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

[Mathematics Achievement Level Descriptors](#)
[Mathematics Scale Score Ranges](#)

Percentage of Students at Each Performance Level

Overall Achievement

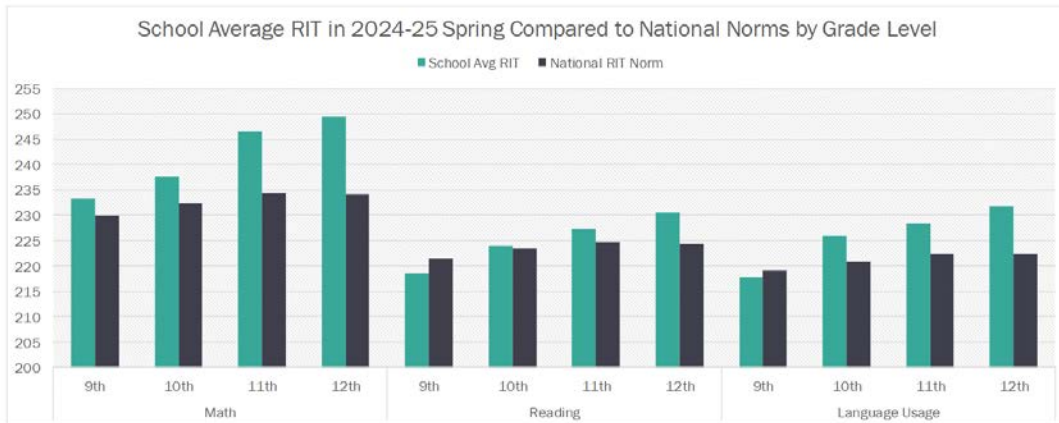
Reporting Categories	High Tech LA	Los Angeles Unified	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded (Level 4) Percentage of students by grade for level	12.35%	14.15%	17.14%
Standard Met (Level 3) Percentage of students by grade for level	22.22%	16.35%	17.48%
Standard Nearly Met (Level 2) Percentage of students by grade for level	26.40%	23.56%	24.06%
Standard Not Met (Level 1) Percentage of students by grade for level	37.04%	45.92%	41.32%

The sum of the achievement level percentages may not add to 100% due to rounding.

NWEA Results

In addition to the CAASPP data, HTLA also points to its Northwest Evaluation Association (“NWEA”) Measures of Academic Performance (“MAP”) test results, which are nationally recognized, valid, peer-reviewed, and reliable data, to support the achievement of its students over national norms. As noted in the charts below, HTLA students in grades 10-12 have outperformed the national norms in both ELA and Math for the 2022-23, 2023-24 and 2024-25 school years.

RIT Performance compared to National RIT Norm by Grade Level 2024-25 Spring – High Tech LA High School



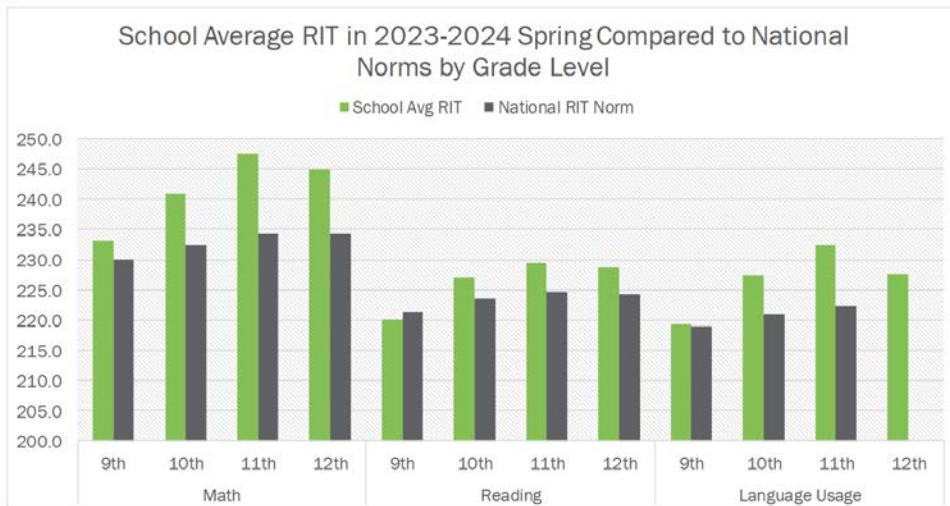
NWEA National Norms are based on a pre-pandemic study.
*11th grade Language Usage National Norm shown for grade 12, as NWEA does not report a norm for 12th grade



RIT Performance compared to National RIT Norm 2023-2024 Spring – High Tech LA



NWEA National Norms are based on a pre-pandemic study.



National norm RIT score not provided for Language Usage – Grade 12

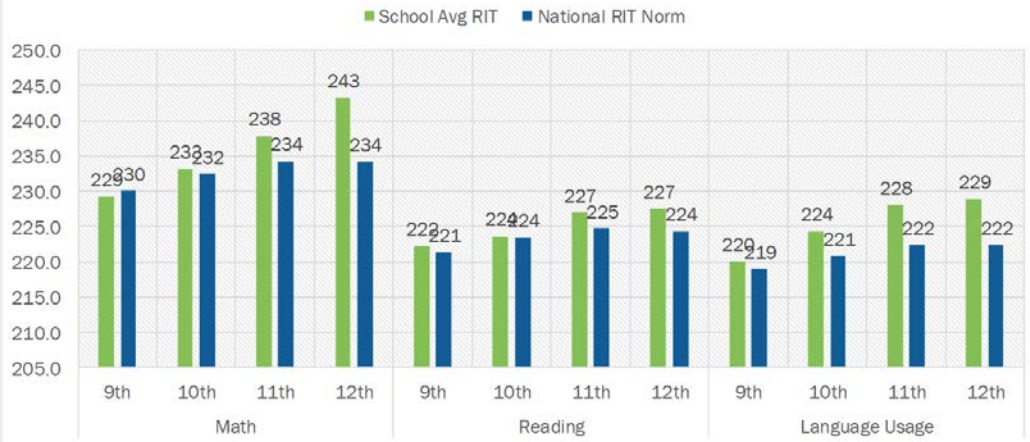
High Tech LA: Spring 22-23 Average Spring RIT compared to Mean RIT Norm



NWEA National Norms are based on a pre-pandemic study.



School Average RIT in Spring 22-23 Compared to National Norms by Grade Level



*12th Grade Language Usage National Norm based on Grade 11, as NWEA does not have Language norms for that grade

CAST Results

The results from the California Science Test (“CAST”) similarly demonstrate the academic achievement of HTLA students. As shown in the chart below, in 2024 HTLA students overall outperformed both the State and District students, as did each of its statistically significant subgroups.

SCIENCE (DISTANCE FROM STANDARD)	2024
ALL STUDENTS	
HTLA	(2.9) Below
LAUSD	(17.9) Below
CA STATE	(13.5) Below
SOCIOECONOMICALLY DISADVANTAGED	
HTLA	(2.5) Below
LAUSD	(20.2) Below
CA STATE	(19.1) Below
WHITE	
HTLA	2 Above
LAUSD	(6.6) Below
CA STATE	(5.9) Below
HISPANIC	
HTLA	(14.4) Below
LAUSD	(20) Below
CA STATE	(19.3) Below

(Source: compiled from the CA School Dashboard: School Performance Review 2023 & 2024)

Other Significant Data

HTLA shows similar achievement in other significant metrics where it has also outperformed the State and District.

Its English Learner Progress of 48% in 2024 exceeded the District percentage of 47.5% and the State percentage of 45.7% according to the CA School Dashboard.

HTLA’s graduation rates in 2023 and 2024 matched or exceeded the State and LAUSD rates overall and in all statistically significant subgroups, as noted in the table below.

GRADUATION RATE (GRADUATED)	2024	2023
ALL STUDENTS		
HTLA	92%	88.3%
LAUSD	86.7%	83.6%
CA STATE	86.7%	86.4%
SOCIOECONOMICALLY DISADVANTAGED		
HTLA	94.9%	88.6%
LAUSD	86.7%	83.4%
CA STATE	84.4%	83.7%
WHITE		
HTLA	90%	89.8%
LAUSD	86.7%	82%
CA STATE	89.2%	89.8%
HISPANIC		
HTLA	95%	84.2%
LAUSD	86.6%	83.3%
CA STATE	85.3%	84.2%
STUDENTS WITH DISABILITIES		
HTLA	87.5%	*
LAUSD	71.4%	-
CA STATE	74.4%	-

(Source: compiled from the CA School Dashboard: School Performance Review 2023 & 2024)

With respect to College/Career Preparedness, HTLA again outperformed the State and District in 2023 and 2024 overall and in all statistically significant subgroups, other than Students With Disabilities in 2024, as shown in the chart below. It should be noted that this is a very small subgroup of students (15 in total in 2024) and HTLA responded to this deficit by enhancing the post-graduation information provided to those students and their families, including resources for academic support at the post-secondary level, career counseling opportunities and other supports to help them navigate the post-secondary environment.

COLLEGE/CAREER (PREPARED)	2024	2023
ALL STUDENTS		
HTLA	52.6%	59.7%
LAUSD	45.4%	42.7%
CA STATE	45.3%	43.9%
SOCIOECONOMICALLY DISADVANTAGED		
HTLA	47.4%	61.4%
LAUSD	44.1%	41.1%
CA STATE	37.4%	35.4%
WHITE		
HTLA	57.3%	65.3%
LAUSD	56.9%	50.8%
CA STATE	54.3%	53.2%
HISPANIC		
HTLA	47.4%	42.1%
LAUSD	44.3%	41.4%
CA STATE	37.4%	35.5%
STUDENTS WITH DISABILITIES		
HTLA	6.7%	*
LAUSD	15.9%	-
CA STATE	13.5%	-

(Source: compiled from the CA School Dashboard: School Performance Review 2023 & 2024)

Success of the Key Features of High Tech LA’s Educational Program

The Charter School and its students have received many awards and recognition for their excellence, including the following during its most recent term of operation (2019-2025):

- 2019 California Distinguished School
- 2021 California Distinguished School
- 2022 California Pivotal Practice School
- Daily News Readers Best Charter School in 2021.
- One of Niche website’s Top Ten Charter schools in the state of California in 2025, 2024, 2023.
- Class of 2023: 2.2 million dollars in merit-based scholarships
- Class of 2024: 4.2 million dollars in merit-based scholarships
- Class of 2025: 4.2 million dollars in merit-based scholarships
- Class of 2025: 90% of all students were accepted at least one or more 4-year universities.
- 89% average rate of students enrolled in college fall immediately after high school
- 92% or more persistence college-going rate every year

- History Day 2019 (LA County): 28 students placed 1st in their category and qualified for National History Day-CA, 9 students received Honorable Mention
- History Day 2019 (CA)- 16 students were State Finalists.
- History Day 2020 (LA County): 34 students placed 1st in their category and qualified for National History Day-CA, 11 students received Honorable Mention
- History Day 2020 (CA): 2 students were State Champions in Group Exhibit, 4 students were finalists, 4 students won honorable mention
- History Day 2021 (LA County): 15 students placed 1st in their category and qualified for National History Day-CA, 14 students received Honorable Mention
- History Day 2021 (CA): 2 students were State Champions in Documentary Film, 17 students were finalists
- National History Day 2021- 2 students placed 3rd in Documentary Film
- LA County Science Fair 2019- Winner
- LA Marathon 2019 - Student placed 3rd in her age group
- Lyric Project Winner 2019
- NPR Podcast Competition Winner 2019
- Tomorrow Prize 2019 Finalists & Honorable Mention
- Tomorrow Prize 2021 Honorable Mention for the Green Feather Award
- Slam Poetry 2022- Semi-Finals- 4th place
- FIRST Robotics FRC 2019- Los Angeles North Regional: Quality Award
- FIRST Robotics FRC 2019- Beach Blitz: Judge's Award
- FIRST Robotics FRC 2020- Los Angeles North Regional: Regional Winners
- FIRST Robotics FRC 2021- Fluorine Group- Game Design Challenge: Concept Award
- FIRST Robotics FRC 2021- Beach Blitz: Winner
- FIRST Robotics FRC 2022- Tidal Tumble: Winner
- FIRST Robotics FRC 2023- Hueneme Port Regional: Regional FIRST Impact Award
- FIRST Robotics FRC 2023- Ventura County Regional: Winner
- FIRST Robotics FRC 2023- Las Vegas Regional: Gracious Professionalism Award
- FIRST Robotics FRC 2023- World Champions: Engineering Inspiration Award- Archimedes Division
- FIRST Robotics FRC 2024- Hueneme Finalist
- FIRST Robotics FRC 2024- Ventura County Regional: Gracious Professionalism Award
- FIRST Robotics FRC 2025- Las Vegas Regional: Regional FIRST Impact
- 2020 Posse Scholar- University of Wisconsin and Posse Scholar- Bucknell University
- 2025 Posse Scholar- Hobart and William Smith College
- 2020 National Merit Scholar Finalist
- 2024 Letter of Commendation by the National Merit Scholarship Corporation
- 2025 Two students received Letters of Commendation by the National Merit Scholarship Corporation

Areas of Challenge

Notwithstanding the high achievement of HTLA, the Charter School has identified several areas in which it is striving to improve.

Reinforcing School Culture and Community

HTLA has always expressly understood the profound impact that a positive and inclusive school culture has on the social-emotional well-being of our students. As noted elsewhere in this Charter petition, one of the cornerstones of HTLA's educational philosophy is prioritizing our students' social-emotional health, which has

consistently yielded positive outcomes in student retention, academic achievement, attendance rates, and behavioral standards. The COVID-19 pandemic inflicted unprecedented challenges on our educational community, with particularly devastating effects on our students, their families, and the broader community. Students endured prolonged isolation, experienced profound personal losses, and navigated heightened anxiety stemming from pandemic-related closures, stringent social distancing requirements, and widespread illness. These traumatic experiences collectively undermined the sense of community and belonging that had previously flourished within our school environment.

Upon returning to in-person instruction, we observed behavioral indicators that reflected this social-emotional disruption, most notably through increased disciplinary incidents. This is reflected in our suspension rates, which, although very low, remain higher than those of the District and State. (It is also worth noting that in a small school population, an increase in suspension of 1 or 2 students can have a big impact on the overall rates.)

In an attempt to reinforce the community and culture that had existed pre-pandemic, HTLA strategically partnered with several specialized third-party organizations, including Leader in Me, Making Caring Common, and Safe School Ambassador programs to provide structured frameworks and evidence-based approaches to rebuild our community cohesion in a comprehensive and holistic manner.

Through persistent and intentional effort, we gradually reestablished our collective identity and reinforced the fundamental importance of community within our educational model. We hope to see continued reduction in our disciplinary incidents, as we attempt to maintain minimal suspension rates while fostering a positive, supportive, and academically conducive learning environment.

Reading Across the Curriculum

HTLA has noted an increased population of English Learners partly as a result of world-wide wars and economic dislocations that have driven more immigrants to our community. Coupled with post-pandemic learning loss, HTLA noted an increased need for building reading skills across the curriculum in order to support students' academic achievement. The Charter School adopted a school-wide "Read Lead Succeed" initiative, that set aside a shared time across campus every day where all students were engaged in sustained silent reading. Adults on campus also joined the practice to model the behavior and build a shared culture. The daily practice was intended to strengthen reading comprehension, vocabulary development and critical thinking skills, all of which support academic achievement across the curriculum. HTLA noted the powerfully positive effects of this initiative in its significant jump in ELA CAASPP scores and intends to continue the practice in order to strengthen literacy skills for its English Learner ("EL") population and hopefully build a lifelong habit of reading among its community members.

Addressing Deficits Among Hispanic Students in Math

HTLA takes very seriously its commitment to ensuring that it is maintaining high academic standards for all of its students, and ensuring that students in all subgroups are successful. In reviewing achievement data across the various statistically significant subgroups, HTLA noted that Hispanic students were either not performing as well or showing as much growth as the rest of the student population in their math scores. The school population as a whole suffered significant learning loss during the Covid-19 closures, and Hispanic students in our community were profoundly affected by the impact of the pandemic. HTLA revised its math curriculum since returning to in-person instruction to address pandemic learning loss, focusing on recovering basic skills and enhancing mathematical reasoning. HTLA also identified students who were struggling in math, based on SBAC testing results and teacher recommendation, to provide additional support during the school day to

strengthen math skills, particularly prioritizing our Hispanic students. HTLA continues to review and revise its interventions in order to support the achievement of all students across the curriculum.

GOALS AND PHILOSOPHY

Mission and Vision

Vision Statement:

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

Mission Statement:

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

Schoolwide Learner Outcomes (“SLOs”):

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

1. Collaboration. In addition to working as self-directed learners, students draw upon their collective thinking and experience. When students work in teams on projects, their collaboration is an explicit focus for assessment.
2. Technology. Students use technologies to problem-solve and to enhance their project work in the context of conducting research, writing, completing complex mathematical calculations, organizing and managing projects and schedules, or being creative with digital graphics, photography, web design or video.
3. Communication. Excellent communication skills, both oral and written, are essential to success in post-secondary education and in the workplace. Student communication skills are assessed in rigorous reviews by faculty, peers, and members of the community. The Faculty emphasizes student writing across all curricular content areas as a focus for program development and assessment.
4. Community Ethics and Responsibility. High Tech LA students are being prepared to be positive and productive forces in their families and communities, embracing traits of alert citizenship and an appreciation for diversity. Faculty guide students toward a global vision of ethics and social responsibility through the exploration of science, humanities, the arts, the advisory process, and interactions with the communities in which they will live, study and work.

What It Means to be an Educated Person in the 21st Century

As recognized in the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively referred to herein as, “State Standards”) we believe education is not simply about learning concrete facts and skills found in standardized tests, but rather that a 21st century

education must emphasize aptitudes such as problem-solving, critical and creative thinking, inquiry, collaboration, communication and invention. Acclaimed journalist and author Thomas Friedman has noted that for education to be relevant today and best prepare Americans for the global economy, it must emphasize the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking. (Friedman, *The World is Flat*, 2005.) While these aptitudes of course necessarily depend on a foundational knowledge base that is detailed in the State Standards, we believe our most important job as educators is in helping our students learn *how* to learn, and take on responsibility for their own futures as global citizens. Encouraging students to maintain goals of strong personal character and self-responsibility will help them become successful members within their communities, careers and families.

Our students will have opportunities and face challenges that we cannot even imagine today, as technology developments change our world at a pace never before experienced in human history. The personalization of technology and the devices used to access information is causing continuous “disruptive innovation” for young children today. The impact on global economies and virtually every industry and every household cannot be overstated.

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

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

How Learning Best Occurs

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

- **Backwards Design/Differentiated Learning:** Our faculty relies on the acclaimed Backwards Planning approach to instruction, starting first with an understanding of the essential skills, goals and objectives defined in the State Standards and the Charter School’s own goals for learning, and going backwards to devise the lessons and assessments – including differentiation based on individual needs -- that will achieve and measure student success;
- **Project-Based Learning:** Through teacher-designed integrated projects, our students learn by *doing*, with an individualized, differentiated approach that ensures that instruction is personalized for the needs of each learner;

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

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

Goals For Enabling Pupils To Become And Remain Self-Motivated, Competent, And Lifelong Learners

HighTech LA is dedicated to the learner outcomes which represent what HTLA students should be, know and be able to do upon graduation. HTLA's Schoolwide Learner Outcomes are as follows:

1. **Collaboration.** In addition to working as self-directed learners, students draw upon their collective thinking and experience. When students work in teams on projects, their collaboration is an explicit focus for assessment.
2. **Technology.** Students use technologies to problem-solve and to enhance their project work in the context of conducting research, writing, completing complex mathematical calculations, organizing and managing projects and schedules, or being creative with digital graphics, photography, web design or video.
3. **Communication.** Excellent communication skills, both oral and written, are essential to success in secondary and postsecondary education and in the workplace. Student communication skills are assessed in rigorous reviews by faculty, peers, and members of the community. The Faculty emphasizes student writing across all curricular content areas as a focus for program development and assessment.
4. **Community Ethics and Responsibility.** HTLA students are being prepared to be positive and productive forces in their families and communities, embracing traits of alert citizenship and an appreciation for diversity. Faculty guide students toward a global vision of ethics and social responsibility through the exploration of science, humanities, the arts, the advisory process, and interactions with the communities in which they will live, study and work.

The Requirements Of Education Code Section 47605(c)(5)(A)(ii)

HTLA will pursue the following school-wide and subgroup outcome goals, based on the state priorities detailed in Education Code Section 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to State Standards and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in Education Code Section 52060(d).

The following chart details the Charter School's annual goals, for all pupils pursuant to Education Code

Section 52052, for each of the eight (8) state priorities identified in Education Code Section 52060(d), including specific annual actions the Charter School will take to achieve each of the identified annual goals.

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)						
GOAL #1						
Use student/schoolwide data from assessments to inform decisions regarding instructional practices and implement research-based intervention programs and practice for all students to improve student achievement, increase student access to rigor, and provide relevant learning experiences.	Related State Priorities:					
	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6
	Local Priorities:					
	<input checked="" type="checkbox"/> : 1, 2, 7					
	<input type="checkbox"/> :					
Specific Annual Actions to Achieve Goal						
HTLA will retain, hire, and appropriately assign well-qualified teachers and staff, who continuously develop as professionals.						
HTLA will provide all students with access to an engaging, rigorous, and broad curriculum that fully implements ELA and Math Common Core State Standards.						
HTLA will provide students with access to effective instructional materials.						
HTLA will continue to require all students to take a Broad Course of Study in order to graduate. This course of study will include Foreign Language, VAPA, Mathematics, Science, English Language Arts, and Social Studies						
Expected Annual Measurable Outcomes						
Outcome #1: All teachers will be appropriately credentialed and assigned						
Metric/Method for Measuring: CALPADS credential report and personnel files						
	Baseline	2026-227	2027-28	2028-29	2029-30	2030-31
% of teachers that will be appropriately credentialed and assigned	100%	Maintain baseline	Maintain baseline	Maintain baseline	Maintain baseline	Maintain baseline
Outcome #2: High Tech LA Students will show growth on CAASPP ELA distance from Level 3 (DFL) 3 Scale Scores (include statistically significant subgroups)						
Metric/Method for Measuring: Annual growth on CAASPP ELA DFL 3 Scale Scores (include statistically significant subgroups)						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	65.1 points above standard	+5 points from baseline	+15 points from baseline	+17 points from baseline	+ 18 points from baseline	+20 points from baseline
Socioecon. Disadv./Low Income Students	61.7 points above standard	+5 points from baseline	+15 points from baseline	+17 points from baseline	+18 points from baseline	+20 points from baseline

Students with Disabilities	<i>67.9 points below standard</i>	<i>+ 5 points from baseline</i>	<i>+15 points from baseline</i>	<i>+20 points from baseline</i>	<i>+22 points from baseline</i>	<i>+25 points from baseline</i>
Latino Students	<i>2.4 points below standard</i>	<i>+5 points from baseline</i>	<i>+15 points from baseline</i>	<i>+17 points from baseline</i>	<i>+20 points from baseline</i>	<i>+25 points from baseline</i>
White Students	<i>87.8 points above standard</i>	<i>+1 points from baseline</i>	<i>+2 points from baseline</i>	<i>+3 points from baseline</i>	<i>+5 points from baseline</i>	<i>+7 points from baseline</i>

Outcome #3: High Tech LA Students will show growth on CAASPP Math DFL 3 Scale Scores (include statistically significant subgroups)

Metric/Method for Measuring: Annual Growth on CAASPP Math DFL 3 Scale Scores (include statistically significant subgroups):

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	<i>0.4 points above standard</i>	<i>+20 points from baseline</i>	<i>+22 points from baseline</i>	<i>+24 points from baseline</i>	<i>+26 points from baseline</i>	<i>+28 points from baseline</i>
Socioecon. Disadv./Low Income Students	<i>17.2 points above standard</i>	<i>+10 points from baseline</i>	<i>+12 points from baseline</i>	<i>+14 points from baseline</i>	<i>+16 points from baseline</i>	<i>+18 points from baseline</i>
Students with Disabilities	<i>160.4 points below standard</i>	<i>+20 points from baseline</i>	<i>+25 points from baseline</i>	<i>+27 points from baseline</i>	<i>+29 points from baseline</i>	<i>+31 points from baseline</i>
Latino Students	<i>78.5 points below standard</i>	<i>+10 points from baseline</i>	<i>+15 points from baseline</i>	<i>+17 points from baseline</i>	<i>+20 points from baseline</i>	<i>+22 points from baseline</i>
White Students	<i>35.8 points above standard</i>	<i>+5 points from baseline</i>	<i>+7 points from baseline</i>	<i>+9 points from baseline</i>	<i>+11 points from baseline</i>	<i>+13 points from baseline</i>

Outcome #4: All High Tech LA Students will meet/complete UC A-G requirements upon graduation.

