I

HIGHTECH LA MIDDLE

CHARTER RENEWAL PETITION FOR A FIVE-YEAR TERM (JULY 1, 2026 – JUNE 30, 2031)

RESPECTFULLY SUBMITTED TO THE LOS ANGELES UNIFIED SCHOOL DISTRICT AUGUST 21, 2025

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

High Tech LA Middle (also referred to herein as "HighTech LA Middle School," "HTLA MS," and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(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 by or as its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* 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 DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

ELEMENT 1: THE EDUCATIONAL PROGRAM

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." **(Ed. Code § 47605(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 Engish 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 EducationPolicies 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 contact person for Charter School is:	Maral Rostami, HTLA MS Principal
The contact address for Charter School is:	17111 Victory Blvd., Lake Balboa, CA 91406
The contact phone number for Charter School is:	818.583.6229
The current address for the Charter School is:	5041 Sunnyslope Ave Sherman Oaks CA 91423
This location is in LAUSD Board District:	3
This location is in LAUSD Region:	North
The grade configuration of Charter School is:	Grades 6-8
The number of students in the first year will be:	270
The grade level(s) of the students in the first year will be:	Grades 6-8
Charter School's scheduled first day of instruction in 2026-2027:	August 15, 2026
The total enrollment capacity will be (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	450
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional Year
The regular bell schedule for Charter School will be:	8:45 a.m. – 2:50 p.m.
The term of this charter for Middle and High performing schools:	July 1, 2026 – June 30, 2031

SELF-REFLECTION FOR CHARTER SCHOOL

Community Need for Charter School

HighTech LA Middle School serves middle grades (6-8) as an expansion of the successful High Tech LA ("HTLA") model for grades 9-12, where students are prepared to enter a college of their choice and become "knowledge leaders" in the 21st century digital world. Both HTLA MS and HTLA (collectively, "HTLA Schools") are designed to stimulate curiosity, inquiry and a constant desire to push beyond limits, through a rigorous college-preparatory curriculum and intensive technology training. With the goal of preparing students for high-skilled, high-wage careers, this demanding college preparatory curriculum is brought to life by students' using the latest technology to develop innovative hands-on projects. HTLA MS is one of the fewmiddle schools in the Van Nuys/Panorama City/Sherman Oaks area that replicates this rigorous, tech-infused, project-based program in grades 6-8. Like the high school, HTLA MS is a small school which provides a standards-based, college preparatory education that places an emphasis on using technology and hands-on interdisciplinary projects in addition to more traditional pedagogy. Our students do not simply learn facts and figures, but are engaged in discovering new knowledge on their own with the tools afforded to them in today's information age.

Operational History

HTLA Middle School, now entering its 8th year as of the 2025-26 school year, has experienced a remarkable journey of growth and resilience. Founded as an extension of its sister school, HighTech LA Charter High School HTLA MS has become a beacon of innovation and community in the San Fernando Valley.

Since its inception, HTLA MS has navigated the complexities of the Prop 39 process, leasing space from LAUSD year by year. Initially, the school was housed at Van Nuys Middle School for five years before moving to the Louis Armstrong School campus in Sherman Oaks in the summer of 2023. Yet, through all the transitions and changes, HTLA MS has not only persevered but thrived.

From a humble beginning in August 2018 with just 42 students, the school has grown exponentially, now serving over 250 students in 2025. This impressive growth is not by chance—it's a testament to the unwavering commitment and passion of the staff. Of the 13 teachers for the 2024-25 school year, three were founding members and are now teacher leaders, while nine have been with the school for over four years. The administrative team has remained equally steadfast, with only two changes in leadership. The founding principal led HTLA MS for four years, the prior principal spent the next four years guiding HTLA MS, and its current principal has been with the HTLA organization since 2004, ensuring cohesion between HTLA schools and working closely with the prior leaders to ensure continuity.

The strength of HTLA MS lies not in its buildings, but in its people. The school's low teacher turnover is a direct reflection of the positive, cohesive culture that has been built over the years. With only two new teachers for 2025-26—one of whom was added due to the school's expansion—the team's collective institutional memory and dedication are the backbone of its success. This sense of stability and shared mission creates a rich, engaging learning environment for students, fostering a community where growth and connection transcend physical location.