Metric/Method for Measuring: % of students who meet/complete UC A-G

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	92%	<i>+2% from baseline</i>	<i>+4% from baseline</i>	<i>+6% from baseline</i>	<i>+8% from baseline</i>	<i>+8% from baseline</i>
Socioecon. Disadv./Low Income Students	79%	<i>+5% from baseline</i>	<i>+9% from baseline</i>	<i>+14% from baseline</i>	<i>+18% from baseline</i>	<i>+21% from baseline</i>
Students with Disabilities	75%	<i>+6% from baseline</i>	<i>+11% from baseline</i>	<i>+17% from baseline</i>	<i>+20% from baseline</i>	<i>+25% from baseline</i>
Latino Students	94%	<i>+1% from baseline</i>	<i>+2% from baseline</i>	<i>+4% from baseline</i>	<i>+6% from baseline</i>	<i>+6% from baseline</i>
White Students	90%	<i>+2% from baseline</i>	<i>+5% from baseline</i>	<i>+7% from baseline</i>	<i>+9% from baseline</i>	<i>+10% from baseline</i>

Outcome # 5: 90% of High Tech LA Students will be prepared and ready for college or a career (including statistically significant subgroups)

Metric/Method for Measuring: Growth in percentage of students deemed “Prepared for College/Career” (including statistically significant subgroups)

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	53%	+15% from baseline	+22% from baseline	+28% from baseline	+32% from baseline	+37% from baseline
Socioecon. Disadv./Low Income Students	47 %	+15% from baseline	+20% from baseline	+25% from baseline	+30% from baseline	+33% from baseline
Students with Disabilities	7%	+15% from baseline	+20% from baseline	+25% from baseline	+27% from baseline	+30% from baseline
Latino Students	47%	+15% from baseline	+20% from baseline	+25% from baseline	+30% from baseline	+33% from baseline
White Students	57%	+15% from baseline	+22% from baseline	+28% from baseline	+32% from baseline	+37% from baseline

LCFF STATE PRIORITIES						
GOAL #2						
Provide all students with a rigorous and relevant college-preparatory curriculum, through Project Based Learning that engages students as they positively impact their community with instruction that engages all students in ‘real-world’ applications and experiential learning opportunities in preparation for College & Career to contribute to an educated citizenry.	Related State Priorities:					
	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6
						Local Priorities:
						<input checked="" type="checkbox"/> : 1, 2, 6, 7 <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal						
HTLA will expand Project Based Learning integration across the curriculum						
HTLA will enhance professional development opportunities for faculty in integrating project-based learning and real world applications across the curriculum						
HTLA will work with local businesses to provide hands-on learning opportunities						
HTLA will develop community impact projects to civic engagement						
Expected Annual Measurable Outcomes						
Outcome #1: All students will have access to rigorous standards-based academic content.						
Metric/Method for Measuring: Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.						
CONTENT AREA (ALL STUDENTS HAVE ACCESS TO THE SAME CURRICULUM)	Baseline	2026-27	2027-28	2028-29	2029-302	2030-31
ELA	Level 5	Level 5	Level 5	Level 5	Level 5	Level 5
ELD	Level 4	Level 4	Level 4	Level 4	Level 4	Level 4
MATH	Level 5	Level 5	Level 5	Level 5	Level 5	Level 5
NGSS	Level 4	Level 4	Level 4	Level 4	Level 4	Level 4
HISTORY	Level 5	Level 5	Level 5	Level 5	Level 5	Level 5
VAPA	Level 4	Level 4	Level 4	Level 4	Level 4	Level 4
WORLD LANG	Level 4	Level 4	Level 4	Level 4	Level 4	Level 4
Outcome #2: Maintain attendance rates in excess of 96%						
Metric/Method for Measuring: Attendance rates						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	97%	97%	97%	97%	97%	97%
Outcome #3: Reduce chronic absenteeism among all students and statistically significant subgroups.						
Metric/Method for Measuring: Attendance records						

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	12%	-1% from baseline	-2% from baseline	-3% from baseline	-4% from baseline	-4% from baseline
Socioecon. Disadv./Low Income Students	13.5%	-1% from baseline	-2% from baseline	-3% from baseline	-4% from baseline	-4% from baseline
Students with Disabilities	21.3%	-1% from baseline	-2% from baseline	-3% from baseline	-4% from baseline	-4% from baseline
Latino Students	14.2%	-1% from baseline	-2% from baseline	-3% from baseline	-4% from baseline	-4% from baseline
White Students	9%	-1% from baseline	-2% from baseline	-3% from baseline	-4% from baseline	-4% from baseline

LCFF STATE PRIORITIES

GOAL #3

Engage parents, families and community members as partners through education, communication and collaboration in order to provide all students with a safe, welcoming, inclusive, and positive learning environment.

- Related State Priorities:
- 1 4 7
 2 5 8
 3 6

- Local Priorities:
- : 1, 3, 6
:

Specific Annual Actions to Achieve Goal

HTLA will expand parent outreach through ParentSquare to advise families of events at school and school achievements

HTLA will continue to create opportunities for parents to become involved through the Parent Association and other school events

HTLA will partner with local businesses and community organizations to collaborate on projects and other opportunities for interaction between the school and the community.

Expected Annual Measurable Outcomes

Outcome #1: Maintain suspension rates at less than 2%

Metric/Method for Measuring: Suspension Rates

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	1.6%	Maintain baseline	Maintain baseline	Maintain baseline	Maintain baseline	Maintain baseline
Socioecon. Disadv./Low Income Students	2.1%	-0.5% from baseline	-0.5% from baseline	-0.5% from baseline	-0.5% from baseline	-0.5% from baseline
Students with Disabilities	1.8%	Maintain baseline	Maintain baseline	Maintain baseline	Maintain baseline	Maintain baseline
Latino Students	1.6%	Maintain baseline	Maintain baseline	Maintain baseline	Maintain baseline	Maintain baseline
White Students	2%	-0.5% from baseline	-0.5% from baseline	-0.5% from baseline	-0.5% from baseline	-0.5% from baseline

Outcome #2: Have a participation rate of 85% of students for annual survey

Metric/Method for Measuring: Completion rates of annual student survey

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	42%% completion	+10% from baseline	+25% from baseline	+32% from baseline	+38% from baseline	+43% from baseline

Outcome #3: Have a participation rate of 40% of parents for annual survey

Metric/Method for Measuring: Completion rates of annual parent survey

	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Parents	5%	+10% from baseline	+17% from baseline	+22% from baseline	+30% from baseline	+35% from baseline

INSTRUCTIONAL DESIGN

Innovative Components and Key Features of Instructional Design

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

- Backwards Design/Differentiated Learning to meet or exceed UC/CSU Requirements
- Project-Based Learning with focus on cross-curricular projects that connect to the “real world”
- Integration of technology into all subjects
- A student internship
- Social-Emotional Learning and Support
- Transitional Presentation of Learning (TPOL)

Backward Design/Differentiated Learning

All instruction at High Tech LA starts first with the State Standards, all of which drive the creation of lesson plans and assessments. High Tech LA teachers collaboratively plan units of study using the ‘backward design’ guidelines described in *Understanding by Design* (Wiggins & McTighe, 1998). This strategy advises teachers to “begin with the question: What would we accept as evidence that students have attained the desired understanding and proficiencies – before proceeding to plan teaching and learning experiences?” There are three steps to this process:

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

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

As teachers select and prioritize these learning expectations, they are guided by thinking about the extent to which the idea, topic or process: (1) represents a ‘big idea’ having enduring value beyond the classroom; (2) resides at the heart of the discipline, and is tied directly to standards and standardized testing; (3) requires

“uncoverage” to the extent that parts of these concepts are difficult for students to understand; and (4) offers potential for engaging students.

2. Core Curriculum is based on the UC/CSU A-G Requirements: Upon graduation, all High Tech LA students have met or exceeded all the A-G requirements for admission to a University of California or California State University. Teachers use a variety of assessment methods including both formative and summative assessments. Methods include quizzes or tests aligned with the style students encounter on standardized assessments as well as more comprehensive or authentic checks for understanding such as Presentations of Learning, informal checks, student observation, 1:1 conferencing, performance tasks and projects requiring both physical deliverables as well as public presentations. Where possible, technology is used to expand the extent of possible exhibition of mastery products or performances. Teachers match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.

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

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

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

Project Based Learning

The backbone of the school’s pedagogy is Project Based Learning (“PBL”). PBL is a method to develop standards-based, interdisciplinary projects that connect to a real-world product. Through project-based learning, our students engage in complex and challenging tasks and problem-solving, both independently and

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

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

- *Acquire, communicate, and investigate worthwhile knowledge in depth.* Instead of dividing instruction into disconnected learning blocks, students are able to view school subjects as connected and interrelated, much like real life. As students explore topics in a variety of ways and through various sources, they learn to relate what they are learning to their own lives. When students view their learning as having personal relevance, they put more effort into their schoolwork and achievement. (Willis, 1995; Csikszentmihályi, 2009.) Activities are assigned for home exploration that help students bridge school learning and their lives at home, with the intent of helping students develop problem-solving and decision-making skills.
- *Integrate reading, writing, listening, speaking, and thinking across the curriculum.* Reading, writing, mathematics, and speaking skills are all needed to learn and do science. In self-contained classrooms, teachers incorporate science content in reading, writing, and mathematics. Narrative and expository literature and high interest trade books serve as key resources for thematic instruction. Extensive research documents the power of reading and writing across the curriculum to create “active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas.” (Vogt, 2010; see also Heibert, 1994, Fielding and Pearson, 1994.)
- *Make choices, interact, collaborate, and cooperate.* Students explore topics individually, in small groups, and together as a whole class. Reading and writing tasks are authentic, motivating, relevant, and contextualized. Students make appropriate choices based on their interests, abilities, and needs.
- *Participate and learn, regardless of ability, level of language development, or background.* One of the most important advantages of cross-curricular thematic instruction is that it is flexible and adaptable. Thematic learning allows teachers to implement a variety of instructional approaches that best meet the students’ needs. For example, while some students may need extra practice with a strategy or skill, others may need additional time for writing or independent reading. This flexibility is central to thematic teaching.

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

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

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

There is a wealth of resources available to our faculty online to help them develop ideas and lesson plans for project-based work, including the acclaimed Buck Institute for Education (bie.org), Edutopia, pbl-online.org and dozens of others. Faculty designs interdisciplinary projects that enable students to engage in deeper learning as they master core content. For example, 12th graders might learn about basic economic concepts such as supply and demand and their relationship to price, and complementary and competing goods. In English class, they may be perfecting their ability to create informational and persuasive writing pieces. As a cross curricular project, they would be placed in groups to create a food truck business that turns out one product that would be enticing for high school students to buy. The seniors would be given a budget for food and equipment costs (with a fixed amount set aside for rent and utilities) and be asked to create a business plan setting out the economic viability of their food truck, including financial models with pricing (taking into account their price of goods and the competing products and pricing of their fellow classmates), marketing materials, including brand names and slogans, and potential profits. Once the business plans are complete, a day would be set aside for the seniors to actually create their products and “sell” them from their food trucks to the other HTLA students, who purchase them using “HTLA dollars” they have been given. The seniors will be allowed to engage in dynamic pricing during the sales period to try to maximize profit. After the sales period was complete (and students cleaned up!), the seniors would tally their income and then be required to create a after-action reflection, setting out the real world results of their business compared to their business plan, as well as their reflections on why their results differed from their expectations, including appropriate charts and graphs, economic analysis of supply and demand, etc. In this way, economic concepts have real-world tangibility and informational and persuasive writing have a personal and immediate purpose.

Technology-Infused Learning

A critical tool in our effort to personalize learning for each student is the use of technology. All of our Freshmen enroll in a Computer Science Discovery class to introduce them to basic technology tools they will be able to use throughout the curriculum, including an introduction to coding through code.org. Our math curriculum is augmented by the ALEKS software from McGraw-Hill. This software has been consistently shown to realize dramatic increases in proficiency levels at schools that previously were among the lowest performers in their states. We also utilize standards-based programs like Kahoot, Quizzes, EdPuzzle, NearPod, Canva, Señor Wooley, and Desmos, and more to enhance classroom learning.

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

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

- *Differentiated learning technology to quickly address students’ academic needs.* We anticipate that

our students enter High Tech LA with a wide range of different skill levels, with some potentially several grades behind. Quality education software programs can meet students at their level and provide individualized curriculum and instruction to each student. This allows students who are behind to build the core skills they need to eventually master the grade level standards while also enabling students that are on grade level or above to push ahead. Teachers can create more differentiated lesson plans and pacing guides for groups of students in the same class and leverage the technology to meet their students' unique needs.

- *Real-time data delivered to teachers to improve instruction on a daily basis.* Software programs provide real-time data to teachers so that teachers know the exact levels and even specific standards mastered by students on an on-going daily and weekly basis. This allows teachers to develop and refine their instructional strategies to ensure that each and every student is meeting the defined criteria for academic success. Teachers are more effectively able to make immediate adjustments during a lesson or in preparation for a lesson because they are provided with organized, accessible, and timely data on their students' progress.
- *Format and delivery mechanism engages students and facilitates small group instruction.* Today's tech-savvy students are engaged when they are using quality technology programs in the classroom. They want to participate in their learning, and quality educational software programs offer a highly interactive, engaging experience for students. Because the programs meet students at their level, students are much less likely to be lost or bored and more likely to feel a sense of accomplishment as they progress through programs. Leveraging technology effectively can also help a teacher group students by levels and have some students work on the technology while others work directly with the teacher in a smaller group.
- *Unique offerings for students with special needs.* We select software programs that are flexible and can meet the needs of our student population. Web-based applications and websites such as Newsela offer current readings targeted directly at a student's Lexile level, allowing all students to effectively engage in projects, classroom discussions, homework, and individual research.
- *Increased exposure to technology for a student population with limited access.* 21st century jobs require employees to be proficient with technology. A recent article (Thompson, 2015) looks at the shifting landscape in the labor force toward increased automation, indicating, "some economists and technologists have warned that the economy is near a tipping point. When they peer deeply into labor-market data . . . they see automation high and low—robots in the operating room and behind the fast-food counter. They imagine self-driving cars snaking through the streets and Amazon drones dotting the sky, replacing millions of drivers, warehouse stockers, and retail workers. . . . And they wonder: *Is any job truly safe?*" Ensuring all of our students have fluency in technology helps them on their path to meaningful careers.

Internship

At HTLA, internships are not just an enrichment opportunity but a graduation requirement, reflecting our commitment to preparing students for real-world success. During one semester of their senior year, students are matched with local businesses where they work on-site for two hours, twice per week. Our partner organizations include SOVA, One Generation, MEND, CHIME preschool, local medical offices, and numerous other community businesses, providing diverse experiences across various professional fields. The internship program goes beyond just workplace attendance – students engage in comprehensive professional development, including resume building, mastering professional email communication, studying workplace

ethics, and conducting meaningful interviews with their mentors. This hands-on experience provides students with invaluable insights into professional environments, workplace expectations, and career possibilities. Many of our internship partners have been so impressed with our students' performance that they've offered them permanent positions following their internships. The strength of these partnerships is further demonstrated through our mentor appreciation program, where business partners visit our campus to observe their interns in the school environment, fostering deeper personal and professional connections. This unique aspect of the program allows mentors to better understand their interns' academic foundation and capabilities, often leading to stronger letters of recommendation and ongoing professional relationships. Through this program, our students gain not just work experience, but also professional networks, mentorship relationships, and often, their first job opportunities, making the transition from high school to the professional world more seamless and successful.

Social-Emotional Learning (“SEL”) and Support

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

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

A review of Social and Emotional Learning Research published on Edutopia references extensive research on the “positive impact on students' academic performance” social and emotional learning can have. Students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges (Aronson, 2002; cited in Durlak et al., 2011). Students who set high academic goals, have self-discipline, motivate themselves, manage stress, and organize their approach to work learn more and get better grades (Duckworth & Seligman, 2005; Elliot & Dweck, 2005; cited in Durlak et al., 2011). Finally, students who use problem-solving skills to overcome obstacles and make responsible decisions about studying and completing homework do better academically (Zins & Elias, 2006; cited in Durlak et al., 2011).

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

We utilize a confidential reporting application, Stop-It, to give students a communications path to report situations they think need adult intervention. We also incorporate GiveThx in our advisory program which is designed to center equity and inclusion. While GiveThx benefits all students, it aims to make those who feel most marginalized--most unseen and unsafe--feel included, worthy, and valued. Many of our students have participated in special Safe School Ambassador training, provided by Community Matters, to learn to become “up-standers” instead of “by-standers.” In addition, we utilize Harvard's Making Caring Common.

Presentations of Learning

One of the Charter School's signature innovative practices is the Transitional Presentation of Learning that students participate in every year at High Tech LA. Students begin learning presentation skills in the ninth grade and build upon these skills each year. While students do many presentations in their classes, the TPOL is a high-stakes culminating event that every student must successfully complete to go on to the next grade level. Students are given many opportunities to practice for their TPOL and as many opportunities as they need to pass their "Transitional" POL to the next grade level. The TPOL gives the student an opportunity to pick their "best work" and present it to a panel of faculty members. Using a rubric that increases in rigor for each grade level, a panel of two to three faculty members assess the TPOL and require the student to defend their work. TPOLs require a student to employ presentation skills, technology skills, and communication skills in a three-minute to fifteen-minute presentation that culminates in an "on the spot" question and answer period that requires students to think critically and synthesize and analyze information. Twelfth grade TPOL requires our students present on individual research papers/projects. In the fall, students present a summary of their research on their self-chosen topic. In the Spring, students plan and execute a project based on their research. Students have created videos, art installations, websites, brochures to share with the community on their topic.

Curriculum and Instruction

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

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

Introduction to commonly used applications (e.g., Microsoft Office Suite with OneNote, Noodle Tools and multimedia techniques (basic sound and video editing, etc.) prepares students for more advanced opportunities throughout their high school career, and beyond. The use of Google Classroom and PowerSchool help students and parents stay informed as to what is happening in the classroom. High Tech LA offers independent study on a case-by-case basis pursuant to its Board-approved policy.

Curriculum/Key Features By Subject Area

English Language Arts (Core)

Our English Language Arts curriculum is rigorously aligned with Common Core State Standards, emphasizing analytical thinking and effective communication through innovative pedagogical approaches. Faculty engage in vertical articulation and cross-curricular collaboration to integrate ELA competencies throughout the academic program. The curriculum foundation includes state-adopted textbooks, interactive digital platforms, and curated reading lists, supplemented by targeted test preparation, Newsela current events analysis, comprehensive grammar instruction, and Thinking Maps. Students engage with diverse texts including contemporary trade books, primary historical documents, and complex nonfiction works.

HTLA students develop advanced analytical capabilities through project-based learning including collaborative literary analysis, structured debates, and Socratic seminars fostering critical discourse. Students engage in innovative multimedia assessments, such as exploring literary themes through video game design,

creating documentary films analyzing historical texts, and developing interactive presentations demonstrating deep textual understanding. The curriculum emphasizes extensive revision through peer review workshops, reflective writing portfolios, and structured feedback cycles that strengthen analytical and communication skills. Assessment modalities include traditional essays alongside creative projects like podcast creation, digital storytelling, and collaborative research presentations. Public presentation skills receive systematic development through regular speaking opportunities, peer evaluation, and instructor feedback. Students articulate complex ideas across multiple formats while receiving continuous guidance on presentation techniques. Through iterative revision processes, peer collaboration, and reflective practice, all students develop sophisticated communication competencies essential for academic and professional success.

English Language Development Program

Our English Language Development program operates on the foundational principle that multilingualism represents a significant academic and cultural asset. Through systematic instruction delivered multiple times weekly by credentialed teachers possessing specialized expertise in both formal and informal pedagogical approaches, we create comprehensive language learning experiences aligned with California ELD Standards. Our faculty employs sophisticated instructional strategies including structured academic discourse, metalinguistic awareness development, and scaffolded content integration across proficiency levels—Emerging, Expanding, and Bridging. Students engage in collaborative academic tasks, analytical presentations, and reflective writing within our project-based learning framework, fostering authentic language acquisition through meaningful academic contexts.

To address our dynamic and evolving English learner population, we implement comprehensive data collection through regular surveys administered to students, staff, and families. These assessments provide critical insights into ongoing challenges, cultural transitions, and evolving linguistic needs, enabling responsive instructional adjustments and targeted support interventions.

Specific strategies include translanguaging practices that honor students' native languages, cognitively demanding tasks with appropriate scaffolding, and systematic vocabulary development through morphological analysis. Teachers utilize visual literacy supports, structured collaborative protocols, and differentiated assessment modalities that accommodate diverse learning profiles while maintaining rigorous academic expectations.

Family engagement remains integral through multilingual communication, culturally responsive workshops, and active participation in the English Learner Advisory Committee. Progress monitoring encompasses ELPAC assessments, performance-based evaluations, and comprehensive portfolio documentation reflecting both linguistic growth and content mastery. Our program cultivates empowered, multilingual scholars who recognize their linguistic diversity as a competitive advantage, preparing them for academic excellence and post-secondary success through equitable access to rigorous, culturally sustaining education.

Mathematics (Core)

Our mathematics department cultivates critical thinkers and problem solvers prepared for college success and 21st-century leadership. We ensure all students meet California's A-G requirements while developing deep mathematical understanding through rigorous, standards-aligned instruction. Our approach emphasizes collaborative learning through cross-curricular projects that connect mathematics to real-world applications. Students engage in multi-disciplinary investigations that integrate STEM fields, humanities, and digital literacy, fostering the analytical skills essential for modern citizenship and career readiness. We prioritize mathematical practices outlined in Common Core State Standards: reasoning abstractly, constructing viable arguments, modeling with mathematics, and using appropriate tools strategically. Through technology

integration and project-based learning, students develop computational thinking and digital fluency necessary for success in an increasingly data-driven world. Our commitment extends beyond computation to developing mathematical communicators who can analyze complex problems, collaborate effectively, and lead innovation in their chosen fields while maintaining the highest academic standards for college preparation.

Science (Core)

Our science department ignites intellectual curiosity while preparing students for college success through California's A-G requirements and rigorous Next Generation Science Standards alignment. We offer diverse pathways including biology, chemistry, computer discovery, advanced computer science, applied ecology, forensic science, and environmental studies. Students master the core pillars of science through hands-on experimentation, data analysis, and the iterative scientific method. Our curriculum emphasizes hypothesis formation, experimental design, evidence-based reasoning, and critical reflection. The editing process strengthens scientific communication as students revise investigations, refine conclusions, and present findings. Cross-curricular projects connect scientific disciplines with mathematics, technology, and real-world applications. Students collaborate on environmental monitoring, forensic investigations, and computational modeling, developing problem-solving skills essential for 21st-century leadership. Through experimental analysis and reflection, students become scientifically literate citizens capable of evaluating evidence, understanding technological impacts, and contributing to our digital world. Our commitment extends beyond content mastery to cultivating innovative thinkers prepared for STEM careers and informed civic participation.

World Languages (Core)

Our world language department transforms students into global citizens through innovative Spanish instruction spanning levels 1-4. We utilize cutting-edge immersive methodology developed by our expert faculty, immediately engaging students in authentic Spanish communication from day one. Our modern approach integrates the four essential language domains: listening, speaking, reading, and writing. Students develop proficiency through collaborative projects, cross-curricular connections, and real-world applications that satisfy California's A-G requirements while exceeding Common Core standards. Through immersive experiences, students master critical thinking in Spanish, analyzing cultural perspectives, solving problems collaboratively, and communicating effectively across linguistic boundaries. Our methodology emphasizes active participation, cultural competency, and practical application essential for 21st-century global leadership. Students engage in multimedia projects connecting Spanish to history, science, and technology, developing digital literacy alongside linguistic fluency. This comprehensive approach prepares college-bound students for academic success while fostering cultural awareness, empathy, and communication skills vital for our interconnected world. Our commitment extends beyond language acquisition to cultivating confident, culturally competent global communicators.

Art Department (Core)

Our art department leads campus-wide project-based learning initiatives, offering digital art and photography while serving as the creative catalyst for all academic disciplines. We ensure students from 9th through 12th grade integrate artistic knowledge and expertise into every subject-area project and cross-curricular collaboration. Students master visual communication, design principles, and digital literacy through hands-on creation that satisfies California's A-G requirements and Common Core standards. Our curriculum emphasizes critical thinking, problem-solving, and collaborative innovation essential for 21st-century leadership. As the school's exhibition and presentation specialists, we guide students in transforming academic content into compelling visual narratives. Every cross-curricular project incorporates art skills and fundamentals, ensuring students communicate findings through professional-quality presentations, multimedia displays, and digital portfolios. Our leadership extends beyond traditional art instruction to developing visual literacy across all

subjects. Students apply artistic principles to scientific investigations, mathematical modeling, historical analysis, and literary interpretation, creating college-ready learners equipped with comprehensive communication skills vital for success in our increasingly visual digital world.

Social Studies Department (Core)

Our Social Studies Department exceeds California A-G requirements for UC and Cal State University admission, preparing students for rigorous higher education and informed citizenship. The comprehensive curriculum encompasses Ethnic Studies, Financial Literacy, World History, United States History, Economics, and Principles of American Democracy, aligning with evolving state standards and contemporary educational needs. Our philosophy centers on developing critical thinking through historical inquiry and evidence-based analysis. Students master content standards outlined in the California History-Social Science Framework by conducting sophisticated historical research, constructing well-supported arguments, and evaluating multiple perspectives on complex issues. We emphasize the interconnectedness of historical events and their relevance to contemporary society. Diverse instructional strategies engage students through project-based learning, Socratic seminars, formal debates, multimedia presentations, and documentary analysis. Students create historical documentaries, conduct primary source investigations, and engage in collaborative research projects that demonstrate deep understanding. Assessment methods include traditional examinations alongside innovative approaches such as historical trials, policy proposal presentations, and multimedia exhibitions. Through varied pedagogical approaches, students develop analytical skills, historical empathy, and civic responsibility essential for democratic participation and lifelong learning in an increasingly complex global society.

X-Block

X-Block represents an innovative approach to physical education that replaces traditional PE classes while fully satisfying California's educational code requirements. This dynamic fitness program engages students in diverse physical activities multiple times per week, promoting both physical health and student choice. The program operates on a quarter rotation system, allowing students to explore different activities and discover their preferences. Every ten weeks, students can select a new activity from an extensive menu of options including walking, ultimate frisbee, basketball, volleyball, conditioning, yoga, hockey, nature hiking, running, and specialized preparation for the Students Run Los Angeles (SRLA) program. This variety ensures that students with different interests and fitness levels can find activities that motivate them to stay active. The program's flexibility accommodates various physical abilities and preferences, from team sports enthusiasts to those who prefer individual activities like yoga or hiking. By offering regular rotations and choice, X-Block maintains student engagement while meeting state-mandated physical education standards. The program's structure encourages students to step outside their comfort zones and try new activities, potentially discovering lifelong fitness passions. This comprehensive approach to physical education helps develop well-rounded, physically active students who understand the importance of maintaining an active lifestyle throughout their lives.

Advisory

Our Advisory program serves as the cornerstone of our educational philosophy, establishing sustained mentorship relationships that transcend traditional academic boundaries. Each faculty member guides a dedicated cohort of students throughout their four-year journey, creating an intimate learning community that prioritizes individual growth within a collaborative framework. This longitudinal approach addresses the critical need for consistency in educational experiences, particularly for underserved populations who often navigate fragmented support systems. By maintaining stable advisor-student relationships, we counter the

pervasive culture of immediate gratification, fostering patience, persistence, and long-term goal achievement essential for academic and personal success.

Our advisory curriculum cultivates school culture through purposeful community-building initiatives including collaborative festivals, intramural competitions, and service projects like the Kindness Project and Dream Project. These experiences develop social responsibility, cultural awareness, and collective identity while reinforcing our core values of collaboration, communication, and ethical citizenship. The program functions as a comprehensive intervention system where advisors serve as academic advocates, social-emotional counselors, and college readiness coordinators. Through structured presentations of learning, values clarification activities, and individualized academic planning, students develop critical thinking skills, self-reflection capabilities, and authentic voice in their educational journey. This model transforms educators from content deliverers to holistic mentors, creating opportunities for deep pedagogical reflection and culturally responsive teaching practices. Advisory meetings facilitate seamless communication between home and school, ensuring comprehensive support networks that recognize diverse student needs and backgrounds. Ultimately, our Advisory program cultivates a transformative school culture where every student experiences genuine connection, personalized guidance, and unwavering support, preparing them not merely for academic achievement but for meaningful contribution to their communities and society.

Intervention and Enrichment Programs

Our comprehensive intervention and enrichment framework embodies a multi-tiered system of support seamlessly integrated into every academic discipline and classroom experience, ensuring that differentiated instruction, targeted interventions, and enrichment opportunities are woven into the fabric of our school culture rather than existing as isolated programs. Through systematic data analysis utilizing NWEA MAP assessments, classroom performance metrics, and continuous teacher observation conducted every five weeks, we identify students requiring additional support across English Language Arts, Mathematics, English Language Development, and socio-emotional competencies. Our intervention architecture includes pull-out and push-in support sessions, targeted tutoring programs, specialized workshop classes, and integrated ELD instruction using specially designed academic instruction in English (“SDAIE”) methodologies and strategic scaffolding techniques that address individual learning needs while maintaining academic rigor.

Central to our intervention and enrichment philosophy is the school-wide "Read Lead Succeed" initiative, where every adult and student on campus engages in sustained silent reading simultaneously each day, creating a powerful cultural moment that reinforces literacy as a fundamental skill while modeling lifelong learning behaviors that transcend academic boundaries. This daily practice strengthens reading comprehension, vocabulary development, and critical thinking skills across all disciplines while fostering a community of readers who value intellectual growth and curiosity.

HTLA offers extensive honors and advanced courses throughout every grade level and academic department, including Advanced Placement options in mathematics and world languages that create multiple pathways for student excellence and college preparation. These accelerated programs extend beyond traditional models to encompass collaborative research projects, independent study opportunities, and mentorship experiences that challenge students to apply advanced concepts through authentic, cross-curricular investigations.

Our enrichment philosophy embraces project-based learning as a core value, transforming traditional academic experiences into collaborative, inquiry-driven investigations where students engage in semester-long interdisciplinary projects that integrate mathematics, science, world languages, and arts while addressing real-world community challenges. Students participate in authentic problem-solving experiences such as environmental sustainability initiatives, historical research presentations, scientific investigations, and

digital media productions that develop critical thinking, communication, collaboration, and leadership skills essential for 21st-century success. These project-based learning experiences culminate in public exhibitions where students present their findings to community members, fostering accountability, authentic assessment, and real-world application of academic knowledge.

This integrated approach ensures every student receives personalized support while simultaneously accessing rigorous, engaging opportunities that prepare them for college success, career readiness, and informed citizenship in an increasingly complex global society.

Extracurricular Activities

In addition to the curriculum, High Tech LA also provides an array of extra-curricular activities during lunch and after school in order to allow students to pursue areas of interest outside the confines of the classroom. Among the more popular extra-curricular activities at the Charter School is the Robotics Team, which competes nationally as part of the FIRST Robotics program. This group is obviously directly aligned with High Tech LA’s commitment to promoting math and science interest and skills among teenagers and gives the students an opportunity to apply some of their academic principles in the practical world. The wide array of other extra-curricular activities demonstrates the diverse interests of our students, as they can participate in Esports, Newspaper Club, Arts and Media Club, Film Club and many more.

Students are also engaged in student council, as class representatives or student body president and vice president. The faculty nominates deserving students as school “Ambassadors,” who give tours of the campus, act as ushers and monitors during parent meetings and graduation, and act as liaisons of the student body to the community. Additionally, we have Safe School Ambassadors, a program by Community Matters, where each year students are trained in the approach to improving the Charter School climate by addressing bullying and violence.

Comprehensive Course List and Curricular and Instructional Materials

High Tech LA’s graduation requirements meet or exceed the California state graduation requirements for students in traditional public schools, as well as the A-G requirements for admission into the University of California (“UC”) and California State University (“CSU”).

Subject Area	Grade Requirement	Course	Curricular Materials
English	4 years	<p>9th Grade English 9 A/B* Honors English A/B*</p> <p>10th Grade English 10 A/B* Honors English 10 A/B*</p> <p>11th Grade American Literature Composition* Honors American Literature Composition* Contemporary Composition* Honors Contemporary Composition*</p>	<p>Literature and Language Arts Holt https://owl.purdue.edu/index.html Selection of novels and non-fiction readings</p>

		12th Grade CSU Expository Reading and Writing A/B*	
Math	4 Years (exceeds A-G requirements)	9th Grade Math 1 A/B* Math 1 Honors A/B* 10th Grade Math 2 A/B* Math 2 Honors A/B* 11th Grade Math 3 A/B* Math 3 Honors A/B* 12th Grade Math 4 A/B* Honors Advanced Calculus A/B*	Algebra 1- Reveal-McGraw Hill Algebra 2- Reveal-McGraw Hill Geometry- Reveal-McGraw Hill ALEKS Online Platform-McGraw Hill Calculus- AP Edition -Pearson/Prentice Hall Statistics- AP Central- College Board Website
Science	4 Years (exceeds A-G requirements)	9th Grade Computer Science Discoveries A/B* 10th Grade Chemistry A/B* Honors Chemistry A/B* 11th Grade Biology A/B* Honors Biology A/B* 12th Grade Advanced Computer Science A/B* Environmental Studies A/B* Forensic Science A/B*	Biology-Prentice Hall Living By Chemistry- Angelica M. Stacy
History/Social Studies	4 years (exceeds A-G requirements)	9th Grade Introduction to Ethnic Studies* Financial Literacy* 10th Grade World History, Cult & Geog: Modern World A/B* World History, Cult & Geog: Modern World A/B Honors* 11th Grade US History 20th Century A/B* US History 20th Century A/B Honors* 12th Grade Principles of American Democracy* Economics*	World History- Patterns of Interaction- McDougal Littell World History- The Modern Era- Prentice Hall American Government- Prentice Hall Economics- McGraw Hill The American- McDougal Littell A Young People’s History of the United States

World Language	2 years	9th Grade Spanish 1 A/B* 10th Grade Spanish 2 A/B* Elective Spanish 3 A/B*	SOMOS Curriculum -Storytelling & Cultural exploration Garbanzo - Online reading lessons Señor Wooly - Songs, Music Videos, Online activities Fluency Matters Comprehension-based™ readers - Novels written for language learners
Visual/Perf. Arts	1 Year	9th Grade Digital Art A/B* Elective Photography A/B* Film Studies and Production A/B* Film Studies and Production 2 A/B*	Teacher-created materials
Internship	1 semester	12th Grade Internship	Teacher- created materials
Electives		10- 12th Grade Applied Ecology* Child Development A/B* Creative Writing* Journalism 1 A/B* Journalism 2 A/B* Personal Finance A/B* Psychology A/B* Robotics I A/B* Robotics II A/B* Essential Standard of Math Essential Standard of English	News articles Newsela Teacher -created materials
Dual Enrollment		10th- 12th Grade College courses offered from Pierce College (Example of offering from Fall of 2025: Anthropology 101: Human Biological Evolution Business 001: Introduction to Business Communications 101: Public Speaking Music 111: Music Appreciation Media Arts 113: Animation History	
*A-G approved course			

Course Descriptions

Advanced Computer Science

This rigorous course builds on foundational programming concepts, emphasizing advanced problem-solving, algorithms, and data structures. Students will master object-oriented programming, explore artificial intelligence and machine learning fundamentals, and develop full-stack web applications. Topics include advanced Python/Java programming, database management, cybersecurity principles, and software engineering practices. Students will complete collaborative projects, contribute to open-source software, and gain hands-on experience with industry-standard tools and frameworks. This course prepares students for computer science majors and technology careers.

American Literature and Composition

This rigorous semester-long course examines United States literature from the colonial period to the present, emphasizing recurring themes that reflect the diversity and evolution of American identity. Students will analyze foundational works by authors including Hawthorne, Emerson, Twain, Fitzgerald, and contemporary voices while developing critical thinking and communication skills essential for college and career success. The course integrates intensive writing instruction across multiple genres—narrative, expository, persuasive, and analytical essays—with emphasis on rhetorical analysis and research skills. Students will engage in collaborative discussions, examine primary historical documents, and complete sustained research projects using MLA format. This course prepares students for advanced literary study and effective written communication.

Honors American Literature and Composition

This accelerated semester course provides highly motivated students with an intensive exploration of American literary masterworks from colonial origins to contemporary voices. Students will engage in advanced literary analysis of diverse genres—fiction, poetry, drama, and nonfiction—while examining how historical events, cultural movements, and philosophical shifts shaped American identity through literature. The course emphasizes critical thinking through seminar-style discussions, sophisticated analytical writing, and rigorous textual interpretation. Students will complete advanced research projects, rhetorical analyses, and expository essays while mastering literary terminology and complex thematic connections. Through close reading of challenging texts, students develop the analytical skills necessary for college-level academic work and gain deep appreciation for America's literary heritage and cultural evolution.

Applied Ecology

Ecology is an advanced biology course that studies the relationships between organisms and their environment. This course will provide a background into the principles of ecological science as it relates to different individual plant and animal species. Students will acquire and develop an understanding about how the natural world works and how the scientific method is used to build knowledge in the field of ecology. This course is designed to expose students to the complexity of interactions that exist in the natural world through reading, videos, computer models and simulations, field studies, laboratory experiments and applied activities. Students will be assessed on their ability to thoroughly complete assignments from the previous listed categories and their ability to show comprehension of real world concepts in these areas.

Biology A/B

This comprehensive two-semester laboratory course provides students with a thorough foundation in life sciences through hands-on investigations and inquiry-based learning. Biology A focuses on cellular structure and function, biochemistry, genetics, DNA and protein synthesis, and energy processes. Biology B explores human body systems, evolution, ecology, biodiversity, and organism classification. Students will develop scientific thinking skills through laboratory experiments, data analysis, and the application of the scientific method to biological concepts. The course emphasizes real-world connections and prepares students for advanced studies in biological sciences. Laboratory investigations include cellular respiration, genetics experiments, and comparative anatomy activities designed to reinforce theoretical concepts through practical application.

Biology A/B Honors

This accelerated two-semester laboratory course offers highly motivated students an in-depth exploration of advanced biological concepts through rigorous scientific inquiry and independent research. Biology A examines cellular processes, molecular biology, advanced genetics, biotechnology applications, and biochemical pathways. Biology B investigates complex ecological relationships, evolutionary mechanisms, comparative physiology, and current biotechnology research. Students engage in extensive laboratory work, design original experiments, complete quarterly engineering projects, and conduct independent research investigations. The curriculum emphasizes critical thinking, and scientific communication. Additional case studies and analytical assignments challenge students to synthesize complex biological concepts while developing the advanced scientific reasoning skills necessary for college-level coursework and scientific careers.

Chemistry A/B

This comprehensive two-semester laboratory course introduces students to fundamental principles of chemistry and their real-world applications. Chemistry A explores atomic structure, periodic trends, chemical bonding, nomenclature, and stoichiometry through hands-on investigations and mathematical problem-solving. Chemistry B examines chemical reactions, gas laws, solutions, acid-base chemistry, thermodynamics, and introductory organic chemistry. Students develop scientific thinking skills through laboratory experiments, data analysis, and quantitative reasoning while investigating how chemistry impacts daily life and society. The course emphasizes mathematical applications, scientific communication, and preparation for advanced chemistry studies. Laboratory activities include synthesis reactions, qualitative analysis, and molecular modeling to reinforce theoretical concepts and develop practical laboratory skills essential for scientific careers.

Chemistry A/B Honors

This accelerated two-semester laboratory course provides highly motivated students with an in-depth exploration of advanced chemical principles and applications. Chemistry A covers atomic theory, quantum mechanics, advanced bonding models, thermochemistry, and complex stoichiometric calculations at an accelerated pace. Chemistry B investigates chemical kinetics, equilibrium systems, electrochemistry, nuclear chemistry, and advanced organic chemistry concepts. Students engage in extensive independent research, quarterly engineering projects, and rigorous laboratory investigations emphasizing experimental design and formal scientific reporting. The curriculum develops advanced problem-solving skills, mathematical reasoning, and scientific communication necessary for college-level coursework. Students complete formal lab reports, analyze complex data sets, and explore current applications in biotechnology, materials science, and environmental chemistry.

Child Development

Child Development is a year-long course that provides students with a working knowledge of human development. The course is a concentration course that expands on the comprehensive core and prepares students to understand children's physical, cognitive, emotional, and social growth and development as well as provide for their care and guidance. Instruction includes prenatal development, inherited characteristics, health and safety, guidance and discipline, cultural diversity, and child abuse and neglect. This course provides a solid foundation for any career that involves working with children, including child care and education.

Child Development is a course in which students learn and apply theoretical knowledge and practical skills in the development, care and guidance of children, including cultural diversity, and careers with children. Students study the developmental ages and stages of children throughout the lifespan. Focus is on the emotional, social, cognitive, and physical development and the influence of heredity and environmental factors. Studies also include child growth and development, safety and emergency procedures, nutrition and health practices, positive interaction and guidance techniques, learning theories, and developmentally appropriate practices and curriculum activities.

Computer Science Discovery A/B

Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students will learn about the internet, they will design and create web sites using HTML and CSS, they will program several projects using CSS, and they will create presentations and research covering new and emerging computational technologies.

Contemporary Composition

This semester-long course develops students' writing proficiency through exploration of contemporary forms and digital communication platforms. Students examine modern rhetorical strategies across multiple genres including personal narratives, argumentative essays, multimedia presentations, and social media analysis. The course emphasizes the writing process through drafting, peer review, and revision while exploring how technology shapes contemporary discourse. Students analyze current issues, evaluate digital sources for credibility, and develop their unique voice through various writing modes. Assignments include creative nonfiction, opinion pieces, blogs, and collaborative projects that reflect modern communication practices. The course prepares students for college-level writing while building confidence in expressing ideas clearly and persuasively across traditional and digital platforms essential for 21st-century communication.

Contemporary Composition Honors

This accelerated semester course challenges highly motivated students to master sophisticated writing techniques through advanced analysis of contemporary rhetoric and digital literacy. Students engage in complex argumentative writing, advanced research methodologies, and multimedia composition while examining how modern technology influences discourse and identity. The curriculum emphasizes critical evaluation of contemporary sources, advanced citation practices, and original research projects addressing current social and cultural issues. Students complete intensive peer workshops, formal presentations, and independent writing portfolios demonstrating mastery of multiple genres. Advanced assignments include investigative journalism, policy analysis, literary criticism of contemporary works, and digital storytelling projects. The course develops the analytical thinking, research skills, and writing sophistication necessary for college-level academic writing across disciplines.

Creative Writing

Creative Writing is an elective composition course which introduces students to techniques aimed at developing the creative writing process. Students will experiment with expressive and poetic modes of writing, including the writing in the genres (and sub-genres) of fiction, non-fiction, plays and poetry. Class and individual readings of mentor texts will expose students to a wide variety of writing styles and provide examples of the strategies used by successful authors to convey meaning and engage the interest and appreciation of their reading audience.

CSU Expository Reading and Writing

This rigorous, college-preparatory course develops advanced academic literacy skills through rhetorical reading and writing practices aligned with UC/CSU requirements. Students analyze complex informational texts, essays, and full-length works using the ERWC Assignment Template, which guides them through prereading, reading, and postreading processes. The curriculum emphasizes critical thinking through examination of authors' rhetorical strategies, audience, purpose, and argumentation techniques including ethos, pathos, and logos. Students compose analytical, argumentative, and expository essays ranging from 750-1,500 words while engaging contemporary issues such as social justice, technology's impact, and ethical dilemmas. Through eight to ten thematic modules, students develop college-level reading comprehension, research skills, and academic writing proficiency essential for postsecondary success in all disciplines.

Digital Art

This is a Fine Arts course on digital art offered to high school students. The course is designed around California Fine Arts Content Standards under Visual Art 9th-12th. The content standards will be learned through the use of Adobe Photoshop and other Adobe Creative Suite programs. After completion of the course, students will have learned the fine arts standards through hands-on practice, creation of original projects, research, and discussions. Additionally, students will be able to use various digital platforms, articulate opinions and critiques on digital art, have an in-depth understanding of digital arts careers, be able to identify and implement the use of the elements of art and principles of design in their artwork, appreciate art and the changes it has made throughout history, and will have a digital portfolio of work.

Economics

This semester course provides students with a comprehensive understanding of fundamental economic principles and their real-world applications. Students explore microeconomic concepts including supply and demand, market structures, pricing mechanisms, and consumer behavior alongside macroeconomic topics such as fiscal and monetary policy, unemployment, inflation, and economic growth. The course emphasizes critical thinking through analysis of current economic issues, comparative economic systems, and the role of government in market economies. Students develop economic literacy through case studies, simulations, and projects examining topics like international trade, globalization, banking systems, and personal finance. This course prepares students for informed citizenship and provides essential knowledge for college economics courses and career decision-making in business, government, and policy-related fields.