Due to HTLA MS's strong culture and teachers, it has become increasingly more popular. And while it has gained a strong reputation in the San Fernando Valley, it has also become less ethnically diverse. While the school started out in 2018-19 with 48% White students, 41% Hispanic or Latino students, 5% African American students, 2% Asian Students and 2% other races, in the 2023-24 school year it enrolled 83.6% White Students, 12% Hispanic or Latino Students, 1% African American students, 1% Asian students, and 3% other races. Despite its reduction in ethnic diversity, HTLA MS's English Language Learner population has increased dramatically in size and primary language spoken. Starting in 2019, our ELs were primarily Spanish speakers (56%) and Armenian (31%) with others speaking Farsi and Russian. In the 2023-24 school year, 87% of ELs speak Armenian and 4% speak Russian, 4% Spanish, and 2% Ukrainian, 2% Hebrew, and 2% other languages. Although the majority of students ethnically are labeled "white," the vast majority of these students are Armenian and many of these students are English Learners as well. This change has been an unexpected challenge for HTLA MS, which has taken proactive steps to support the evolving needs of its student body such as culturally relevant pedagogy within the curriculum and community engagement, increasing supports and expansion of English Learner support services, hiring additional staff with increased translation support, and increasing parent and community engagement.

HTLA Middle School stands as a shining example of what a school can achieve when it is built on the foundation of passionate educators, a clear vision, and an unwavering commitment to student success. This school's core is its teachers, not its walls.

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

The Los Angeles Unified School District should renew HighTech LA Middle School'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 file[1] in March 2025. According to the legal definition, and this file, High Tech LA Middle is in the middle-performing category for renewal this year. We present evidence and data below to demonstrate that High Tech LA Middle is meeting the renewal criteria for a five-year renewal.

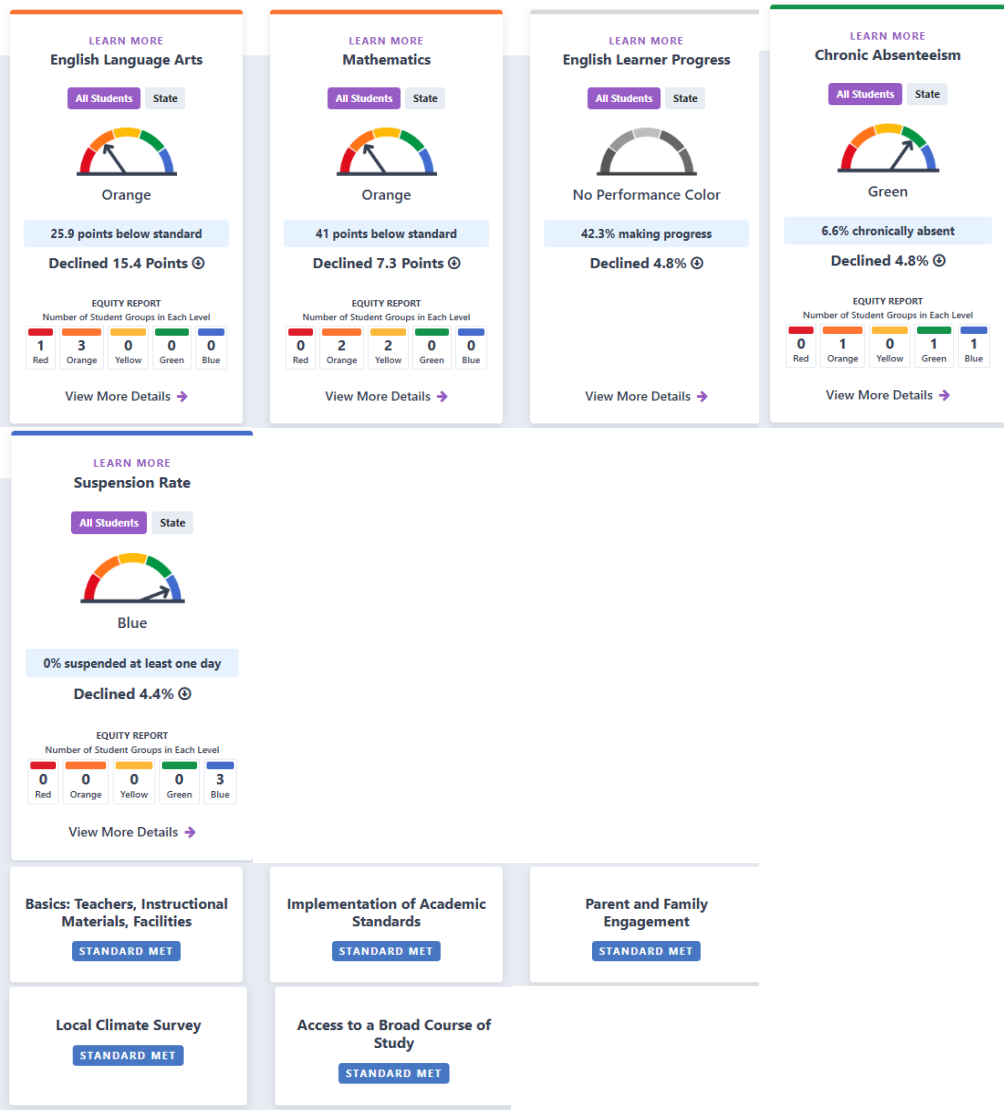
Education Code Section 47607.2(b) states:

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.