English 9 A/B

This foundational two-semester course develops essential reading, writing, and communication skills through comprehensive study of diverse literary genres. English 9A introduces students to short stories, poetry, drama, and novel excerpts while building vocabulary, grammar, and analytical thinking skills. Students practice expository and narrative writing, focusing on paragraph structure, thesis development, and essay organization. English 9B expands literary analysis to include nonfiction texts, complex character development, and thematic connections across genres. Students refine their writing through the revision

process, develop research skills, and explore media literacy concepts. Throughout both semesters, students engage in class discussions, oral presentations, and collaborative activities that strengthen communication skills. The course emphasizes critical thinking, textual evidence, and preparation for advanced high school literature and composition courses.

English 9 A/B Honors

This accelerated two-semester course challenges highly motivated students through advanced literary analysis and sophisticated writing assignments. English 9A Honors features complex texts requiring deeper critical thinking, including challenging poetry, drama, and novel selections with emphasis on literary devices, symbolism, and thematic analysis. Students complete advanced writing assignments including literary analysis essays, creative projects, and independent reading responses. English 9B Honors intensifies the study of rhetoric, argument analysis, and comparative literature while introducing research methodologies and formal citation practices. Students engage in Socratic seminars, independent literary investigations, and advanced vocabulary study. The accelerated pace allows for exploration of additional genres and authors while developing the analytical skills and academic writing proficiency necessary for college-level coursework. Students demonstrate mastery through comprehensive projects and rigorous assessments.

English 10 A/B

This intermediate two-semester course builds upon foundational skills through world literature study and advanced composition techniques. English 10A explores global literary traditions including classical mythology, drama, and contemporary fiction while developing comparative analysis skills and cultural awareness. Students practice argumentative and analytical writing, focusing on thesis development, textual evidence, and rhetorical strategies. English 10B emphasizes British and American literary connections, poetry analysis, and research-based writing including a formal research paper with proper MLA documentation. Students engage with complex themes, examine the author's craft, and develop sophisticated vocabulary through challenging texts. Both semesters incorporate multimedia analysis, oral presentations, and collaborative projects that strengthen critical thinking and communication skills. The course prepares students for upper-level literature courses and standardized assessments through rigorous reading and writing expectations.

English 10 A/B Honors

This rigorous two-semester course provides accelerated study of world literature with advanced analytical and writing requirements. English 10A Honors features complex literary works requiring sophisticated interpretation, including classical texts, contemporary global fiction, and challenging poetry with emphasis on cultural contexts and universal themes. Students complete advanced analytical essays, research projects, and creative responses demonstrating deep textual understanding. English 10B Honors intensifies focus on British literary traditions, advanced rhetorical analysis, and independent research culminating in a substantial scholarly paper. Students engage in advanced vocabulary study, peer review workshops, and student-led seminars. The curriculum includes supplementary readings, accelerated pacing, and higher expectations for written work. This course develops the critical thinking, research skills, and academic writing sophistication essential for college preparatory English courses.

Environmental Studies A/B

This comprehensive two-semester course examines the complex relationships between humans and natural systems through interdisciplinary scientific study. Environmental Studies A focuses on ecological principles, biodiversity, natural resource management, and ecosystem functioning while introducing environmental

chemistry and earth science concepts. Students explore population dynamics, biogeochemical cycles, and conservation biology through laboratory investigations and field studies. Environmental Studies B emphasizes human environmental impact, pollution sources and control, climate change, renewable energy systems, and sustainable development practices. Students analyze environmental policies, conduct research projects, and examine case studies of environmental challenges and solutions. Both semesters integrate hands-on laboratory work, data analysis, and scientific communication skills. The course prepares students for environmental careers and while developing scientific literacy and environmental stewardship.

Film Studies and Production

Film Studies and Production introduces students to the artistry and technical elements of filmmaking. By the completion of this course, students will gain a meaningful understanding of the use of various filmmaking techniques and through their understanding, create and present their own works modeled after and inspired by the films that are covered. Throughout the duration of this course, students will study outstanding examples of screenwriting, cinematography, design, and production, will read and write about film and ultimately participate in the elements that make up pre-production, production, and post-production of a movie. Students will be responsible for the creation of a short film for presentation during a showcase night and perhaps entering in student film festivals.

Film Studies and Production 2

Film Studies and Production 2 is a mix of film theory, criticism and hands-on production. Students will explore sources of inspiration for films and the creative process, and further study the different genres as they practice storytelling and find an audience and purpose for their projects. The course covers advanced levels of technical production, industry standards and crew management. Teamwork and group dynamics are emphasized in the beginning of the semester as students are placed into production crews, and take turns acting in the capacities of Director, Producer, Cameraperson, Editor, etc. Students will have practice in writing scripts, treatments for marketing, copy, critical analysis, and self-critiques of their own work. A number of professional and student films in varying genres will be viewed for analysis and critique in both artistic and technical categories. Students will have an opportunity to specialize in a job position during the second half of class and develop their own style with the creation of an artistic piece. From concept through scripting, production, and finally post-production, students will gain an intimate understanding of the requirements necessary for narrative and documentary production as well as live television production. Student projects will be completed with the intention of distribution to other classes, internet streaming / downloads, and entry in student film festivals.

Financial Literacy

Financial Literacy is a semester-long course designed to deliver essential financial understanding in an engaging way. Students will learn personal finance through comprehensive lesson plans, activities, projects and more. The curriculum is also designed to use current technology, spark participation, and integrate real-world scenarios. Personal Finance consists of 9 units and diagnostic, midterm, and final exams that expand upon a student's finance, math, and critical thinking skills. The following topics will be covered: Taxes, Checking, Saving, Paying for College, Types of Credit, Managing Credit, Investing, Insurance, and Budgeting.

Forensics A/B

This introductory course studies the science involved in crime solving while students practice scientific and creative writing and improve their scientific literacy. Students will apply chemistry, biology, physics and algebra to understand the tools and techniques which are used by forensic scientists. Topics to be studied will include DNA, fingerprints, fiber, glass, blood, hair, handwriting/forgery, pollen, bones and toxicology

analysis. The course also studies causes, mechanisms and manners of death. During the course of Forensics several labs are performed in order to practice and study the tools of forensic science in greater depth. The primary objectives of this course are that the student will: Strengthen skills in scientific, creative and expository writing. Learn how to evaluate the validity of claims that appear in both scientific writing and the media. Gain an introductory understanding of forensic science and the possible careers in the subject area. Analyze data using various scientific techniques.

Honors Advanced Calculus

This course includes introductory calculus, analytical geometry, and elementary functions. The following list is a set of specific course objectives for Advanced Calculus AB. 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. Course study will include properties of functions, limits, differential calculus, and integral calculus. Use of symbolic differentiation and integration utilities is also included. Advanced Calculus AB 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 multirepresentational approach to Calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The Honors Advanced Calculus AB course follows the previously approved AP Calculus A/B syllabus. We have chosen not to offer Advanced Placement Courses and therefore have changed the title approved by the UC and AP/College Board course but we have not changed the content. Course study will include properties of functions, limits, differential calculus, and integral calculus. Use of symbolic differentiation and integration utilities is also included. Advanced Calculus AB 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 multirepresentational approach to Calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.

US History

This comprehensive course examines American history from the Civil War to the present, covering major political, social, and economic developments. Students explore Reconstruction (1865-1877), the Gilded Age and Progressive Era (1870s-1920s), America's emergence as a world power through both World Wars, the prosperity and crash of the 1920s-1930s, the New Deal response to the Great Depression, Cold War tensions (1945-1991), the transformative Civil Rights Movement of the 1950s-1960s, social upheavals of the 1960s-1970s, and contemporary issues from the 1980s to today. Through primary source analysis, collaborative projects, and critical thinking exercises, students develop historical analysis skills while understanding how past events shape modern America. The course emphasizes diverse perspectives and voices in American history, preparing students for informed citizenship and meeting California state standards.

US History Honors

An accelerated exploration of American history featuring rigorous analysis of complex historical themes and extensive primary source work. Students engage in advanced research projects, sophisticated essay writing, and in-depth examination of historical interpretations covering the same chronological scope from Reconstruction through the 21st century. The course emphasizes the Gilded Age's industrial transformation, Progressive reforms, America's imperial expansion, the World War eras and their social impacts, New Deal liberalism, Cold War containment policies, civil rights struggles, counterculture movements, and post-Cold War challenges. Students develop advanced critical thinking skills through debates, simulations, and independent research while preparing for college-level historical study with greater emphasis on historiography and comparative analysis.

World History

This course surveys global civilizations from ancient times to the modern era, examining major world cultures, empires, and historical developments. Students explore the ancient civilizations of Greece and Rome and their influence on medieval societies and the Renaissance. Students also learn about the Reformation, the Age of Exploration and colonialism, the Enlightenment period and revolutions (1750-1850), the Industrial Revolution, imperialism and World War I, and interwar period instability leading into World War II. Current topics such as decolonization, post-Cold War realignments, and contemporary globalization are discussed with an eye to their historical antecedents. Through interactive activities, map work, and comparative analysis, students develop understanding of diverse societies and their contributions to human civilization. The course emphasizes geographic literacy, cultural awareness, and critical thinking skills while meeting California's world history standards and preparing students for global citizenship.

World History Honors

Covering the same topics and historical timeline as World History, students engage in more intensive study featuring advanced analysis of complex historical patterns and cross-cultural comparisons. Students engage in sophisticated research projects, primary source analysis, and in-depth exploration of historical causation covering the same chronological scope as World History, with units ranging from ancient civilizations to the current issues. Students develop expertise in historical methodology through independent research, formal presentations, and analytical essays, with emphasis on historiographical debates and multiple perspectives.

Introduction to Ethnic Studies

This college-preparatory course presents an interdisciplinary study of the history of the United States of America through a social justice lens. Students will partake in an in-depth analysis of self from an emotional, psychological, cultural, social, historical, and political context. Students will identify their personal roles and identities in their communities as it relates to intersectionality and to society as a whole. Through rigorous reading and writing, students will exit the course with 21st century skills of collaboration and critical analysis demonstrated through summative projects and assessments. Students will embark on a community-building journey in order to analyze their own identities and basic needs to develop intercultural relationships and begin a healing process to address historical trauma. Through critical readings of U.S. history from the perspectives of workers, enslaved populations, migrant populations including European immigrants, LGBTQ persons, women, indigenous populations of the Western hemisphere, Chicanos, African Americans, Asian Americans and others not often included in traditional curriculum, students will examine the collective actions taken by students, communities, grassroots organizations, movements and progressive individuals working within current systems to create equitable educational spaces and advocate for justice, not simply adhere to the status quo. Students will learn how to investigate the dynamics of power and privilege, and to foster critical consciousness and social engagement within and beyond their local communities.

Journalism 1 A/B

This introductory course teaches fundamental journalism principles including news writing, interviewing, and media ethics. Students learn to identify newsworthy stories, conduct research, and write clear, objective articles following AP style guidelines. Topics include lead writing, story structure, fact-checking, and understanding different news formats like features, sports, and opinion pieces. Through hands-on assignments, students practice interviewing techniques, photography basics, and deadline management. The course emphasizes media literacy, First Amendment rights, and responsible reporting while students contribute to school publications and develop foundational skills for media careers.

Journalism 2 A/B

Building on Journalism 1, this advanced course focuses on specialized reporting, multimedia storytelling, and publication management. Students explore investigative journalism, in-depth feature writing, and digital media production including podcasts and video reporting. Advanced topics include editorial leadership, layout design, social media strategy, and broadcast journalism techniques. Students take on editor roles, mentor beginning journalists, and produce comprehensive news coverage. The course emphasizes professional standards, media law, and ethical decision-making while preparing students for journalism careers or college media programs through portfolio development and real-world publishing experience.

Math 1 A/B

This foundational two-semester course introduces students to essential algebraic concepts and mathematical reasoning skills. Math 1A focuses on linear relationships, solving one-variable equations and inequalities, graphing linear functions, and understanding slope and y-intercept. Students work with algebraic expressions, simplify polynomials, and explore proportional reasoning through real-world applications. Math 1B expands to systems of linear equations, introduction to quadratic functions, factoring techniques, and basic exponential relationships. Students develop problem-solving strategies, use technology tools for graphing and analysis, and apply mathematical concepts to authentic situations. Both semesters emphasize mathematical communication, collaborative learning, and building confidence in algebraic thinking. The course serves as preparation for advanced mathematics courses while ensuring students develop strong foundational skills in algebraic manipulation and mathematical reasoning essential for success in subsequent math courses.

Math 1 A/B Honors

This accelerated two-semester course provides advanced study of algebraic concepts with additional depth and complexity for highly motivated students. Math 1A Honors covers linear relationships, advanced equation-solving techniques, systems of equations, and complex problem-solving applications requiring sophisticated reasoning. Students explore functions in greater detail, work with advanced polynomial operations, and tackle challenging real-world modeling scenarios. Math 1B Honors introduces quadratic functions, advanced factoring methods, rational expressions, radical equations, and exponential growth models. Students engage in independent mathematical investigations, complete extension projects, and explore connections between algebraic concepts and other mathematical domains. The accelerated pace allows for deeper exploration of mathematical patterns, proofs, and abstract thinking. This course develops the analytical reasoning skills and mathematical maturity necessary for advanced mathematics courses while challenging students to think critically and communicate mathematical ideas effectively.

Math 2 A/B

This comprehensive two-semester course integrates geometric concepts with algebraic applications and problem-solving strategies. Math 2A emphasizes geometric reasoning, congruence and similarity transformations, triangle relationships, and coordinate geometry connections. Students explore proof techniques, work with parallel and perpendicular lines, and apply the Pythagorean theorem in various contexts. Math 2B covers circles, polygons, area and volume calculations, and trigonometric ratios in right triangles. Students integrate algebraic skills through geometric problem-solving, use technology for geometric constructions and investigations, and develop spatial reasoning abilities. Both semesters emphasize logical reasoning, mathematical communication, and real-world applications of geometric principles. The course strengthens students' ability to visualize mathematical relationships, construct valid

arguments, and apply geometric concepts to practical situations while building the foundation necessary for advanced mathematics and science courses.

Math 2 A/B Honors

This rigorous two-semester course provides advanced geometric study with enhanced algebraic integration and mathematical reasoning for high-achieving students. Math 2A Honors covers advanced geometric proofs, complex transformation problems, sophisticated triangle relationships, and challenging coordinate geometry applications. Students engage in independent geometric investigations, explore non-Euclidean concepts, and complete advanced construction projects. Math 2B Honors includes complex circle theorems, advanced polygon relationships, three-dimensional geometry, and advanced trigonometric applications. Students tackle challenging proof sequences, work with advanced algebraic-geometric connections, and explore geometric applications in other mathematical fields. The accelerated curriculum includes supplementary topics, independent research projects, and advanced problem-solving scenarios. This course develops sophisticated spatial reasoning, logical argumentation skills, and mathematical communication abilities essential for college-level coursework while fostering deep appreciation for geometric beauty and logical structure.

Math 3 A/B

This advanced two-semester course focuses on algebraic functions, advanced equation-solving, and mathematical modeling applications. Math 3A explores quadratic functions in depth, polynomial operations, factoring complex expressions, and rational functions with asymptotes. Students work with radical expressions, solve systems of equations using multiple methods, and model real-world situations using various function types. Math 3B covers exponential and logarithmic functions, sequences and series, trigonometric functions and identities, and statistical analysis. Students develop advanced problem-solving strategies, use technology for function analysis, and explore mathematical connections across different domains. Both semesters emphasize mathematical modeling, data analysis, and preparation for calculus concepts. The course strengthens students' algebraic manipulation skills, function analysis abilities, and mathematical reasoning while providing the foundation necessary for pre-calculus, statistics, and college-level mathematics courses.

Math 3 A/B Honors

This intensive two-semester course provides comprehensive study of advanced algebraic functions with enhanced depth and mathematical sophistication. Math 3A Honors covers complex polynomial analysis, advanced rational function behavior, sophisticated equation-solving techniques, and challenging algebraic modeling scenarios. Students explore advanced factoring methods, complex number systems, and rigorous function transformations. Math 3B Honors includes advanced exponential and logarithmic applications, trigonometric identities and equations, series convergence, and statistical inference. Students engage in independent mathematical research, complete advanced modeling projects, and explore connections to calculus concepts. The accelerated curriculum includes supplementary topics such as matrices, advanced sequences, and mathematical proof techniques. This course develops the advanced algebraic reasoning, function analysis skills, and mathematical maturity necessary for Advanced Honors Calculus while challenging students to think abstractly and communicate complex mathematical ideas with precision and clarity.

Math 4 A/B

This comprehensive two-semester pre-calculus course synthesizes and extends algebraic, geometric, and trigonometric concepts while introducing calculus readiness skills. Math 4A reviews and deepens function

analysis, explores advanced polynomial and rational functions, examines conic sections, and introduces limits and continuity concepts. Students work with parametric equations, advanced trigonometric applications, and complex mathematical modeling scenarios. Math 4B covers sequences and series, mathematical induction, probability and statistics, and introductory calculus concepts including derivatives and basic integration. Students develop advanced problem-solving strategies, use technology for complex analysis, and explore real-world applications across multiple disciplines. Both semesters emphasize mathematical reasoning, rigorous problem-solving, and preparation for calculus or statistics courses. The course ensures students have the mathematical maturity and technical skills necessary for success in college-level mathematics while fostering appreciation for mathematical connections and applications.

Personal Finance

Personal Finance is designed to help students make informed real world decisions about financial issues. This course will focus on personal financial planning skills that can be used for a lifetime. Major topics include career planning, financing a career, banking and money management, the use of credit, the time value of money, saving and investing, retirement planning, being a smart consumer, buying a home, buying a car, insurance, taxes, and estate planning basics. Students will analyze their personal financial decisions, evaluate the costs and benefits of their decisions, recognize their rights and responsibilities as consumers, apply the knowledge learned to financial situations encountered later in life, and make wise financial decisions. Students will design personal and household budgets and simulate the use of checking and savings accounts. They will be able to demonstrate a solid understanding of debt, credit management, investments, apartment rental/lease agreements, and job application and interview processes. Students will gain a solid understanding of car, home, and health insurance policies and practices while learning to be a savvy consumer and price shop.

Photography

This one-year course provides students with the fundamentals of photography, its history, its varying genres, its relationship to other art forms, and its role in visual culture. Topics include photographic vision, operating cameras, lighting methods, image processing and editing (Adobe Photoshop & Lightroom), output, quality control, and alternative photo processes. This course will encourage an understanding of photography as an art form, and also as a medium for documentation, communication, interpretation, and expression. Group and individual critiques will be given throughout the course to promote fluency in responding to, analyzing, and making judgments about photographic artworks through the application of artistic vision and technical skill. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. In addition to exploring various photographic concepts, photography skills that support career paths throughout the world of media and commerce will be explored. This course will culminate with the assembly of a portfolio of work, participation in a professional gallery exhibition, and the construction of a professional quality photographic website.

Photography 2

Photography 2 is an intermediate-level course that builds on the fundamentals mastered in Photo 1, and explores the use of lighting, editing, digital technology and a deeper exploration in photo history. Photo 2 begins with a review of Photo 1 basics, then scaffolds students to deeper visualize, hypothesize and generate plans to create images that make an impact and create social change. Students will express themselves through various forms of photography and through the use of various technologies. Students will engage in inquiry-based units to understand the contributions of photography to cultures and society, past and present. While developing a portfolio of work that reflects knowledge of career expectations and acquired skills,

students develop a lifelong interest in photography. Films on Photography (Through A Lens Darkly, Art21, KQED Spark) may also be shown alongside required written/discussion-based assignments.

Principles of American Democracy

This foundational course explores the structure, principles, and practices of American government. Students examine the Constitution, Bill of Rights, and the three branches of government while analyzing concepts like federalism, separation of powers, and checks and balances. Topics include the electoral process, political parties, civil liberties, and citizen participation. Students will study landmark Supreme Court cases, current political issues, and the evolution of democratic institutions. Through debates, simulations, and civic engagement activities, students develop critical thinking skills about government functions and their role as informed citizens. The course prepares students for lifelong civic participation and understanding of democratic processes.

Psychology

This introductory course explores the scientific study of human behavior and mental processes. Students examine major psychological perspectives, research methods, and core topics including cognition, learning, memory, personality, and abnormal psychology. The curriculum covers developmental psychology, social influences on behavior, and biological bases of mental processes. Students will analyze famous psychological experiments, current research, and real-world applications of psychological principles. Through hands-on activities, case studies, and research projects, students develop critical thinking skills about human behavior and mental health. The course provides foundational knowledge for students considering careers in psychology, education, healthcare, or social services while promoting self-awareness and understanding of others.

Robotics I A/B

Robotics I is an introductory course that will explore, via FIRST robotics equipment, relationships between the fields of science, mathematics, engineering, arts, and technology. The class is designed to introduce students to basic concepts in robotics. The class will give students the opportunity to work in small groups of students in lab experiments. In these experiments, students will work together in building and testing a FIRST-based mobile robot by implementing the engineering design process.

Robotics II A/B

Robotics II is the continuation of Robotics I and it will further explore, via FIRST robotics equipment, relationships between the fields of science, mathematics, engineering, arts, and technology. The class is designed to expose students to more complex concepts in robotics. The class will give students the opportunity to work in small groups of students in lab experiments. In these experiments, students will work together in building and testing a FIRST-based mobile robot by implementing the engineering design process. Students will learn about computer programming and the importance of integrating different robotics sensors, and how these affect the control and mobility of their robots. Students will work in small teams to do research, design, program, and construct a mobile robot using FIRST equipment. The students will have in class competitions to test their robots in preparation for competitions held at other schools or colleges that host FIRST competitions at the state level.

Spanish 1 A/B

This beginning course introduces fundamental Spanish language skills through listening, speaking, reading, and writing. Students learn basic vocabulary, present tense verbs, and essential grammar structures while exploring Spanish-speaking cultures. Topics include family, school, food, and daily activities. Through interactive activities, songs, and cultural projects, students develop communicative competence and cultural awareness. Emphasis on pronunciation, basic conversation skills, and practical language use prepares students for continued Spanish study.

Spanish 2 A/B

Building on Spanish 1, this intermediate course expands vocabulary and introduces past and future tenses, subjunctive mood, and complex sentence structures. Students engage with authentic materials including short stories, films, and current events from Spanish-speaking countries. Cultural studies focus on traditions, history, and contemporary issues. Through presentations, debates, and creative projects, students develop greater fluency and cultural competency while strengthening all four language skills.

Spanish 3 A/B

This advanced course emphasizes sophisticated communication through literature, media analysis, and formal presentations. Students master complex grammar including advanced subjunctive uses and conditional statements while exploring Hispanic literature, art, and social movements. Authentic texts and multimedia resources deepen cultural understanding. Through research projects, discussions, and creative writing, students achieve near-fluency and prepare for real-world Spanish communication.

HTLA Graduation Requirements

SUBJECT	STATE	UC/CSU	HTLA
Social Studies	3 years	2 years	4 years
English	3 years	4 years	4 years
Math	2 years (incl Algebra)	3 years	4 years
Science	2 years (incl biological and physical sciences)	2 years	4 years
World Language	1 year	2 years	2 years
Visual/Perf. Arts	1 year	1 year	1 year
Internship			1 Semester

Presentation of Learning	Pass Transitional Presentation of Learning (TPOL) in Spring Semester for all four years of attendance.
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HTLA’s graduation requirements meet or exceed the A-G requirements for admission to a four (4) year public university in California. Certain exemptions to the Charter’s graduation requirements that are in excess of the CA state minimum requirements may apply to foster/mobile youth. Please refer to the Charter School’s Foster/Mobile Youth Policy. We consider all HTLA students to be college-bound. Students must pass classes at HTLA with a grade of “C” or better; a grade of “D” or “F” does not give the student credit toward graduation.

Credit Recovery, Transfer Students, Graduation Exemptions, College and Career Readiness

Credit Recovery

Students who earn a “D” or “F” in any graduation requirement will be required to make up the class. For students who fail a course and need to make it up, credit recovery may be offered on site or a student may need to go elsewhere. HTLA provides summer school courses for credit recovery and partners with an online charter school to provide some additional options for students. During the school year HTLA provides additional opportunities for credit recovery, such as the student ability to take the course needed in their schedule or providing access to an online course. All credit recovery courses are A-G approved to ensure students meet these requirements.

Ensuring Transfer Students Meet HTLA Graduation Requirements

Upon enrollment, HTLA will work with individual students to meet the requirements for graduation. This plan will be monitored and updated each semester. The school counselor will help to ensure that each student is enrolled in appropriate courses, and that each student has the support the student needs to successfully complete graduation requirements. Every transfer student will participate in an onboarding meeting which includes a review of his/her transcript and course completion towards graduation, with the creation of a graduation plan for their remaining high school years.

Graduation Exemption for Students Who Qualify

HTLA, as required by Education Code 51225.1, will provide exemption for all named populations in the Ed Code. HTLA shall exempt a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from any graduation requirements established by HighTech LA that exceed state requirements, unless the Charter School determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school. (Education Code Sections 51225.1, 51225.2.)

Ensuring Students Meet CDE’s College/Career Indicator

HTLA strives for all students to meet the “prepared” CED’s College/Career indicator as a college prep school. HTLA has graduation requirements that exceed US A-G requirements, and an instructional program that prepares students to excel on the CAASPP exams, dual enrollment opportunities so students are able to meet the prepared indicator.

Western Association of Schools and Colleges (WASC) Accreditation

HTLA is fully accredited by WASC until June 30, 2028. In HTLA’s last self-study, it was awarded the longest accreditation period possible (six years), and just successfully completed its mid-term review. HTLA plans to continue participating in the Self-Study to continue to be accredited.

Transferability of courses and eligibiity of courses to meet college entrance requirements

All courses in every program at HTLA are accredited by WASC and are transferable to schools throughout the United States. All courses that are approved as A-G courses are eligible to meet UC/CSU entrance requirements. Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the school's website and through meetings with their student's counselor. For families with limited English, HTLA provides translation services during meetings with the counselor or administration. Every exiting student receives a transcript, an official record of courses completed and credits earned.

Academic Calendar

HTLA HS | 2026-2027 CALENDAR

<p>JULY '26</p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td>31</td> <td></td> </tr> </tbody> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p>JANUARY '27</p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> </tr> <tr> <td>31</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Dec 21- Jan 8 Winter Break- No School Jan 11 Pupil Free Day Jan 18 Dr. Martin Luther King Jr. Day- No School</p>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
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<p>Total Number of instructional Days this year: 175 Total number of regular days this year: 169 Total number of minimum days this year: 6</p>		<p>Legend:</p> <ul style="list-style-type: none"> Regular Instructional Day Minimum Day Non School Day Pupil Free Day 																																																																																										



Comprehensive Sample Daily Schedules

Regular Day Bell Schedule

Monday	start	end	total minutes
1	8:45 AM	9:35 AM	50
2	9:35 AM	10:25 AM	50
Nutrition	10:25 AM	10:45 AM	20
3	10:45 AM	11:35 AM	50
4	11:35 AM	12:25 PM	50
Lunch	12:25 PM	12:55 PM	30
X-Block	12:55 PM	2:10 PM	75
5	2:10 PM	3:00 PM	50
6	3:00 PM	3:50 PM	50
			Total 375

Tuesday/Wednesday	start	end	total minutes
1,4	8:45 AM	10:35 AM	110
Nutrition	10:35 AM	10:55 AM	20
2,5	10:55 AM	12:45 PM	110
Lunch	12:45 PM	1:15 PM	30
Advisory	1:15 PM	2:00 PM	45
3,6	2:00 PM	3:50 PM	110
			Total 375

Thursday/Friday	start	end	total minutes
1,4	8:45 AM	10:25 AM	100
Nutrition	10:25 AM	10:45 AM	20
2,5	10:45 AM	12:25 PM	100
Lunch	12:25 PM	12:55 PM	30
X-Block	12:55 PM	2:10 PM	75
3,6	2:10 PM	3:50 PM	100
			Total 375

 Designated ELD
  Integrated ELD

Minimum Day Schedule (Final)

Period	Start Time	End Time	Total Min.
1, 3, or 5	08:45 AM	11:00 AM	135
L	11:00 AM	11:30 AM	30
2, 4, or 6	11:30 AM	01:30 PM	120
			Total 255

High Tech LA has block scheduling for the school week. All periods meet on Mondays. Periods 1, 2, and 3 meet on Tuesdays and Thursdays. Periods 4, 5, and 6 meet on Wednesdays and Fridays. Students participate in X-Block on Mondays, Thursdays, and Fridays, and have an Advisory on Tuesdays and Wednesdays. The full schedule and calendar year are set forth above. Classes begin at 8:45 AM every day and end at 3:50 PM. High Tech LA offers 375 minutes of instruction per day on regular days, and additional time is allotted for tutorial hours and computer use.

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

Grade	Core Courses (integrated ELD support)	Elective	Dedicated ELD time
9th grade	Period 1-6 (Eng 9, Math 1, Intro Eth/Finc, Comp Dis, Digital Art, & Span 1)	None	X-Block
10th grade	Period 1, 2, & 4-6 (Eng 10, Math 2, W His., Chem, Span 2)	Period 3	
11th grade	Period 1, 2, 5 & 6 (Am Lit/Con Comp, Math 3, US His, Bio)	Period 3 & 4	
12th grade	Period 1, 2, 4 & 5 (CSU R&W, Senior Math, Gov/Econ, Senior Sci)	Period 3 & 6	

Instructional Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	50400	0	-50400
5	No									0	50400	0	-50400
6	No									0	50400	0	-50400
7	No									0	50400	0	-50400
8	No									0	50400	0	-50400
9	Yes	169	375			6	255			175	64800	64905	105
10	Yes	169	375			6	255			175	64800	64905	105
11	Yes	169	375			6	255			175	64800	64905	105
12	Yes	169	375			6	255			175	64800	64905	105

PROFESSIONAL DEVELOPMENT

Providing Ongoing Professional Development

Teachers of HTLA will be prepared to deliver focused and standards-based instruction in all subject areas, along with a project-based, technology-infused curriculum. HTLA will schedule professional development activities throughout the entire year. These activities promote knowledge and skills in content areas, such as math and science, and emphasize more than just familiarity with the state frameworks. HTLA will set up comprehensive, interactive presentations on proven assessment measures and standardized tests. In addition, HTLA will recruit industry experts in areas such as manufacturing and product design and/or involve our teachers in customized technology training programs.

By design, professional development (“PD”) at HTLA parallels the way students are taught. It is primarily personalized and specific to issues that arise, a fluid process with a mix of school-based, local and national training, interwoven with standards-based training offered by the district and other school support systems. It evolves from collective and individual needs and is, thus, based on the scientifically proven research that drives instruction (such as differentiated instruction, heterogeneous groups and project-based learning) while being aligned with content standards. The PD planning process is built into yearly, weekly and periodic staff meetings and informal contacts during each school day as noted in the chart on the following pages, and is intimately linked with the Charter School’s management and collaborative culture.

Professional development conducted at the school site will primarily focus on teamwork and “Critical Friends” Meetings where information is shared and is responsive in real time to student assessments and needs, whether a cohort, a subgroup or even an individual student. It begins with hiring practices where the principal hires teachers and other staff members who not only have appropriate training and/or experience for their jobs, but also bring their life experience to the collaborative table, drawing from higher education and the world of work. The principal looks for professionals who are willing to share, collaborate with, and train their peers.

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

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

	group PD centered on NWEA results, how to interpret them and action steps that could be taken for those who have areas in need of additional growth. <u>Project-Based Planning</u> : All day every day as teachers and staff collaborate on project-based instruction.
Instructional Materials Training	As new instructional materials are adopted or new software is installed, appropriate staff receive training from High Tech LA staff and/or vendors. Annually High Tech LA staff receive updated Naviance Teacher Training.
External Training & Conferences	HCLA administrators and staff training and conferences then share their knowledge at staff meetings. Some topics include Project-Based Learning, AI and teaching, SEL. A sampling of regional and national conferences are: California Charter School Conference, Every Child Symposium, US and CSU Annual Conferences, National Association of College Admission Counseling, Western and National Associations of College Admissions Counseling, California Association of Teachers of English Conference, Charter Schools Development Center, ISTE Live and ASCD annual Conference

Recruiting Qualified Teachers

HCLA attracts and recruits teachers qualified to deliver the instructional program through a variety of search methods including EdJoin, CCSA job fairs and website, advertisements at local colleges and universities and word of mouth. All teachers hold the teaching certificate, permit, or other document required for their certificated assignments, as required.

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

MEETING THE NEEDS OF ALL STUDENTS

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

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

Additional supports will be introduced for any student who:

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

Multi-Tiered System of Supports Program

HCLA implements a Multi-Tiered System of Supports (“MTSS”) in order to ensure every child is getting the opportunity to learn and is preventative rather than responsive. In our program, the learning experiences match the needs of each child. MTSS is a way to intervene for students who need different/extra support in

the learning process.

To determine which students will need additional support in class and which will participate in additional interventions, we have utilized a universal screener, our NWEA testing, which takes place two times a year. We also utilize subject area benchmark testing through our curriculum and teacher created assessments to identify struggling students in each subject area.

Our tier 1 program will meet the needs of 80-90% of our students. It includes the support that we provide all students including the whole group and differentiated subject-area instruction. We teach essential skills and strategies, provide differentiated instruction based on assessment results and adapt instruction to meet students' needs, provide explicit and systematic instruction with practice—with and without teacher support and feedback (including cumulative practice over time). provide opportunities to apply skills and strategies with teacher support, and monitor student progress regularly, re-teaching as necessary.

Even with strong whole-group and differentiated instruction for all of the students as well as students with identified special needs, we know historically that students who are late-emergent reading disabled students, instructional casualties, and English Learners may require ongoing intervention. We utilize strong lesson plan development with specific accommodations and differentiation for students needing additional help in the whole group setting. If our progress monitoring indicates that these students need additional help, they will be provided with Tier 2 interventions.

Our Tier 2 program targets each student's specific learning needs in small groups. Our Tier 2 program meets the needs of 10-15% of our students. Teachers utilize data analysis from standardized tests and their own classroom assessments to identify skills that struggling students need and then form small learning groups. The sizes of these groups will range from approximately 6-10 students. Strategies that teachers will use when implementing the interventions are to utilize new teaching strategies, focus on cause of misunderstanding, conduct ongoing assessments and progress-monitoring, and communicate with the family.

To identify students that may struggle and to monitor progress, we will analyze results from our universal screeners mentioned above as well as utilize Newsela results for reading, and ALEKS for math, to track student progress on a daily basis if students need more targeted support.

When progress-monitoring assessments (mentioned above) indicate that students are not making enough progress with quality classroom instruction and tier 2 interventions, we provide extra small-group intervention to ensure that all students learn and make progress. These interventions will take place daily during students' elective blocks and include more intensive, individualized support. We have created a problem-solving team that meets weekly, and tracks goals for each student. Tier 3 meets the needs of about 5% of our students.

Only 1-3 students are in each Tier 3 intervention group, who meet during students' elective rotation, more frequently than tier 2 interventions.

The problem-solving team for such Tier 3 interventions meet weekly to assess student progress and make recommendations regarding accommodations, alternative materials, strategies, interventions or techniques that will enable the student to participate more effectively in the general education classroom, and determine effectiveness of interventions. If the team decides a student's responsiveness to interventions has been minimal and needs further assessment, the team will initiate a referral for special education assessment.

Student Success Team

Despite the many strengths of the Charter School's programs, additional support may be necessary when students are not making satisfactory academic progress. On those occasions, the Student Success Team ("SST") will ensure that the Charter School and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the Charter School's resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST process will be coordinated by the School Counselor who will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to the Team meeting. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process.

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

English Learners

Currently, 8.3 % of students at HTLA are English Learners, with most students speaking Armenian, Russian or Spanish. We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. HTLA teachers, staff and school leaders will communicate to parents in their home language as needed (relying on a translation service if necessary)—but will use English instruction for the content areas in the classroom.

In the past three years, HTLA increased the number of English Learners, rising from 3% of the student population in 2021-22 to 8.3% in the 2024-25 school year, representing 30 students. With this growing and diverse EL population, HTLA has revised and expanded its approach to supporting English Learners, by incorporating language acquisition across all parts of the academic curriculum. Recognizing the shift in linguistic diversity, HTLA has adopted a comprehensive, data-driven strategy to accelerate English proficiency and ensure students achieve mastery of grade-level standards.

Identification of English Learners

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

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

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

The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

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

Instructional Program for English Language Acquisition

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

Designated and Integrated English Language Development

HTLA provides both integrated and designated English Language Development instruction to ensure that English Learners develop the language proficiency needed to engage fully with grade-level academic content and participate meaningfully in our project-based learning environment.

Integrated ELD is delivered across all content areas by subject-matter teachers who intentionally incorporate language development into their daily instruction. Teachers plan with the California ELD Standards alongside content standards to ensure that ELs build the academic language, vocabulary, and communication skills necessary to understand and express complex ideas. In every subject—math, science, history, and English—teachers provide appropriate scaffolds, such as visual supports, structured discussions, sentence frames, and collaborative tasks, so that students at all proficiency levels can access rigorous content while developing English simultaneously. Integrated ELD is supported through ongoing professional development, co-planning during grade-level teams, and a schoolwide culture that values multilingualism as an asset.

Designated ELD is a protected time during the instructional day when English Learners receive targeted instruction focused explicitly on English language development. Grouped by proficiency level (Emerging, Expanding, or Bridging), students receive systematic instruction aligned to their current needs, with attention to developing grammatical accuracy, academic vocabulary, reading comprehension, and writing fluency. Instructional tasks are designed to build students' capacity to interpret and produce increasingly complex texts, engage in academic conversations, and analyze how English works in different genres and contexts. Designated ELD instruction is informed by student data, including ELPAC scores, classroom performance, and formative assessments, and is adjusted throughout the year to accelerate student growth.

Together, integrated and designated ELD ensure that English Learners at HTLA are not only learning English, but using English to learn. This two-pronged approach reflects our commitment to equity, access, and excellence, and prepares our English Learners to thrive academically, socially, and linguistically.

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

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers will engage in the following practices to support universal access of subject matter content for all students:²

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

How The Program Will Meet State ELD Standards and Use Results of the ELPAC

HTLA bases its English Learner support program on the English Language Proficiency Assessments for California system, as aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, HTLA teachers provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one English language proficiency annually. Our EL Coordinator will partner with the classroom teachers to include ELD goals on students' learning plans. Additionally, our EL Coordinator will assess student progress towards attainment of the standards using standards-based portfolios.

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

HTLA ensures that teachers are qualified and supported to meet the needs of ELs. We hire teachers who are CLAD/BLAD certified or have other CTC EL authorization, and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, SDAIE teaching strategies, language development, monitoring, and

² Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

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

Services And Supports for English Learners, Including Instructional Strategies and Intervention

Teachers have access to ELD assessment results to inform program placement, reclassification, and instruction. HTLA uses assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress.

HTLA provides high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers are authorized to teach English Learners and receive training in the effective implementation of techniques such as SDAIE and scaffolding. Our EL Coordinator also communicates the specific language needs of our EL students. Strategies such as front loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content.

Process For Annual Evaluation of the Charter School's English Learner Program

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

Process and Specific Criteria for Reclassification

HTLA monitors student mastery of the ELD standards through the use of portfolios. The portfolio is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program as defined by the LAUSD Master Plan revised in 2018.

ELs are reclassified to fluent-English proficient based on the following multiple criteria, in alignment with Education Code requirements:

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
2. Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
3. Parent/guardian opinion and consultation
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age

Teachers select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

As English Learners progress, work samples that no longer characterize the student's best work are replaced with more representative samples. By the time an ELD portfolio is complete, it contains at least one sample for each domain.

The following assessments are examples of EL portfolio evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Presentation of Learning rubrics focused on oral competency
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric
- NWEA/MAP scores

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

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

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

The reclassification team (which includes the teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, consults with parents, and benchmark/summative assessment tests. The reclassification team also discusses if the student has met sufficient goals. A student will continue to be monitored by the reclassification team for four years after official reclassification.

Process For Monitoring Progress of English Learners and Reclassified Students

In order to meet the individual needs of each English learner, the EL Coordinator carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the ELPAC will be provided supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that HTLA provides for all students.

Students will be monitored in conjunction with the following ELD Standards Proficiency Level Descriptors (“PLDs”). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors will guide HTLA teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas³:

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

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

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

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

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

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

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

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

English learners will continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient. HTLA sets a demanding reclassification target

³ <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

annually. The EL Coordinator serves as the ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of four years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

Process for Monitoring Progress and Supports for Long Term English Learners

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

LTEs will receive dedicated ELD instruction. In response to the growth of our EL population, HTLA continues to adapt and innovate, ensuring that every student receives the resources and support needed to thrive academically and socially.

Gifted and Talented Students and Students Achieving Above Grade Level

The philosophy of the Charter School is that within a heterogeneously grouped classroom, each student is challenged at their own level. This includes gifted students. Project Based Learning allows students to go as deep and as wide as they can. Additionally, students may take the core curriculum in certain grade levels for “honors” credit by contracting with the teacher to do additional projects.

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

- Providing alternative and/or extension activities for students who have already mastered the content being taught;
- Allowing gifted and high achieving students to work at an accelerated pace;
- Providing opportunities for students to work in flexible groups with other intellectual peers
- Creating graduated task rubrics and product criteria negotiated jointly by the student and teacher;
- Asking open-ended questions, both in the classroom and on homework assignments, that stimulate critical thinking;
- Incorporating a variety of the levels of thinking described in Bloom’s taxonomy – including the higher levels of analysis, evaluation, and synthesis – into lesson content and student work products;
- Opportunities for leadership roles and mentoring outside of the classroom.

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

Students Achieving Below Grade Level

Students will be identified as low achieving by multiple measures, including state standardized assessments, in-house benchmarks, teacher observations, low achievement on curriculum assessments, parent input or

SST recommendations. At-risk students are targeted for specific areas of growth by student goals. The teachers monitor progress using the multiple measures mentioned for students who are identified as academically low achieving that do not show progress after the first term review. Students will be recommended to the SST, where appropriate staff will consult for additional interventions and supports, and determine next steps.

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

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

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

Socio-Economically Disadvantaged/Low Income Students

As demonstrated by the success of countless schools in California and beyond that serve students who are socio-economically disadvantaged, income is not a determinative factor in a student's ability to succeed academically. If students who are socioeconomically disadvantaged also are academically low achieving or struggle with learning differences or are identified as English Learners, HTLA will utilize strategies described in other sections of this petition.

Our teachers and staff all receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and an individual family's challenges to meet their child's needs. Our SST will be responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations. Parents are able to drop-off their children starting at 7:30 a.m. and after school programs are provided until 5:00, both to best serve our students' needs and accommodate working families.

In addition to ensuring socioeconomically disadvantaged students are academically prepared, we also assist with families in need of uniforms or school supplies. In addition, we connect with local non-profit agencies for referrals for social services if needed by our families.

Students with Disabilities

Please see FSDRL above.

At HTLA, we provide comprehensive support for students with disabilities, ensuring they receive a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE), in line with the Individuals with Disabilities Education Act (IDEA). Through a collaborative and individualized approach, we address each student's unique academic, social, and emotional needs.

Tiered Intervention and Student Success Team Process

HTLA employs a three-tiered intervention model to proactively identify and support students with disabilities or those at risk of academic failure as more fully set out in the Section above describing our Multi-Tiered System of Supports. More specifically, with respect to students with disabilities, the tiers of intervention are as follows:

- Tier 1: General classroom support is provided to all students through differentiated instruction and personalized learning based on data from NWEA MAP assessments. Teachers regularly collaborate in team meetings to share strategies for addressing students' specific learning needs.
- Tier 2: For students who are identified as needing additional assistance, formalized tutoring sessions or small-group pull-out instruction is offered. These interventions are focused on addressing gaps in learning before they develop into more significant challenges.
- Tier 3: Students with persistent academic or behavioral difficulties receive intensive support through workshops and the SST process. The SST process is designed to monitor and respond to the most complex student needs, including those requiring assessments for a 504 plan or IEP.

The SST process, driven by referrals from teachers, parents, or staff, formalizes the support for students with disabilities who require interventions beyond general classroom strategies. Teachers are encouraged to share their observations and insights during both structured meetings and informal conversations.

Individualized Education Program Development

At HTLA, the development of an IEP is a collaborative process that involves input from a multidisciplinary team, including parents, general and special education teachers, administrators, and relevant service providers such as speech or occupational therapists. Each IEP is carefully tailored to meet the unique academic, social, and emotional needs of the student.

The IEP process begins with a comprehensive assessment of the student's strengths and areas for growth. Parents are an integral part of this process, providing valuable insights through data collection at home and during parent-teacher conferences. Teacher input is essential as well, as they contribute their observations on the student's classroom performance, learning style, and progress toward goals. Administrators oversee the process, ensuring that all legal requirements are met and that the plan remains focused on providing FAPE for each student.

The IEP includes measurable goals, accommodations, and any necessary related services, such as speech therapy, occupational therapy, or counseling, to support the student's progress. These goals are designed to be specific, achievable, and aligned with grade-level standards, while accommodations and modifications ensure the student can access the general education curriculum. For students with behavioral needs, a Behavior Support Plan (BSP) is developed to address specific challenges and promote positive behaviors.

IEPs are reviewed annually; however, continuous progress monitoring allows the IEP team to make adjustments throughout the year based on real-time data. This ongoing assessment ensures that the student's needs are met effectively and that any interventions or strategies can be modified as necessary. Additionally, individualized academic counseling is provided to support students in tracking their goals and understanding their own progress.

Inclusive Classrooms and Differentiated Instruction

As noted above, HTLA fully embraces an inclusive educational model, where all students, including those with disabilities are integrated into general education classrooms alongside their peers. There are no separate special day or lower-level classes. Instead, all students receive their instruction in an inclusive environment. This model promotes equity and ensures that students with disabilities participate in the same academic and social experiences as their classmates.

Teachers at HTLA implement differentiated instruction and incorporate accommodations and modifications into their lesson plans to meet the diverse needs of all students. Accommodations include the use of audiobooks, graphic organizers, vocabulary charts, chunking of tasks, and extended time on assignments and tests. Scaffolding assignments through word banks, read-aloud sessions, and guided practice allows students to engage with the curriculum at their own pace while still achieving the necessary academic outcomes.

Teachers also create opportunities for peer collaboration through activities designed for students to work together, reinforcing both academic skills and social-emotional development. Preferential seating is provided when necessary, ensuring that students with disabilities can focus and engage with the material in the best environment for their individual needs.

Paraprofessionals are strategically placed across classrooms to offer additional "push-in" support, helping students with disabilities navigate the general education curriculum. These support staff work closely with teachers to ensure that accommodations are implemented effectively, and they provide direct support to students as needed.

Additionally, HTLA offers targeted support outside of classroom instruction. Students participate in executive functioning groups, which focus on building skills such as time management, organization, and self-regulation.