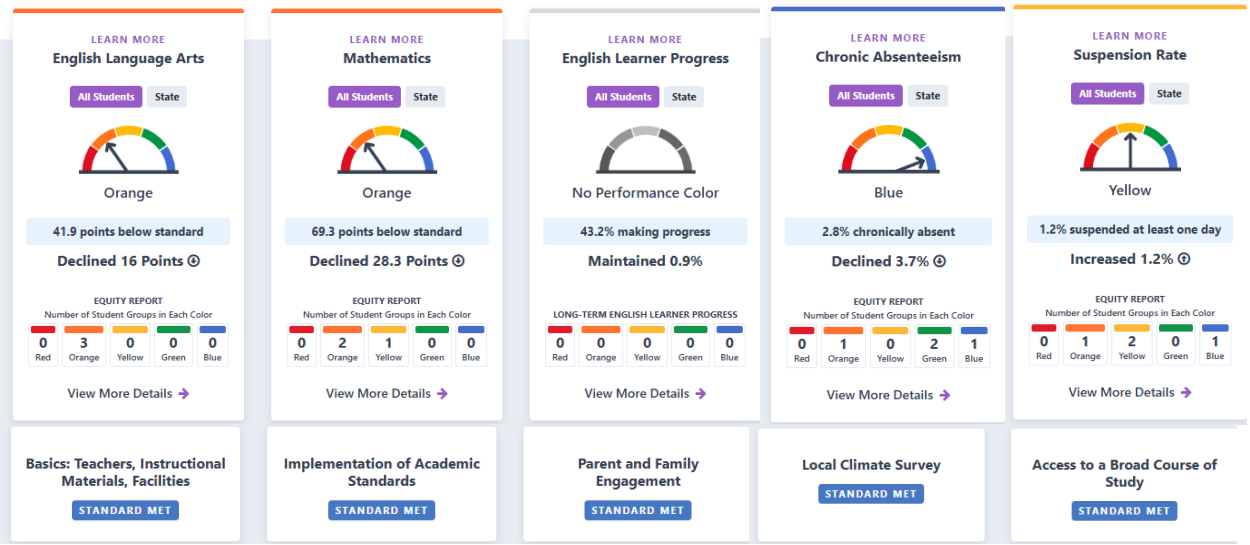
Education Code Section 47607(c)(3) defines measurements of academic performance as statewide assessments in the California Assessment of Student Performance and Progress ("CAASPP") system, or any successor system, the English Language Proficiency Assessments for California ("ELPAC"), or any successor 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 externally produced. HighTech LA Middle School utilizes CAASPP as verified data, which will be discussed in more detail below. Specifically, HTLA MS has demonstrated through performance on state indicators, especially those that include measurements of academic performance, that it has succeeded in making sufficient progress towards meeting standards that provide a benefit to the pupils of Charter School and that continued operation of Charter School is in the best interest of pupils.

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

The charts below show HTLA MS's schoolwide performance and performance of all significant subgroups, as measured by Distance From Standard ("DFS") points reported on the California School Dashboard, for 2023-24 and 2024-25.