The combination of inclusive classrooms, differentiated instruction, individualized support, and structured scaffolding ensures that students with disabilities can fully access the curriculum while developing the skills necessary for long-term success. Teachers work collaboratively with counselors and administrators, adhering to each student's IEP or 504 plan, and regularly monitor progress. When changes in behavior or academic performance are observed, teachers promptly reach out to the counselor or principal to ensure timely intervention, reinforcing HTLA's commitment to every student's achievement.

Professional Development and Supporting Students with Disabilities

At HTLA, ongoing professional development (PD) is a cornerstone of supporting students with disabilities. Teachers and staff participate in student support meetings where they receive training on how to effectively implement IEPs and 504 plans in the classroom. These meetings also provide a forum for discussing students' progress, behavior, and academic performance, ensuring that any concerns are addressed promptly.

Professional development at HTLA focuses on equipping teachers with evidence-based instructional techniques to support diverse learners. Additionally, HTLA provides PD on how to follow IEPs and 504 plans, ensuring that teachers are familiar with the specific goals, accommodations, and services each student receives. Snapshots for each student are created, giving teachers an accessible overview of their students' individual needs and supports.

Teachers are also trained on how to effectively communicate with the School Counselor and Principal when

they observe changes in student behavior or when concerns arise, ensuring a coordinated response. By providing targeted professional development and fostering collaboration among staff, HTLA ensures that all students with disabilities receive the necessary support to thrive academically and socially.

Students in Other Subgroups

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

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

A TYPICAL DAY AT HIGH TECH LA

A typical day at High Tech LA begins with students arriving between 7:30 am and 8:45 am, dressed in polo shirts and black or khaki pants or skirts. Teachers arrive at 7:45 am for Monday calendar meetings or Thursday curriculum meetings, while other mornings find them tutoring students or updating lesson plans. Students finish assignments on their personal tablets, check email, and order lunch online. Groups of students sit together in the Great Room, Commons, Back Yard, or Front Yard, talking, playing guitars, and finishing breakfast before heading to their first block at 8:45.

Walking through the building during class time, a visitor might discover photography students capturing moments inside and outside, while project rooms buzz with collaborative work. In classrooms, teachers use interactive displays for instruction as students engage through OneNote on their tablets. Special education aides work seamlessly with students, ensuring those with vision or hearing impairments are seated strategically, students with learning disabilities receive advance notes, and those on the autism spectrum are quietly provided fidget tools to maintain focus.

Classroom visits reveal dynamic learning experiences: biology students conducting frog dissections, Socratic seminars in English classes, and heated debates on geocentric versus heliocentric paradigms in History. US Government classes feature passionate discussions on search and seizure, while mathematics students work in groups comparing solutions through Aleks with OneNote resources. In faculty offices and sound booths, teachers create podcasts of lectures and collaborate on cross-curricular projects.

During nutrition and lunch, the campus transforms into a vibrant community hub. Ping pong matches unfold in the Commons while basketball games energize the Front Yard. Student Council orchestrates seasonal activities in the Great Room, from singing competitions to awareness campaigns. Counselors lead empathy and kindness initiatives, addressing causes like autism and equity. One-on-one college meetings occur with families, while college workshops provide guidance during advisory periods. The school counselor works closely with students struggling in classes, developing personalized planning strategies. Club meetings populate various classrooms as students work with partners on projects throughout campus. The A/V studio hums with activity as students record weekly newscasts and interview guest speakers. Meaningful connections flourish everywhere: teachers provide individual feedback on presentations, students craft thank you notes for custodial staff or teachers facing health challenges, and collaborative efforts emerge for

community service projects. Robotics students constantly build and transport field components, Spanish classes ring with competitive singing and poetry, English students design video games reflecting their literary texts, and yearbook photographers capture every memorable moment.

After lunch, seniors depart for internships while other students prepare for X Block. Some students practice yoga in classrooms or engage in full-body calisthenics. Others take neighborhood walks, train for the Los Angeles Marathon through Students Run LA, or play flag football, ultimate Frisbee, or soccer on Lake Balboa Educational Complex fields.

As X Block concludes, students transition to their final period. Film, photography, child development, and ecology students engage in specialized projects. Journalism students create online newsletters, and students with special needs receive additional Resource Specialist support. After school, one-on-one tutoring sessions occur alongside robotics lab competitions, while others rush to catch buses or await rides home.

Element 2: Measurable Pupil Outcomes and Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATION PROGRAM

These goals and objectives are the same as those described in Element 1 in accordance with Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B). Please refer to the completed LCFF State Priorities Table provided in Element 1 of this charter renewal petition.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Performance Targets Aligned to State Priorities

These performance targets are the same as those described in Element 1 in accordance with Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B). Please refer to the completed LCFF State Priorities Table provided in Element 1 of this charter renewal petition.

OTHER PERFORMANCE TARGETS

These goals are the same as those described in Element 1 in accordance with Education Code Section 47605(c)(5)(A)(ii). Please refer to the completed LCFF State Priorities Table provided in Element 1 of this charter renewal petition.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Refer to the LCFF State Priorities table for specific benchmark goals.

The curriculum of High Tech LA is based on delivering a standards-based and technology-infused curriculum in order to prepare students for post-secondary education and career readiness. The Charter School also aims to provide a more personalized learning experience for students through small class size and extended block periods for project-based instruction.

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

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

Student-level data indicators

- 11th Grade CAASPP scores in ELA and mathematics
- NWEA scores in 9th, 10th, 11th and 12th grade
- Grade Point Average (GPA)
- ELPAC results

School-level accountability indicators

- Graduation rate
- Attendance rate
- Dropout rate
- Suspension/Expulsion rate
- College/Career Readiness
- Progress toward EL Reclassification

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject	9-12	Daily and /or weekly
Publisher-Designed and Internally-Created Assessments	Assess standards mastery	9-12	End of each unit (approx 1 per month)
Writing Rubrics	Assess mastery of grade-level writing standards	9-12	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	11	Once a year
CAST	State Assessment in Science	11 or 12	Once a year
NWEA MAPs	National Normed-Referenced Assessment in ELA and Math	9-12	Beginning and end-of-year
ELPAC	Measure language acquisition	9-12	Upon enrollment; Every Year
Presentations of Learning	Mastery of oral presentation, critical thinking, and reflection	9-12	End of each semester
Physical Fitness Test	Measure physical fitness	9	Once per year

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

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

DATA ANALYSIS AND REPORTING

As noted above, HTLA utilizes multiple assessment types in order to measure student learning and inform lesson planning and curriculum development. The Charter School uses state tests (CAASPP), growth assessments (NWEA-MAP), and formative assessments (Unit Assessments). Teachers also give daily or weekly informal assessments to measure student learning in their classrooms.

HTLA utilizes PowerSchool to track and monitor students’ academic progress and provides access to such information to both school personnel as well as the student and their family. Administrators and teachers regularly analyze student data to identify strengths and weaknesses, create action plans for instruction and determine areas for intervention.

The administration monitors the progress of all subgroups (particularly language learners and special education students), and patterns of academic achievement that may indicate declining progress or

inequitable outcomes among different subgroups. Any problematic data trends are directly addressed through meetings with individual teachers, and through the examination of policies or curriculum that may be contributing to declining achievement or inequities. This information is also regularly shared with the Charter School Board to allow them to have adequate oversight and provide accountability for the Charter School administration and faculty.

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

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Each High Tech LA teacher determines their grading policy and includes it in the course syllabus distributed to all students and available for parents. Grades are based on graded assessments developed by teachers, presentations of learning, and participation in group projects. Students' final passing marks are

A = 90%+

B = 80 - 89%

C = 70 - 79%

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

Parents are formally notified of their child's progress at the five week, ten week, fifteen week, and final report cards each semester. In addition, parents have access to PowerSchool at all times and can login and see the real time grade for their student, as well as information about grades on individual assessments and assignments.

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

Despite various interventions and extra supports offered in classrooms and during the school year, if students are still far below grade level, other possible interventions may be summer school and/or retention. High Tech LA follows the UC Regents policy for validating some courses (primarily math and language other than English) at the end of the academic year. Students who do not pass their classes with a C or above are eligible for Summer School, which takes place from the end of the school year through the end of June. Teachers use this time to intensively work with students who need additional support.

Decisions regarding retention and/or summer school are made by the School Counselor and the Principal with input from the course instructors and, if applicable, the Special Education department. Following this team analysis, a meeting (or series of meetings if necessary) is held in the Spring with the student and the parent to come to a final decision about the appropriate path for the student. If necessary to process new information, we reconvene a meeting among the student, the parent and the school in the Fall (generally before the first week of school) in order to assess the proven ability level of the student after summer recovery courses to allow time to reprogram the student into appropriate courses should this be necessary. The two-fold goal is to provide a path to graduation consistent with helping the student achieve a level of knowledge and skills to prepare them for college success. Our graduation requirements exceed the UC A-G requirements.

Element 4: Governance

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

GENERAL PROVISIONS

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

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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

Charter School shall comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of

the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

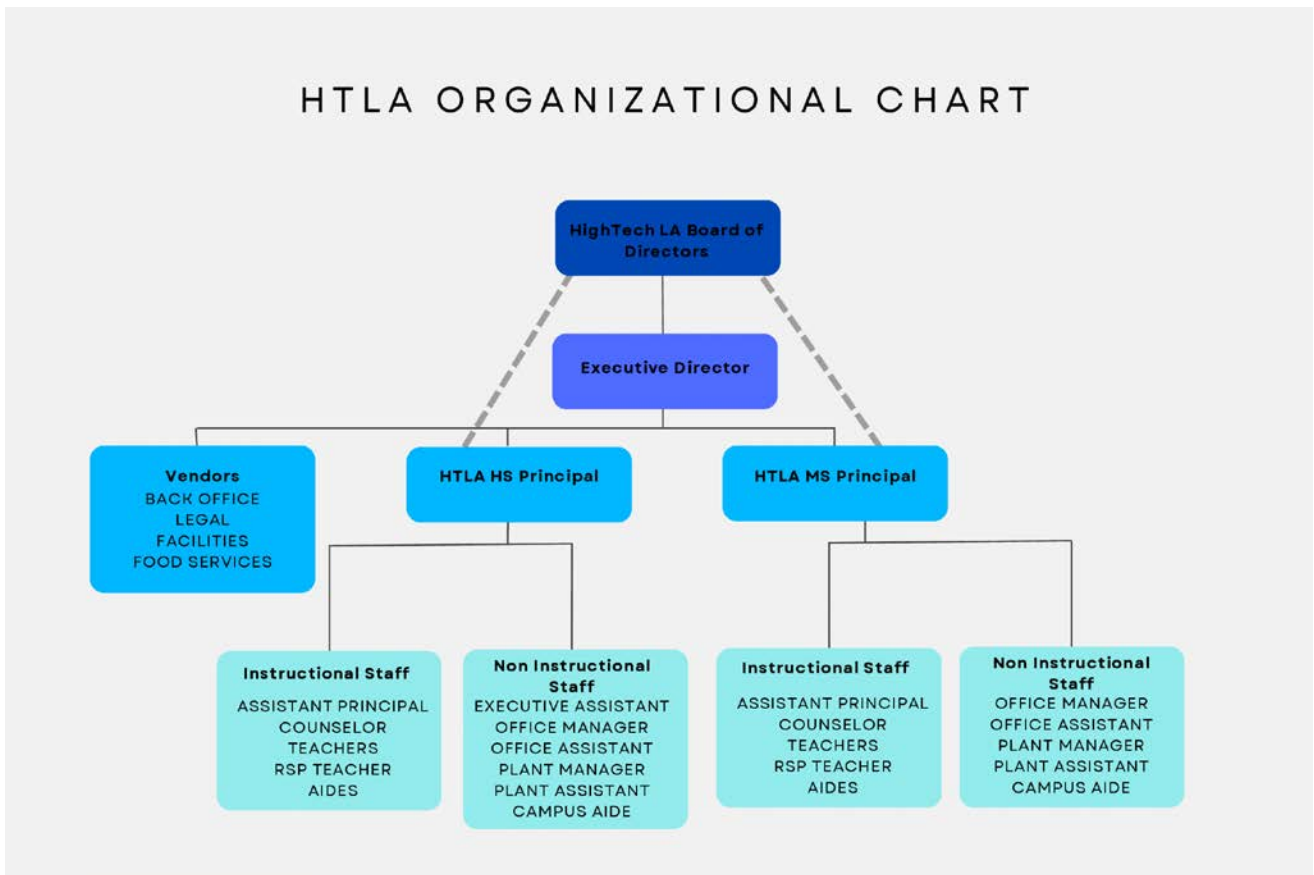
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands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

GOVERNANCE STRUCTURE

Governance Structure, Organization Chart, Major Roles and Responsibilities

HTLA is a direct-funded independent charter school, operated by HIGHTECH LA, a California Nonprofit Public Benefit Corporation with 501(c)(3) tax-exempt status from the IRS, pursuant to California law. HTLA will be governed by the HIGHTECH LA Board of Directors (“Board”) in accordance with California’s Charter Schools Act, the Nonprofit Public Benefit Corporation Law, the corporation’s Bylaws and the terms of this charter.

Organizational Chart



Roles and Responsibilities

Board of Directors

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

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

Major Roles and Responsibilities within the Governance Structure

Board Level Positions

Board President/Chair

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

Board Secretary

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

Board Treasurer

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

corporation, and shall have such other powers and perform such other duties as may be delegated by the Board.

School Level Employees

The HighTech LA Executive Director and Principal (both positions currently held by one person) report to the Board of Directors. They are selected and evaluated by the Board of Directors. Their key responsibilities are as follows:

Executive Director

The role of the Executive Director is to ensure the sustainability, growth, and effectiveness of HighTech Schools (High Tech LA and High Tech LA Middle) through strategic, operational, and instructional excellence. More specifically, the ED is responsible for developing and executing a strategic vision while ensuring alignment across the HighTech Schools campuses in culture, academics, and discipline to support student success and readiness. The role involves driving innovation, professional development, and collaboration—particularly in Project-Based Learning—while also managing financial operations, audits, budgeting, and fundraising. Facilities management, charter renewals, and school accreditation are key components, along with ensuring a safe, positive learning environment. The position serves as a liaison with the Los Angeles Unified School District and oversees public relations, marketing, and compliance with regulations, as well as maintaining strong communication with the Board of Directors and keeping them informed on legal and financial matters regarding the Charter School.

Position Overview: The HighTech LA Executive Director will be an educator with proven, successful results in serving underserved students. He or she will practice a project-based approach to curriculum design, and be a collaborative individual who will engage students, parents, and teachers at HTLA. He or she will be a leader and learner who practices 21st Century skills and one who models and believes in service to the community, whether local or global, as the pathway to a successful society.

Key Responsibilities:

- Develop and execute a strategic vision of HighTech Schools
- Implement, monitor, and sustain HighTech Schools' systems and expectations
- Ensure cultural, administrative, disciplinary, and instructional alignment between HighTech Schools to ensure effective student learning, as well as the readiness of High Tech LA Middle students for HTLA or other high schools.
- Drive innovation and sharing of best instructional and professional development practices across HighTech Schools, inclusive of Project Based Learning
- Drive collaboration and professional development across HighTech Schools
- Oversee financial operations and fund development of HighTech Schools and the Foundation, including budgeting and fundraising
- Manage third-party auditors to complete Interim and Year End audits
- Oversee preparation and filing of taxes for HighTech Schools and Putting Students First
- Oversee facilities management and any potential expansion to additional or alternative school sites
- Lead charter renewal processes for HighTech Schools and maintain accreditation of all Schools
- Facilitate effective communication between Los Angeles Unified School District and HighTech Schools staff
- Ensure a safe and positive school environment at HighTech Schools, including by leading development and implementation of school safety plans
- Oversee management of relationships with the Board of Directors and keep them informed of all material legal and financial matters

- Oversee HighTech Schools' public relations and marketing efforts
- Ensure compliance with local, state, and federal regulations
- Other duties as assigned by the Board of Directors

Principal

The Principal has comprehensive leadership responsibilities at HTLA focused on students, staff, and overall school operations. Key duties include ensuring high-quality instruction for all learners—including all subgroups—and fostering a joyful, safe, and inclusive school environment. The position involves developing assessments to guide instruction, managing intervention strategies, and supervising daily school activities to ensure student safety and academic success. In relation to staff, the role includes overseeing curriculum development, instructional planning, teacher coaching, and professional development, while also managing conflict, teacher evaluations, and family communication. As the instructional and operational leader of the Charter School, additional responsibilities include, in coordination with the Executive Director, hiring and managing school staff, leading stakeholder collaboration on student achievement goals, and overseeing budget development, school enrollment, and standardized testing. The position also requires, in coordination with the Executive Director, regular communication with the Board of Directors and district representatives, ensuring compliance with policies, and maintaining the overall health and effectiveness of the school community.

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

Primary Duties to Students:

- Monitor and ensure effective delivery of instruction, including English Learner and Special Education Programs
- Create and maintain a joyful, safe, structured, and engaging school and classroom environment that grows as a community of individuals working together to learn
- Build and maintain trusting relationships with students and their families
- Oversee the development and administration of a variety of formal and informal assessments to measure student growth and mastery and to improve instruction
- Implement, monitor, and sustain school-wide systems and expectations
- Oversee the planning and implementation of intervention strategies for struggling students
- Provide supervision before school, during student lunch, and after school as assigned in order to maintain student safety
- Coordinate the administration of the CAASPP, ELPAC, and other state and national norm-referenced tests

Primary Duties to Staff:

- Oversee the day-to-day management of the school's academic and operational systems, including instructional and academic strategic planning and curriculum development
- Lead and plan professional development, including direct coaching for teachers
- Mediate and manage conflict demands of teaching staff
- Oversee the teaching schedule for instructional staff
- Supervise teacher communication to parents and ensure all parents are fully informed of student progress
- Organize and lead family engagement events

- Supervise teachers in the development of daily and weekly lesson plans
- Collaborate closely with teachers and other staff members to create and maintain a team-oriented professional culture
- Hiring and evaluating teachers and other instructional staff
- Make student disciplinary decisions
- Prepare reports to the Board regarding school academic, cultural, and operational health
- Communicate proactively with staff to effectively correct any school issues

Additional Responsibilities:

- Serve as the instructional and operational leader of the Charter School
- Recruit, hire, supervise, evaluate, train, discipline and terminate all school site staff with Board approval
- Provide leadership for and facilitate collaboration with all stakeholders on identifying goals for student achievement
- Develop annual performance target goals as part of the LCAP planning and update process
- Provide input on the Board meeting agenda and attend all Board meetings
- Attend District Board meetings as necessary as the Charter School representative
- Establish Charter School procedures designed to carry out Board policies
- Approve purchase orders and contracts up to \$25,000
- Develop the Charter School budget in collaboration with stakeholders
- Oversee outreach and recruitment, lottery and enrollment, and student/family orientation
- Coordinate the administration of Standardized Testing, EL program and reclassification
- Other duties as assigned by the Board of Directors or Executive Director

Governing Board Composition and Member Selection

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

- Jennifer DaCosta, *Board Member*
- Carla Christofferson, *Board Member*
- Kate Ides, *Board President/Chair*
- Adam Berns, *Vice Chair*
- Ghalib Kassam, *Board Member*
- Spencer Cox, *Secretary*
- Andrew D'Amico, *Board Member*
- Kathy Goodman, *Board Member*
- Marsha Rybin, *Treasurer*

Adam S. Berns

Adam Berns, a graduate of Stanford University with a BA in Economics with distinction and UCLA with a JD and MBA, is a seasoned real estate developer and investor with deep expertise across technology and education sectors. As Managing Partner at Lakeside Capital Group, he has spearheaded groundbreaking real estate development initiatives, including a shovel-ready OZF, 299-unit mixed-use multifamily development slated to break ground in early 2025. He is also pioneering Builder's Remedy initiatives in Silicon Valley, having filed the first-ever Builder's Remedy application in Santa Clara County, marking a significant milestone in addressing California's housing crisis. His entrepreneurial background includes co-founding BrainRush with Atari founder Nolan Bushnell, revolutionizing educational software through gaming technology, and Neural ID, a venture-backed AI company serving Fortune 500 clients including GM, NASA, and leading pharmaceutical companies. As Executive VP at Hiwire, he orchestrated innovative ad insertion technology

deployment for major media companies including Clear Channel and ABC Radio. Earlier in his career, as CEO of 3Vision, he produced award-winning content including 'The Girl Next Door' and 'Fox Hunt' - the first film adapted from a video game.

Katie Ides, Senior Director, Litigation at DoorDash, Inc.

Kate Ides, currently Senior Director, Litigation at DoorDash, Inc. has represented companies through all phases of complex business disputes and regulatory investigations. In 2024, Ides was awarded CEO-Staff Top Talent. As litigation associate at O'Melveny & Myers LLP – where she served as a member of the Employment Committee, the Community Involvement Committee, and the Associate & Counsel Advisory Committee – Ides was awarded the 2015 Warren Christopher Values. Before becoming a lawyer, Ides taught language arts to ninth and tenth grade students in the New Orleans Public Schools district. For the 2006-2007 school year, Ides created and implemented the ninth grade language arts curriculum for an open access charter school serving students following Hurricane Katrina. She also won the 2005 Teacher of the Year for High School Signature Center. Ides has served on multiple non-profit boards in Los Angeles, including on the Associates Board of Teach for America Los Angeles and the Governing Board of Executives Services Corp Southern California. Ides graduated *cum laude* from Michigan Law School, and received a BA in History and Literature, *cum laude*, from Harvard University. In addition to Ides' numerous awards, she was a Captain and 2-time Ivy League Champion for Harvard Women's Basketball.

Carla Christofferson, Litigation Partner at Glaser Weil

Carla Christofferson is a litigation partner at Glaser Weil, a Los Angeles based law firm. Prior to that, Christofferson was the Managing Partner of O'Melveny & Myers and was the General Counsel of AECOM, which is an International engineering and construction company. Christofferson has served on the Boards of several non-profit organizations: the Young Presidents' Organization – Bel Air Chapter; Los Angeles Library Foundation; Board of Directors Metropolitan YMCA, UND National Campaign Steering Committee, Pacific Council on International Policy – Member. Throughout her professional career she has been awarded Litigator of the Year (Century City Bar Association), Top Women Litigators (Daily Journal), Super Lawyer (Los Angeles Magazine), Top Business Person (Daily Business Journal), 100 Most Influential Lawyers in California (Daily Journal), O'Melveny Values Award, University of North Dakota Young Alumni Award, "I Have a Dream" Foundation Dream Keeper Award, California Women's Foundation Trailblazer Award, Junior League Women in Leadership Award, Urban Economic Summit Living History Award, Anti-Defamation League Deborah Award. Christofferson holds a JD from Yale Law School, and a BA in Communications, *Summa cum laude*, from University of North Dakota.

Andrew T. D'Amico, Jr., General Counsel, Intellectual Property for Vicor Corporation

Andrew D'Amico, reporting directly to the Vicor Corporation CEO, develops and manages intellectual property portfolios, develops strategic assets for competitive marketing positioning, negotiates strategic licenses and agreements, identifies and protects key R&D initiatives, directs and manages outside law firms, co-invents new product technologies, and counsels employees throughout the organization. Mr. D'Amico also serves as a member of the board of directors of Vicor Corporation and is named as co-inventor on numerous US Patents. He was previously an Attorney for Fish and Richardson, PC, as well as Davis Hoxie Fathfull & Hapgood, and an Electrical Engineer for The Singer Company. D'Amico holds a JD from George Washington University, National Law Center and a BA in Science Electrical Engineering, *magna cum laude*, from the NJ Institute of Technology.

Ghalib Kassam, EVP, CIO and CISO at Los Angeles Times

Ghalib Kassam currently serves as the Executive Vice President, Chief Information Officer, and Chief Information Security Officer at Los Angeles Times, which owns and operates Los Angeles Times, Los Angeles

Times Studios, and their community and lifestyle publications in Southern California. Kassam has over twenty-five years of experience delivering Information Technology solutions and trusted management consulting advice to clients in the aerospace and defense, broadcasting, healthcare, high-tech, insurance, paper products, publishing, retail, transportation, and telecommunications industries. Ghalib has designed, implemented, and managed effective worldwide IT solutions, leveraging both on- and off-shore knowledge teams to drive metric-based business outcomes. In addition to serving as Board Director and Treasurer for HTLA, Kassam serves as a Board Member on Innovate@UCLA board, Governing Board Member on Evanta Southern California CIO and CISO Community boards, and Board Member on ISACA-LA board. Kassam holds an MBA from the University of Phoenix and a BS in Information Systems from Grand Valley State University.

Marsha Rybin

Marsha Rybin, Founding Principal of HTLA, is a native of Los Angeles. She earned a B.A. and M.S in History from UCLA and an M.S. in Educational Administration from National University. Ms. Rybin began her teaching career in the Los Angeles Unified School District in 1978. After 16 years as a Social Studies teacher and coordinator of the successful Humanitas program at Birmingham High School, she became the first coordinator of Birmingham High School's Journalism/Technology Magnet (now the Daniel Pearl Magnet High School.) In 1997, she became the Assistant Principal of Birmingham High School. It was during her tenure in that position that she partnered with educational entrepreneur and former LAUSD Board member Roberta Weintraub to create HTLA. Marsha also served on the Board of Directors of Birmingham Community Charter High School for 12 years, serving as Board Secretary.

Katherine Goodman

Katherine Goodman, a graduate of Harvard University and the University of Chicago Law School, began her career as a finance lawyer in Los Angeles. She transitioned into international motion picture finance and subsequently left private practice to help found Intermedia Films, a premiere independent film production and finance company. Shortly after that company went public on the German Neumarkt, she left the entertainment industry to teach public high school in Los Angeles, teaching at HTLA for 16 years. During that time she also became the co-owner of the WNBA Los Angeles Sparks. In 2021, she left her teaching career to re-enter the entertainment world to work with Henry Muñoz on his acquisition of Funny or Die, Inc and other special projects. As of early 2025 she has returned to independent consulting work.

Jennifer DaCosta

Dr. Jennifer DaCosta is an accomplished educational leader, scholar, and published author currently serving as a Chief Academic Officer whose work focuses on building equitable, high-performing instructional systems aligned with state and federal accountability. She earned her Ph.D. in Urban Leadership from Claremont Graduate University, and has taught for over 15 years in higher education with UCLA Extension and Mount St. Mary's as well as 28 years in TK-12 education. Her commitment to systemic impact is reflected in her statewide service, including her current appointment to the California Practitioners Advisory Group (CPAG) for the State Board of Education and her previous work on the State Superintendent's Transition Team for the Achievement Gap and Teacher Retention and Recruitment. Most recently, Dr. DaCosta contributed as a chapter author to the 2025 publication *Diverse Leadership Perspectives in Education: From K-12 to Higher Education*, where she shares insights grounded in her leadership experience and research on access and equity in STEM education.

Spencer Cox

Spencer Cox, a graduate of the American University Kogod School of Business, started his career in the Sales and Service divisions of Tesla Automotive where he supported the launch of their second and third production vehicle programs (Model X and Model 3, respectively). He spent three years in the consumer packaged goods industry leading product and operations finance at Quest Nutrition as they were acquired by

Simply Good Foods. Returning to electric vehicles, he joined Rivian Automotive in 2021, managing Service Finance, as they went public, started production of three vehicle programs (R1T, R1S, and EDV), and launched a global Service network. Spencer is an alumnus of HTLA.

Criteria and Process for Selecting Board Members

All board members will serve three year terms. Selection of future members will be by consent of the board (via election) to expressly fill positions that work within the needs of HTLA and its Board of Directors. Directors will be voted on the Board based on their experience, qualifications and commitment to the mission and vision of HIGHTECH LA. The Board shall strive to include directors who have expertise in education, government, law, business, finance/accounting, fundraising, facilities, public relations, non-profit management, and more. Although not required, the Board will strive to create an odd number of Directors for voting purposes. The Board will strive to seat new Directors as promptly as possible upon any vacancy or change in the Board's designated number of directors.

HIGHTECH LA will comply with conflict of interest laws related to public entities including Govt. Code Section 1090, as set forth in Education Code Section 47604.1 and Political Reform Act.

Governance Procedures and Operations

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

- Upholding the mission and vision of the Charter School.
- Providing strategic vision and performing long-range planning.
- Hiring and evaluating the Principal and Executive Director
- Establish the budget for the corporation and approve the budgets of the individual schools.
- Create external or sub-committees as needed, including but not limited to, a nominating committee and an audit committee.
- Ensure compliance with applicable law such as the Public Records Act and policies such as Conflict of Interest. Approve and monitor the Charter School budget and the Charter School's fiscal practices, including solicitation and receipt of grants and donations.
- Provide notice and hold meetings in compliance with the Brown Act and Education Code Section 47604.1(c).
- Approve and monitor management of school liabilities, insurance, health, safety and risk-related matters.

The Board shall adopt policies and procedures regarding self-dealing transactions and conflicts of interest. The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the corporation any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Board will receive ethics (AB2158) training. Some of the topics for the training sessions are:

- Brown Act
- Ethics
- Conflict of Interest

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

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

Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the Charter School and at the entrance of the Charter School's main office for public viewing at least 72 hours in advance of the meetings. A scribe will record all meeting minutes and publish them for all stakeholders to view. HTLA will also post agendas, meeting times, and minutes on the www.ht-la.org website.

Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to the Charter School at least 24 hours prior to the meeting. Minutes of each meeting will be published on the school's website.

All Board and Board committee meetings are held within the boundaries of LAUSD at HighTech LA, and a teleconference will be available at High Tech LA Middle, with teleconference participation available within the requirements of the Brown Act and Education Code Section 47604.1(c).

Governing Board's Decision-Making Procedures

The Board holds at least 6 meetings each school year. Additional meetings may be called as necessary. All meetings of the Board of Directors and Board committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. A quorum is established by four Board Members. Majority votes generally carry a vote. Members may vote aye, nay, or abstain.

When a Board Member chooses to abstain from voting, HTLA's Board adheres to the following procedures: an abstention is formally recorded as such and is not counted as either a "yes" or "no" vote. Abstentions do not affect the outcome of a vote, as approval of any action item requires a majority of votes from Directors who are present and voting. Each Board Member maintains the right to abstain and cannot be compelled to vote on any matter.

Members of the Board and the public may participate in a meeting through the use of conference telephone or similar communications equipment, provided the meeting meets the following minimal criteria:

1. The meeting notice and agenda are posted at all teleconference locations, and the Board conducts the teleconference meeting in a manner that protects the statutory and constitutional rights of the parties or the public appearing;
2. Each teleconference location is identified in the notice and agenda of the meeting, and each teleconference location is accessible to the public;
3. During the teleconference, at least a quorum of the Board participates from a location within Los Angeles County boundaries;
4. A roll call vote is required for each agenda item; and
5. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location.

HIGHTECH LA has adopted a conflicts of interest policy that complies with the Political Reform Act, Corporations Code, and Government Code Section 1090.

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

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

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

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

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

STAKEHOLDER INVOLVEMENT

Research shows that high student achievement and self-esteem are closely related to positive parental participation in education. We believe that we must create a welcoming and collaborative school environment. High Tech LA provides many opportunities to actively engage parents/guardians in assisting with the learning and development of students at High Tech LA. We remain committed to ensuring all students succeed, and we understand that the partnership between school and home is essential. High Tech LA encourages parental involvement and participation in the Charter School through the following methods:

- PowerSchool
- Google Classroom
- Monthly Parent Meetings
- ParentSquare Communications
- Exhibition Nights
- Robotics Parent Organization
- Fundraising Committee
- College Information Nights
- Financial Aid Nights
- Parent seminar/workshops

All teachers use Google Classroom for posting work and required tasks for their classes.

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

- September: 9th, 10th, 12th Grade College Night
- October: 11th Grade College Night
- December: Financial Aid Night

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

Some of the proudest moments of the year take place during the student hosted Exhibition Nights. The student body, parents, teachers, High Tech LA staff, High Tech LA Board Members and community members are all invited to attend. Often the audience is asked to interact with the students. We believe in the public presentation and defense of work. Parents and other guests might be asked to judge performances or otherwise participate with students.

We have also reached out to parents to seek their involvement beyond the Charter School day in activities including robotics, fundraising and chaperones at school events and on college field trips.

Finally, parents serve on the Charter School Site Council ("SSC"), which helps develop the Single School District Plan for High Tech LA.

The School Site Council (SSC) is a representative body with a minimum of 10 members and is structured to maintain equal representation between school staff and parent, community, and student members. Among

school staff members, classroom teachers make up the majority. At HTLA, the parent/community group includes both parents and students. All members are elected by their respective peer groups—teachers elect teachers, parents elect parents, and students elect students. Elections take place each fall electronically. Teachers, students, and parents can volunteer or be nominated to take part in the SSC.

The primary purpose of the SSC is to develop, annually review, and update the LCAP. The council is responsible for monitoring and evaluating the implementation of the LCAP and recommending it to the governing board for approval. SSC meetings are open to the public, and the community is welcome to attend and provide input. To support transparency, advance notice of each meeting—including the date, time, location, and agenda—is publicly posted. The SSC plays a critical oversight role, ensuring that the LCAP reflects school goals and is responsive to the academic and social-emotional needs of all students.

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

- Parent representation on the School Site Council: The School Site Council will include elected parent and teacher representatives, meeting monthly to advise the Principal on school policies, resource allocations and other matters. The Council is advisory in nature, with decision-making authority retained by the Principal and Board of Directors. As needed, Council representatives will make presentations and recommendations to the Board of Directors.
- Parent participation in the Charter School’s English Learner Advisory Committee, as applicable (if HTLA enrolls 21 or more EL students).
- Parent attendance at Board meetings and engagement in the annual goal setting and reflection process for the annual LCAP. Pursuant to Education Code Section 47606.5(e), the Charter School will present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.
- The school’s LCAP is created in consultation with all stakeholders. Meetings with representatives of these various groups begin in January and continue through the spring and the completion of the LCAP. Pursuant to Education Code Section 47606.5(e), the Charter School will present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled meeting of the governing body of the charter school.
- Parent completion of annual surveys, with incentives offered to generate full participation.
- Parents are regularly communicated with via email, Robocall or live meetings to discuss the Charter School’s educational program

LCAP Consultation and Development:

The Local Control and Accountability Plan at HTLA is developed through a collaborative process that actively engages all educational partners. Teachers and school personnel provide insights during professional development workshops and regular staff meetings, ensuring that their frontline experience informs LCAP priorities. Administrators participate in monthly leadership meetings and strategic planning sessions to align the LCAP with broader school improvement goals. Parent input is gathered through surveys, parent-teacher conferences, workshops, and regular Parent Association meetings, creating multiple opportunities for families to contribute feedback. Students are consulted via surveys and student council meetings, where they share perspectives on their academic experience and school climate. The HTLA Board reviews progress and provides feedback during scheduled board meetings and dedicated input sessions. This inclusive approach ensures that the adopted LCAP reflects the collective input of the entire school community, resulting in a plan that is both data-informed and responsive to the evolving needs of HTLA students and families.

Element 5: Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

All employees of the Charter School shall be employees of HIGHTECH LA.

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

EMPLOYEE QUALIFICATIONS AND RESPONSIBILITIES

Executive Director

Position Overview, qualifications and key responsibilities are all more completely described in Governance Roles and Responsibilities in Element 4 above.

High School Principal

Position Overview, qualifications and key responsibilities are all more completely described in Governance Roles and Responsibilities in Element 4 above.

High School Assistant Principal

Position Overview: Assists the High School Principal in performing secondary school management duties required by law, by the rules of the HTLA Board of Directors, and by HTLA policies and procedures. Assists the Principal in maintaining a comprehensive, instructionally effective and compliant program that accelerates

the academic achievement for all student subgroups and targeted populations, including English learners, low income students, foster youth, standard English learners, gifted and talented, and students with disabilities. May act as administrative head of the Charter School in the absence of the Principal.

Qualifications

- Bachelor's Degree from an accredited college or university.
- Five years of successful full-time public school certificated service, with no fewer than three years as a teacher.
- Valid K-12 Teaching Credential

Key Responsibilities

- Support principal
- Lead recruitment efforts
- Support student disciplinary activities
- Student Services Committee member
- Lead faculty meetings
- Conduct professional development as requested by Principal
- Member of School Crisis Team
- Testing coordinator
- Coaching new teachers
- Scheduling students for POL
- Plan/Schedule staff training (such as EpiPen, Picture Day, Audio Testing for students, etc.)
- Plan and schedule annual staff retreat
- Plan and schedule Incoming 9th graders boot camp
- Help staff plan and organize Exhibition Nights
- Participate in development and evaluation of educational programs
- Encourage and support the development of innovative instructional programs, helping teachers pilot such efforts when appropriate
- Promote a positive, caring climate for learning
- Participate in the development of campus improvement plans with staff, parents, and community members.
- Help develop, maintain, and use information systems to maintain and record to track progress on campus performance objectives and academic excellence indicators.
- Assist the principal in interviewing, selecting, and orienting new staff
- Supervise operations in the principal's absence.
- Help plan daily school activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules.
- Supervise reporting and monitoring of student attendance
- Assist with safety inspections and safety-drill practice activities
- Articulate the school's mission to the community and solicit its support in realizing its mission.
- Demonstrate awareness of school-community needs and initiate activities to meet those needs
- Use appropriate and effective techniques to encourage community and parent involvement
- Coordinate and run the School Site Council and English Learner Advisory Committee
- Other duties as assigned

High School Counselor

Position Overview: The Counselor plays a vital role in supporting student academic, social, and emotional development while maintaining a safe and structured learning environment.

Qualifications

- Possession of a Pupil Services Credential
- Possession of a Bachelor's Degree
- Demonstrated ability to support students academic and personal success

Key Responsibilities:

Student Support:

- Create and maintain a joyful, safe, structured, and engaging school environment
- Guide students to develop problem solving and coping skills through systematic behavior interventions
- Help student/family gain insight into their risk factors and create action plans to promote resilience
- Evaluate the effectiveness of counseling and client progress
- Maintain confidentiality unless there are special circumstances
- Attend relevant IEP meetings and maintain up-to-date Welligent records
- Implement, monitor, and sustain school-wide systems and expectations

Academic Support:

- Assist in the development of the Master Schedule and oversee student class assignments
- Monitor student progress and collaborate with teachers
- Coordinate the SST process and ensure students receive appropriate supports
- Oversee and administer student discipline
- Monitor student attendance and communicate with parents regarding absences
- Maintain familiarity with College Admissions and pre A-G requirements
- Keep accurate academic records for students' graduation status
- Assist students with finding credit recovery options

Administrative Duties:

- Attend ELPAC training and coordinate testing for EL students
- Coordinate 504 Meetings and update records
- Coordinate sexual education workshops for underclassmen
- Prepare and mail academic at-risk letters every five weeks
- Create master schedule in PowerSchool and schedule students into classes
- Coordinate the Advisory program and sponsor clubs
- Participate in weekly meetings to discuss at-risk students

Professional Development:

- Seek out professional development to expand skill set as a counselor
- Develop PD training sessions for staff
- Actively participate in all professional development
- Collaborate closely with fellow teachers and staff members

Other Duties:

- Other duties as assigned

College Advisor:

Position Overview: The College Advisor provides comprehensive college counseling services to students and families, builds relationships with higher education institutions, and supports the college preparation process.

Qualifications:

- Possession of a Bachelor's Degree
- Possession of a College Advising Certificate

Key Responsibilities:

College Counseling:

- Support and guide all 12th grade students through college and financial aid applications
- Provide one-on-one college counseling including creating college lists, writing personal statements, and advising on financial aid
- Work closely with parents and guardians through the admissions cycle
- Ensure students take advantage of special opportunities for low-income students
- Write and manage collection of Letters of Recommendation for all seniors
- Provide professional development for teachers on Letter of Recommendation writing

Family and Student Engagement:

- Plan and lead workshops for parents on college admissions topics
- Ensure parents and students understand application requirements and deadlines
- Engage current families in recruitment of new families
- Collect and analyze data to assess effectiveness of parent engagement strategies
- Develop and maintain parent/family outreach and engagement systems

University Relationship Development:

- Contact and meet with campus admissions representatives
- Build positive relationships and market the school to college applicants
- Become familiar with academic and social environments at various colleges
- Develop and maintain network of college admission professionals
- Ensure robust group of colleges visit the school and meet with students
- Coordinate on-site admissions days

General Responsibilities:

- Collaborate with school staff, administration, and grade level teacher teams
- Support integration of youth leadership and parent engagement
- Represent the school at public events
- Other duties as assigned

TEACHERS

Position Overview: The Teacher is responsible for educating each pupil in his or her charge and for working with students, parents, other teachers and staff toward achieving the goals set forth in the HighTech LA Charter. This position reports to the Principal and the Assistant Principal.

Qualifications

HTLA teachers will meet the requirements for employment as stipulated by Education Code section 47605(l) and applicable federal law. Teachers will hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. In addition, teachers will hold English Learner Authorization.

Key Responsibilities:

Instructional Vision Implementation:

- Standards-Based Curriculum: Offer rigorous education aligned with California State Standards

- Family-Community-School Partnerships: Actively engage families and community in school life
- Technology Integration: Implement technology with curriculum for computer skills and academic goals
- Advisory: Facilitate small cohort groups and implement Advisory curriculum
- Interdisciplinary Curriculum: Connect subjects while achieving proficiency in core areas
- Project-Based Learning: Engage students through curricula organized around central ideas
- X-Block: Develop and supervise exercise periods as assigned

Classroom Management:

- Conduct a professional, organized, and learner-centered classroom
- Teach subject area according to curriculum goals developed by grade level teams and administration
- Implement curriculum consistent with HTLA's Mission Statement
- Assess student performance frequently and objectively
- Assign and grade student work within five (5) school days
- Maintain two graded assignments per week guideline

Student and Parent Communication:

- Respond to all parent email and phone calls within two school days
- Show empathy and understanding of students
- Develop cooperative partnerships with parents and students based on mutual respect
- Hold parent/student/teacher team conferences
- Maintain documentation of consistent and meaningful communication with parents

Special Education and Assessment:

- Implement IEPs and 504 plans with fidelity
- Complete requested surveys for IEPs and 504 plans
- Attend IEP and 504 meetings as assigned
- Supervise state and standardized testing as assigned

Professional Collaboration:

- Collaborate as a team member in the design of projects, curriculum and student outcomes
- Facilitate Student Advisory Group following agreed upon curriculum
- Participate in all school community professional development
- Follow policies established by HTLA Board of Directors and mandated guidelines

Daily Operations:

- Maintain records for attendance and submit completed report cards on time
- Supervise lunch/nutrition break as necessary
- Follow school protocol for substitute teacher arrangements
- Be present on campus during contracted times
- Help keep the school clean and organized
- Other duties as assigned, including evening events

SPECIAL EDUCATION TEACHER (RSP)

Position Overview: The Special Education Teacher bears full responsibility for the planning and implementation of individualized education plans for students with special needs. Job responsibilities include all duties of the Teacher position with additional specialized requirements.

Qualifications

HTLA Special Education teachers will meet the requirements for employment as stipulated by Education Code section 47605(l) and applicable federal law. Special Education teachers will hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. In addition, teachers will hold English Learner Authorization.

Key Responsibilities:

IEP Management:

- Develop and implement appropriate educational curriculum for students with special needs
- Provide faculty with program and testing modifications from each student's IEP before school year starts
- Ensure compliance with all required program modifications indicated in student IEPs
- Complete all IEPs on the Welligent system
- Complete evaluations and IEP paperwork as required by federal and state laws
- Maintain confidential files for special education students

Instructional Support:

- Work with teachers to design, modify and implement project curriculum for students with disabilities
- Use effective teaching and behavior management strategies
- Collaborate with team teachers to manage and organize physical classroom environments
- Provide direct instruction to individuals and small groups
- Monitor student progress towards achieving instructional objectives and IEP goals

Assessment and Reporting:

- Conduct diagnostic tests and timely assessments of students
- Complete Evaluation Report (ER) and IEP paperwork
- Report quarterly progress on each student to team teachers
- Report special education statistics as they become available

Collaboration and Advocacy:

- Function as liaison and advocate for special education students
- Maintain regular contact with parents of students receiving special education services
- Meet with parents/guardians prior to IEP meetings to communicate assessment results
- Create welcoming environment for parents participating in meetings
- Develop, maintain, and participate in Student Support Team meetings
- Work with administrative staff to ensure implementation of cohesive educational program

Administrative Duties:

- Participate in determining appropriate classroom placement for students
- Supervise assigned staff/volunteers/tutors effectively
- Other duties as assigned

Special Education Aide/Paraprofessional

Position Overview: The Paraprofessional/Special Education Aide provides direct support to students with special needs under the direction of certified teachers and special education staff.

Qualifications

- Possession of a High school diploma required.
- Completion of 60+ college credit hours or a B.A. degree
- Ability to establish and maintain positive working relationships with teachers, school administrators, parents and students.
- Ability to address a wide range of behavioral objectives to allow students to successfully access the classroom curriculum and routine.

Key Responsibilities:

Student Support:

- Uphold and enforce school rules and policies
- Adapt classroom activities, assignments and materials under teacher direction
- Supervise students throughout the school day in classrooms and during activities
- Assist teacher in classroom instruction and behavior support
- Implement Behavior Support Plan and behavior strategies
- Assist in managing student behavior and crisis intervention, including restraint
- Model appropriate behavioral interventions

Assessment and Documentation:

- Confer with teachers regularly to assist in evaluation of student progress
- Assist with student assessments as appropriate
- Maintain appropriate documentation, records, and reports
- Participate in developing data collection systems and monitor data collection
- Maintain confidentiality as mandated by regulations

Physical Care:

- Assist with mobility equipment such as leg braces, walkers, mobile standers, tricycles, and wheelchairs
- Help students use books, classroom materials, and equipment
- Assist in feeding
- Assist students with toileting, including diapering and lifting
- Work with students having special needs and/or aggressive behaviors

Professional Development:

- Participate in school and regional trainings, in-services, and meetings
- Establish and maintain cooperative working relationships with students and staff
- Communicate effectively in oral and written form

Other Duties:

- Other duties as assigned by the Special Education Coordinator or Administrators

Office Manager

Position Overview: The Office Manager oversees critical administrative functions including attendance management, student records, food services, and various compliance requirements.

Qualifications

- Possession of a High School degree.
- Minimum of 2 years of professional experience.
- Spanish language skills preferred.
- Prior school or non-profit experience preferred.
- Excellent organizational, planning, and implementation skills.
- Ability to communicate and interact effectively with multiple constituencies including parents, faculty, staff and students.
- Highly proficient in Microsoft Excel, PowerPoint, and Word.