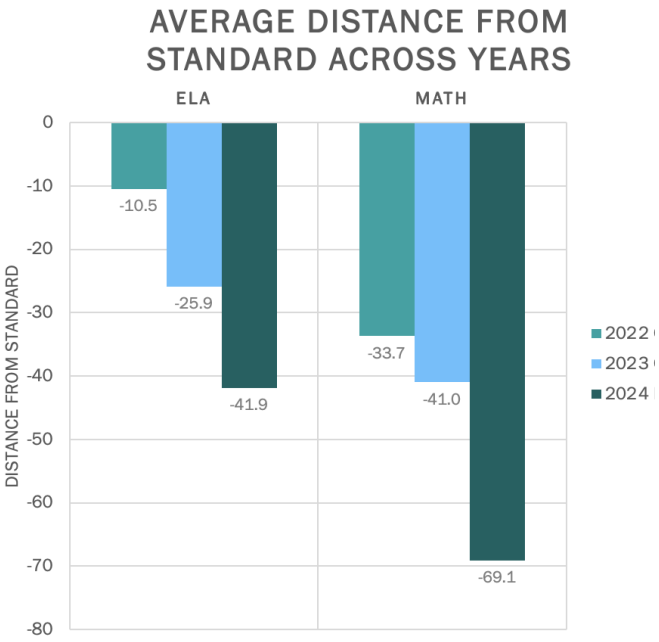
Source: CA School Dashboard, 2023

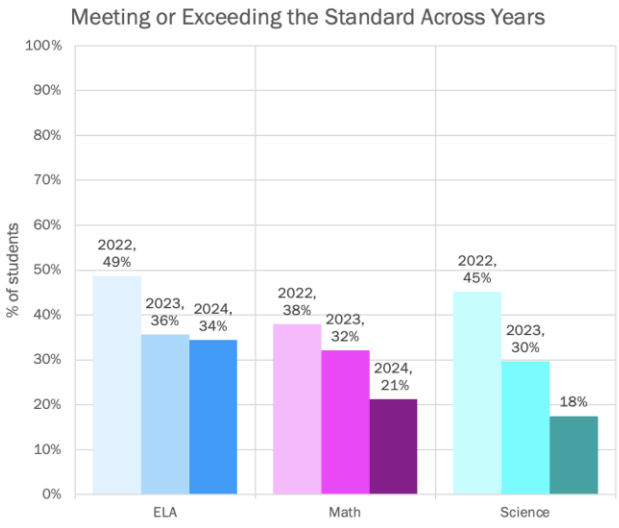


Source: CA School Dashboard, 2024

As shown in the Dashboard results above, HTLA MS suffered a decline in its ELA and Math performance from 2022-2024. Nevertheless, Charter School saw a decline in its chronic absenteeism, moving its score into a Blue performance category. Below, we will explain these results and the changes that have already been implemented to address them to both improve our students' performance and continue to strengthen HTLA MS's strong culture.

2022-2024 CAASPP Results (from CA Dashboard Report)





While HTLA Middle School continues to offer a rigorous, project-based, and student-centered education, the 2024 California School Dashboard reflects some areas of lower performance, particularly in ELA and Math. These results must be interpreted within the context of significant demographic and post-pandemic shifts that have impacted school operations, student readiness, and academic outcomes.

Shifts in Enrollment and English Learner Population:

Over the past three years, HTLA MS has experienced a substantial change in student demographics, most notably a dramatic rise in English Learners (ELs). In the 2021–22 school year, ELs represented approximately 10% of the student population. That number has nearly tripled, reaching 28% in the 2024–25 school year. This surge was not only rapid but also included a large influx of Armenian-speaking ELs—representing 87% of the EL population in 2023–24—many of whom were new to the country and unfamiliar with U.S. school systems.

This significant change created a need to quickly modify instructional practices, intervention systems, and language supports schoolwide. Teachers received targeted professional development and began implementing language scaffolding strategies and specially designed academic instruction in English ("SDAIE") techniques across content areas. However, the speed of the enrollment shift outpaced the school's ability to fully scale up designated language instruction and support services in time to impact 2023–24 testing outcomes meaningfully.

Post-Pandemic Social and Academic Readiness:

The lingering effects of COVID-19-related school closures continue to impact students across the country, and HTLA MS is no exception. Students returned to in-person instruction facing increased social-emotional challenges, decreased stamina for academic tasks, and varying degrees of foundational learning loss. This is particularly pronounced for middle schoolers, who missed formative social development milestones during critical upper elementary years.

Teachers at HTLA MS have responded by integrating more Social-Emotional Learning ("SEL") lessons into advisory, increasing communication with families, and personalizing interventions during X-Block and designated support classes. Still, the compounding effect of accelerated demographic shifts, language acquisition needs, and post-pandemic challenges has made consistent academic gains more difficult to achieve across all groups within a single academic year.

Additional Supports in Place

Despite these challenges, HTLA MS continues to demonstrate growth in its systems and approach. Teachers have embraced new professional learning in Universal Design for Learning (UDL) and culturally responsive pedagogy. Advisory now includes time for academic reflection and support, including Presentation of Learning (POL) prep and independent reading. A new "S-Block" has been added to the bell schedule in the 2025-26 school year to allow for time during the school day for English Language Development ("ELD") support and other academic support across the curriculum. Intervention structures have been refined, and a culture of collaboration is emerging across grade levels and departments, with a unified focus on data-informed improvement.

With these investments in place and the school's commitment to ongoing reflection and refinement, HTLA MS is well-positioned to accelerate student learning outcomes in future years and continue fostering equitable academic success for all students.