Key Responsibilities:

Attendance Management:

- Clear attendance records as excuse letters/emails arrive
- Verify teachers take attendance every class period
- Contact teachers within 20 minutes if attendance not submitted
- Send absent alerts within 30 minutes of school day beginning
- Distribute weekly attendance verification reports to all teachers

- Identify chronically absent students and provide administrative alerts

Student Records Management:

- Ensure every student has a cumulative file at HTLA
- Process records requests immediately upon receipt
- Follow established checkout list procedures for all student checkouts

Food Services Coordination:

- Post all menus at the beginning of each month
- File state and federal reimbursement documentation on time
- Assist with lunch and nutrition services
- File meal applications alphabetically by student last name
- Participate in any food audit

Graduation Preparation:

- Verify student names through forms for diploma accuracy
- Distribute and collect cap and gown surveys
- Maintain inventory of honor cords, seals, and graduation materials

Insurance and Safety:

- Organize incident reporting forms in clearly labeled central location
- Submit reports to Charter Safe within 24 hours of any incident
- Fax completed forms within same timeframe

Communication:

- Answer phones and greet visitors
- Organize school-wide mailings
- Schedule and send weekly robocalls to parents/guardians

Other Duties:

- Other duties as assigned

Executive Administrative Assistant

Position Overview: Under the direction of an assigned supervisor, perform a variety of responsible and technical clerical duties requiring specialized knowledge and independent judgment involving frequent and responsible public contact.

Qualifications

- Possession of a High School degree.
- Minimum of 2 years of professional experience.
- Spanish language skills preferred.
- Prior school or non-profit experience preferred.
- Excellent organizational, planning, and implementation skills.
- Ability to communicate and interact effectively with multiple constituencies including parents, faculty, staff and students.
- Highly proficient in Microsoft Excel, PowerPoint, and Word.

Key Responsibilities:

Financial Management:

- Submit all school invoices to EdTec
- Collect, code, and submit all invoices to EdTec
- Serve as HTLA's accounting contact for vendor information
- Order, receive, and distribute school supplies, materials, and equipment
- Manage school credit cards and collect backup documentation

- Handle school banking visits (weekly)
- Manage HTLA deposits and fundraising balances
- Process employee reimbursements

Payroll and Human Resources:

- Manage payroll to ensure accuracy and timeliness
- Track employee sick time usage
- Coordinate substitutes and class coverages
- Conduct substitute orientation

Student Services:

- Manage Student Store sales
- Coordinate school-wide mailings and report cards
- Send automated calls to parents
- Manage student medication and health conditions
- Assist students with injuries or illnesses
- Handle various clerical front desk activities

Administrative Support:

- Answer phones and greet visitors
- Assist with audit and oversight visits
- Support document collection processes

Other Duties:

- Other duties as assigned

Plant Manager

Position Overview: The Plant Manager supervises and participates in custodial work while overseeing facility maintenance, security, and grounds keeping to ensure a safe and clean learning environment.

Qualifications

- High School Diploma
- Knowledge of hand and power tools, and materials and equipment, as well as methods and terminology used in various building trades
- Knowledge of custodial and groundskeeping work, building construction practices, safe work practices and safety regulations
- Capable of moderate to heavy physical effort in bending, lifting and carrying

Key Responsibilities:

Custodial Supervision:

- Supervise and participate in custodial work including cleaning rooms, toilets, halls, and equipment
- Select materials and equipment for cleaning various surfaces
- Analyze custodial needs and recommend priorities
- Prepare, adjust, and assign work schedules for regular and special cleaning
- Train and instruct assigned custodial personnel in cleaning methods and procedures

Facility Operations:

- Operate and supervise low-pressure heating, ventilating, and air conditioning systems
- Operate, service, adjust, and make minor repairs to power equipment
- Inspect plant and equipment to maintain standards and safe conditions
- Maintain inspection records and report repair needs
- Ensure facilities are unlocked and secured as necessary

Grounds Maintenance:

- Supervise and participate in watering lawns, shrubs, and trees
- Operate manual or automatic irrigation systems
- Supervise removal of weeds and debris from paved and unplanted areas
- Oversee landscaping and grounds keeping activities

Security and Safety:

- Issue keys, keep records, and maintain supply of spare keys
- Maintain records of shutoff valves and utility cutoffs
- Check and operate fire extinguishers and fire sprinkler systems
- Maintain records and submit reports on plant security, vandalism, and emergencies

Supply Management:

- Order, receive, check and disburse custodial and school supplies
- Store and distribute school supplies and equipment
- Maintain inventory and related records

Other Duties:

- Perform related duties as required

ASSISTANT PLANT MANAGER

Position Overview: The Assistant Plant Manager performs various custodial, maintenance, and grounds keeping duties to support the overall facility operations and maintain a clean, safe school environment.

Qualifications

- High School Diploma
- Capable of moderate to heavy physical effort in bending, lifting and carrying
- Knowledge of basic methods and tools used in custodial work
- Knowledge of appropriate safety precautions and procedures

Key Responsibilities:

Custodial Duties:

- Sweep, dust, clean, scrub, strip, seal, wax, polish, and mop floors
- Remove spots from floors, walls, woodwork, furniture, and fixtures
- Clean screens, whiteboards, and erasers
- Clean, dust, and polish woodwork, glass, lockers, furniture, and fixtures
- Wash and scrub walls, lavatory fixtures, windows, and drinking fountains
- Sanitize refrigerators and beverage coolers

Equipment Operation:

- Operate floor polishing and scrubbing machines, wall washing machines
- Use steam shampooers, vacuum cleaners, yard vacuums, lawn mowers
- Operate lawn edgers, weed eaters, and power sweepers
- Service soap dispensers, towel boxes, and similar facilities

Maintenance Tasks:

- Replace electrical plug fuses, incandescent bulbs, and fluorescent tubes
- Make minor repairs to building hardware, plumbing, woodwork, and furniture
- Clean, maintain, service, and make minor adjustments to space heaters
- Move and adjust furniture and equipment for meetings

Security and Safety:

- Lock and unlock doors, gates, windows, and storerooms
- Assist in providing security for buildings and grounds
- Contact proper authority for assistance as needed

- Identify and report vandalism, theft, fire damage, and floods

Groundskeeping:

- Sweep and hose blacktops
- Gather and dispose of rubbish, paper, leaves, and debris
- Water and tend lawns, shrubs, and trees
- Operate manual and automatic watering systems

Other Duties:

- Keep records relative to equipment and furniture
- Perform unscheduled custodial duties as requested
- May operate power sweepers and low pressure heating plants
- Perform related duties as assigned

FOOD SERVER

Position Overview: The Food Server is responsible for food service operations, maintaining food safety standards, and providing efficient meal service to students and staff.

Qualifications

- High School Diploma
- Knowledge of basic food preparation and safety and sanitation procedures

Key Responsibilities:

Food Service Operations:

- Set up and merchandise food and food service areas
- Serve food to students and staff
- Arrange food and beverage items in food warmers, a la carte trays, and mobile carts
- Follow guidelines to ensure correct serving temperatures and portion control
- Serve customers in a fast, efficient, and friendly manner
- Set up and break down serving lines

Food Safety and Sanitation:

- Practice safe food handling procedures
- Apply and maintain standards of cleanliness, sanitation, and personal hygiene
- Clean utensils, equipment, and storage, food preparation, and serving areas
- Use proper body mechanics and cleaning procedures to prevent injuries
- Clean and sanitize according to Food Services Operating Procedures, OSHA, State, and L.A. County Health Department procedures

Administrative Duties:

- Collect accurate information for food items from students and staff
- Assist in preparing sales, production, and other reports
- Responsible for monthly food ordering
- Dispose of waste according to established procedures

Customer Service:

- Provide friendly and efficient service to all customers
- Handle transactions accurately and professionally
- Maintain positive interactions with students and staff

Other Duties:

- Perform other duties as assigned

Element 6: Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079

- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

Child Abuse and Neglect Mandated Reporter Training

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Athletic Programs

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Clearances and Fingerprinting

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2)

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

Transportation Services

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Workplace Violence Prevention Plan

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Immunization and Health Screening Requirements

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Mental Health Education

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

Mental Health Information

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Safe Place to Learn Act

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

Gun Safety Notice

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Suicide Prevention Policy

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Human Trafficking Prevention Resources

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

Feminine Hygiene Products

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

All Gender Restrooms

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions.

when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

Bullying Prevention

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ Resources Training

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

Transportation Safety Plan

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7: Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

COURT-ORDERED INTEGRATION

High Tech LA will make every effort to recruit students of various racial and ethnic groups to achieve and maintain LAUSD’s Racial and Ethnic Balance of 60-40 or 70-30 ratio. In addition, High Tech LA will work to recruit special education, and English learner groups, including RFEP students such that the ratio of those students is reflective of the general population residing within the territorial jurisdiction of LAUSD.

Recruitment efforts will include, but is not necessarily limited to:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic, special education, and English learner groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English, including but not limited to Spanish, to appeal to limited English proficient populations.

- Request principals of middle schools across the San Fernando Valley to send home to parents of 8th grade students information provided by HTLA about its programs and admissions.
- Host and/or attend open houses and high school and middle school fairs to spread awareness of HTLA as a high school option.
- Distribute promotional and informational materials to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the District.
- Conduct an outreach program of informational meetings at public middle schools, coordinated with HTLA open houses at the Charter School, to inform parents of the educational opportunities available at HTLA. Recruitment efforts will include specific targeted populations in underrepresented geographical communities. Such efforts shall include advertising directly in middle schools, attending middle school events, and middle school visits by HTLA staff.
- Hosting open houses, orientations, and school tours of the campus on a regularly scheduled basis, including weekly tours at 9AM open to any prospective parents and students.
- Publicizing the instructional program.

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

In order to recruit new students and in an effort to achieve and maintain LAUSD’s Racial and Ethnic Balance of 60-40 or 70-30 ratio, HTLA will continue to seek out middle schools at which to recruit new students.

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

The examples below will be continued into the foreseeable future.

October	HTLA Information Night at HTLA Middle School MLC HS Night HTLA Information Night Chime Charter HS Night
November	HTLA Information Night
January	HTLA Information Night

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

Element 8: Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student’s records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or

students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

Pregnant and Parenting Student Accommodations

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

Sexual Harassment Policy Notice

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

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

In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Our admission and enrollment process is as follows:

- Student submits application.
- Lottery held.
- Students selected in lottery informed.
- Students accept our invitation to enroll.
- School sends more detailed enrollment documents.
- School holds several enrollment events including diagnostic testing.
- School begins.

The enrollment process is comprised of the following:

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

Upon enrollment, the following is required:

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

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

- Any IEP or 504 documentation
- Completion of all fields in our enrollment documentation⁴
- Income/lunch application to check qualifications for free or reduced-price meals

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

STUDENT RECRUITMENT

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

High Tech LA will include specific information in the outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the Charter School is open to enroll and provides services for all students.

⁴In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

LOTTERY PREFERENCES AND PROCEDURES

Lottery Preferences

Should the number of pupils who wish to attend HTLA exceed space available, a public random lottery will take place to determine the school admission in accordance with Education Code Section 47605(e)(2)(B). Students currently attending the Charter School are exempt from the lottery. Admission preference will be given to siblings of students admitted to or attending the Charter School, children of faculty and staff of the Charter School, and students who reside within the LAUSD boundaries.

Public Random Lottery Drawing

Open enrollment will begin each fall on a designated date set by HTLA and continue until the designated application deadline (mid-February). All interested students who complete a Lottery Application Form by the designated deadline will be considered for the public random drawing. Public notice will be posted regarding the date and time of the public drawing. Lottery rules and deadlines will be communicated via the Lottery Application Form, flyers/posters, during Open Houses and other recruiting events, and on the school website. Public notice will be posted at the school site and on the website regarding the date and time of the public drawing. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so. The Charter School will choose a date and time for the lottery approximately two weeks after the application deadline. The public lottery will be held at the school site. HTLA will invite LAUSD representatives and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

The lottery is open to the public.

The HTLA Board will take all necessary steps to ensure that the public lottery is conducted in a fair, transparent, and compliant manner. The lottery will be administered by a designated lottery official, appointed by the Principal or designee, and will be conducted in accordance with applicable law and the school's enrollment policy.

Separate lotteries will be conducted for each grade level in which the number of applicants exceeds the number of available spaces. All lotteries will be held on the same day, in a single location on the HTLA campus.

Within each grade level, applicants will be grouped according to preference categories as outlined in the school's lottery procedures and practices and will proceed in accordance therewith. The lottery will begin with applicants in the first preference category. If the number of applicants in that category exceeds the number of available spaces, a random drawing will be held among those applicants to fill the vacancies. If there are fewer applicants in that preference category than available spaces, all applicants from that category will be offered enrollment, and the drawing will continue with the next preference category. This process will continue until all seats in the grade level have been filled or all preference categories have been exhausted.

HTLA will document all lottery outcomes and maintain records in accordance with applicable policies and regulations. Families not selected will be placed on a wait list in the order drawn.

Within two weeks following the lottery, students who are offered spots will be asked to complete an Enrollment Packet, as more fully described above, and return the Packet within two weeks to secure their

spot.⁵ School staff will be available to assist families in completing this paperwork if needed. Students who are placed on the wait list will be notified of their status in writing.

A wait list will be developed in the order names are drawn in the lottery, taking into account admission preferences, with students who apply after the lottery deadline being added to the end of the wait list. Students on the wait list will be notified by text and email immediately if space becomes available and, if it is still at least two weeks prior to the start of the new school year, they will have two weeks to return the enrollment forms; if it is less than two weeks to the start of the new school year or school has already begun, families will have 72 hours to return the enrollment forms and secure their child's place. If the enrollment forms are not returned within the allotted time, then admission for that student is forfeited, and the next student on the wait list will be contacted.

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

⁵ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Element 9: Annual Financial Audits

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

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

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

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

In addition:

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

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of High Tech LA to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and review the Charter School’s internal controls as required by Education Code Sections 47605(c)(5)(l) and 47605(m).

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

High Tech LA will engage an independent public accountant with education finance experience certified by the State of California and on the State Controller’s list of approved auditors as verified by the Executive Assistant via the State Controller’s website, <http://cpads.sco.ca.gov/>, to audit the Charter School’s financial

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

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

Element 10: Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon

completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

HTLA will adhere to a positive behavior philosophy consistent with the *District’s Discipline Foundation Policy* and the *School Discipline Policy and School Climate Bill of Rights* Board of Education resolution, with modeling and reinforcement of positive behavior and lifestyle choices. HTLA uses alternatives to suspensions to support students when behavioral missteps occur, including advising and counseling students, detention during and after school, and the use of alternative educational environments. The discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process. The policy may be adapted as needed in regards to the discipline of a student with special needs as determined by the provisions of the IDEA.

HTLA Discipline Philosophy

School-Wide Positive Behavior Intervention and Support/Alternatives to Suspension/Restorative Justice Practices

HTLA implements school-wide Positive Behavior Intervention and Support (SWPBIS) which both promote trust and respect in relationships, setting the foundation for teaching and learning. SWPBIS is a nationally recognized, evidence-based framework that provides an integrated continuum of practices to enhance positive school culture and climate, and academic and social outcomes for all students. The practices provide meaningful opportunities for students to develop self-discipline and positive behavior in a caring and supportive environment. The Restorative Justice/Practice model is a three-tiered model of prevention, intervention, and reentry in response to conflict and/or harm. Restorative Practices (“RP”) are processes that proactively build healthy relationships and a sense of community and belonging in order to prevent and effectively address conflict and wrongdoing when it occurs.

Restorative Justice Practices

HTLA is committed to building a safe, inclusive, and supportive school community through the use of Restorative Justice practices. These practices are embedded into the school’s culture as both proactive strategies to build relationships, and responsive tools to repair harm and resolve conflict.

HTLA implements a range of restorative practices including:

- Restorative Circles: used regularly in advisory and classroom settings to build trust, promote student voice, and strengthen community.
- Conflict Resolution and Mediation: Facilitated by trained staff, and when appropriate, by peer mediators, to support students in resolving interpersonal conflicts constructively.
- Restorative Conferences: Conducted when harm has occurred, these structured conversations bring together those affected - including students, staff and families - to reflect, repair harm, and rebuild relationships.

HTLA also integrates restorative practices into its Multi-Tiered System of Supports portion of our School Wide Positive Behavior Intervention System, ensuring that disciplinary responses are developmentally appropriate, equitable, and aligned with students' social-emotional needs. Staff receive ongoing training in restorative approaches, trauma-informed care, and culturally responsive practices to ensure consistent implementation.

Through its restorative justice framework, HTLA aims to reduce exclusionary discipline, address root causes of behavior, and cultivate a positive school climate where all students feel seen, heard and valued.

School Wide Positive Behavior Intervention and Supports

Upon enrollment and at the beginning of each school year, HTLA families receive a copy of the Student and Parent Information Packet, which includes information about the Charter School's discipline policy. Charter School staff also will review the discipline policy with new students at the commencement of school each year. Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior.

Discipline Policy/Alternatives to Suspension

High Tech aims for its discipline philosophy to be consistent with the principles of the District's Discipline Foundation Policy, and the School Discipline Policy and School Climate Bill of Rights Board of Education resolution. Disciplinary action may follow whenever a student violates any of the regulations, requirements or expectations of students set out in the Student/Parent Handbook. As part of its tiered behavior intervention, High Tech will set initial discipline at a low level, when possible, consistent with the desired outcome of focusing all students on growth and learning. Subsequent grounds for disciplinary action may lead to progressively more severe consequences per our policies and procedures. It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities. As alternatives to suspension, discipline may include a warning to the student, parent notification, and/or a written commitment by the student to improve their behavior and/or performance. Finally, depending on the nature of the infraction and the student's past performance, any or all of the following consequences may be appropriate:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the Principal or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Detention during or after school

- Suspension
- Expulsion

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

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

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion, except for homework as described herein.

Any student who engages in repeated violations of the Charter School's behavioral expectations, or a single severe infraction, will be requested to attend a meeting with the Charter School's staff and the student's parents/guardian(s)⁶. The Charter School will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Tiered Behavior Intervention/Progressive Discipline

The discipline system is designed to create a culture of learning and the Code of Conduct is created to be preventative. Teachers will use a range of lower-level consequences (non-verbal cues, conferencing with student, loss of privileges, etc.) before resorting to more serious consequences. However, we will have clear policies governing suspension and expulsion. Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions. Only the most egregious violations – those that put students and/or the Charter School in grave physical danger – will be considered grounds for expulsion. Suspended students will also be responsible for making up all missed work within specified timetable.

Using Data/Student Behavior Data

HTLA tracks all student behavior incidents in PowerSchool, the school's secure Student Information System. Authorized staff, including administrators and counselors, can access and update records as needed. The administrative team regularly reviews behavior data to identify patterns, ensure consistent discipline, and evaluate the effectiveness of interventions. This data helps guide school-wide practices, support services, and staff training aimed at promoting a safe and inclusive learning environment.

SUSPENSION AND EXPULSION POLICIES AND PROCEDURES

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

⁶ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

and procedures for student suspension, expulsion, or involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter.

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

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

High Tech LA's administration, the principal, the assistant principal, the director of special education or the school counselor shall ensure that students and their parents/guardian⁷ are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that the Policy and Administrative Procedures are available on request at the Principal's office. This also posted on the school website.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the

⁷ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

IN-SCHOOL SUSPENSION

Appropriate attempts will be made to keep students in the classroom. However, should suspension be appropriate, in-school suspension is an alternative disciplinary action which will be determined as a consequence by the Principal should the situation warrant suspension in-school.

HTLA may assign in-school suspension as a disciplinary response for certain discretionary suspension offenses, consistent with state law and the Charter School's progressive discipline framework. The purpose of in-school suspension is to provide a structured environment that removed the student from the regular classroom setting while still supporting academic progress and behavioral reflection.

Location and Supervision

Students assigned to in-school suspension will serve their suspension on the HTLA Campus in a designated administrative or support space, separate from the general student population. The in-school suspension area is designed to minimize distractions while providing access to instructional support. Students will be supervised at all times by a qualified staff member - typically the Assistant Principal, Counselor, or another administrative designee - trained in behavior management and student supervision.

Instruction During Suspension

At the time the in-school suspension is assigned, the school administrator or designee will make a reasonable and documented attempt to contact the student's parent or guardian by telephone. This communication will include:

- The reason(s) for the in-school suspension, including the specific behavior(s) that led to the consequence;
- The start and end dates of the in-school suspension
- The expectations for student behavior and academic participation during the suspension
- Contact information for follow-up or questions

A written notice summarizing this information will also be sent home via email or printed letter.

Limitations and Restrictions

In accordance with HTLA policy and LAUSD guidance, in-school suspension will **not** be available for students who are found to have committed any of the following offenses:

1. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
2. Engaged in harassment, threats, or intimidation against a student, group of students, or school personnel;
3. Made terrorist threats against school officials, school property, or both.

Duration of In-School Suspensions

In-school suspensions at HighTech LA shall not exceed five (5) consecutive school days for any individual incident. Students shall not be suspended for more than twenty (20) days in any academic year without seeking expulsion. Students with disabilities shall not be suspended for more than ten (10) school days in any

school year unless consistent with the student's Individualized Education Program (IEP) and compliant with applicable federal and state special education law. This includes both In-School and Out of School suspension.

Grounds for Suspension and Expulsion

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

Enumerated Offenses

Discretionary Offenses: Students may be suspended or recommended for expulsion for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense
2. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053- 11058, alcoholic beverage, or intoxicant of any kind.
3. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
4. Committed or attempted to commit robbery or extortion.
5. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
6. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
7. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel
8. Committed an obscene act or engaged in habitual profanity or vulgarity.
9. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
10. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
11. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

12. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

14. Engaged in or attempted to engage in hazing of another. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

15. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) above.

16. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive..

18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

19. Intentionally harassed, threatened or intimidated school personnel, volunteers, or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading person rights by creating an intimidating or hostile educational environment.

20. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

a) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

b) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (a) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (a) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that

another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

c) Notwithstanding subparagraphs (a) and (b) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Non-Discretionary Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Brandished a knife at another person.
3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
4. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

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

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee (Assistant Principal or School Counselor) shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask

the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

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

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

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

Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the High Tech LA Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act (“FERPA”)) unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

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

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

- High Tech LA must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the person or Administrative Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross- examination during which he or she may leave the hearing room.
- The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, High Tech LA must present evidence that the witness' presence is both desired by the witness and will be helpful to High Tech LA. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

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

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

Expulsion Decision

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

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

Written Notice to Expel

The Principal or designee following a decision of the High Tech LA Governing Board to expel shall send written notice of the decision to expel, including the High Tech LA Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

Disciplinary Records

High Tech LA shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request. Charter School shall also submit an expulsion

packet to the Charter Schools Division immediately or as soon as practically possible. A copy of the record of the expulsion hearings will be made available to the parent upon their request.

Right to Appeal

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

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

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

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

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA & District of Residence

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability. Additionally, the charter school shall notify the district of residence.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not

conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11: Employee Retirement Systems

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

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

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

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

Certificated Staff Members

STRS

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

Classified Staff Members

PERS

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

Other Staff Members

PARS and Others

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

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

Element 12: Public School Attendance Alternatives

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

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

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

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

Element 13: Rights of District Employees

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

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

Element 14: Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

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

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

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

NON-PROPOSITION 39 DISPUTES

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

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

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

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

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

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

proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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

Element 15: Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure - Requirements and Recommendations” posted

on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home

schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Should High Tech LA close, the Executive Director, Principal, and the Executive Assistant will serve as the Charter School's closure agents, unless other individuals are selected by the Board.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

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

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

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

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

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

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the

Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,

- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)