Understanding the Results

Despite its Dashboard performance, HTLA MS was pleased to see its students make significant progress in their CAASPP scores in recent years, as seen in data gathered from DataQuest. For example, HTLA students who went from 6th to 7th grade in 2024 improved both their ELA and Math scores, with 43.47% meeting or exceeding standard in ELA compared to 26.56% the year before, and with 35.22% meeting or exceeding standard in Math compared to 28.13% the year before.

English Language Arts CAASPP Results Challenges

In 2024, HTLA Middle School received an "Orange" performance level in ELA, with an average of 41.9 points below standard, declining by 16 points from the prior year. This performance is deeply influenced by the dramatic rise in English Learners, who now represent 28% of the student body, up from just 10% three years ago. Many of these EL students arrived mid-year, with limited or no prior exposure to academic English or U.S. schooling norms. In 2023–24, 87% of ELs spoke Armenian as their primary language, a sharp departure from the previous linguistic profile that included more Spanish-speaking ELs. These students often required foundational support in reading and writing while simultaneously adjusting to new cultural and academic expectations.

While HTLA MS has made important strides—like implementing schoolwide reading initiatives, training teachers in SDAIE strategies, and strengthening designated English Language Development ("ELD") classes—these shifts could not fully mitigate the impact of the language acquisition curve in time to reflect growth on state ELA assessments. Additionally, the social-emotional needs of students post-COVID continue to affect reading stamina, motivation, and confidence, especially for students performing below grade level.

SBAC ENGLISH LANGUAGE ARTS/LITERACY: 2024 Distance From Standard

Student Group	Estimated Participation Rate	2023 Dashboard DFS	Estimated 2024 DFS	Change
All Students	100%	-25.9	-14.9	-16.0 ↓
Socioeconomically Disadvantaged	100%	-41.9	-53.1	-11.2 ↓
English Learners	100%	-78.8	-57.8	21.0 ↑
Students with Disabilities	*100%*	-96.6	*-101.9*	*-5.3* ↓
Hispanic or Latino	100%	-21.9	-16.6	5.3 ↑
White	100%	-28.3	-44.6	-16.3 ↓

Italics for groups of fewer than 30

English Language Arts CAASPP Results Progress

While the overall DFS declined by 16 points, a deeper look at subgroup performance reveals notable gains, especially among historically underserved students:

- English Learners showed a substantial improvement, with a +21 point gain (from -78.8 in 2023 to -57.8 in 2024). This progress reflects the success of HTLA MS's structured, data-driven EL support systems, including designated ELD intervention, targeted small group instruction, and the integration of academic vocabulary and language scaffolds across all content areas.

- Hispanic or Latino students also improved, with a +5.3 point gain (from -21.9 to -16.6), showing growth in response to culturally responsive teaching, improved curriculum relevance, and increased academic support.

- Students with Disabilities (SWD) declined slightly by -5.3 points, but this reflects a much smaller regression than in past years, suggesting greater instructional consistency and improved access to modified curriculum supports.

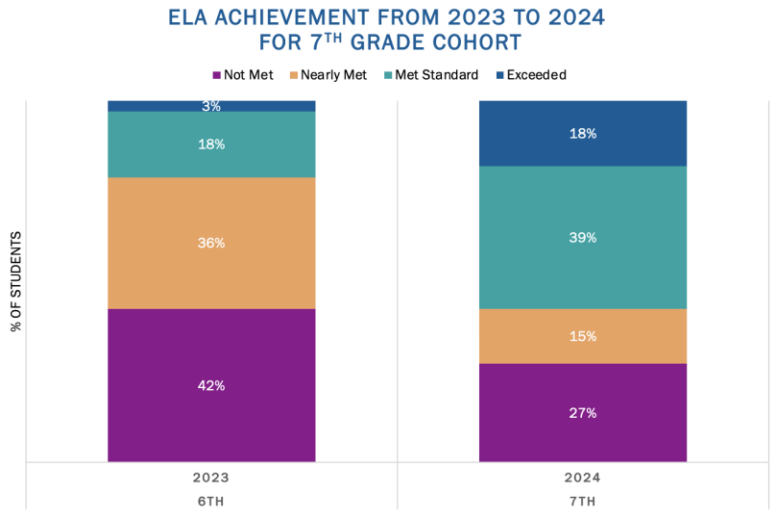
- Socioeconomically Disadvantaged (SED) students showed a decline of -11.2 points, a key area where HTLA MS is focusing more intervention support in the 2025–26 year.

- White students saw a decline of -16.3 points, likely impacted by broader instructional disruptions and the school's shifting demographics.

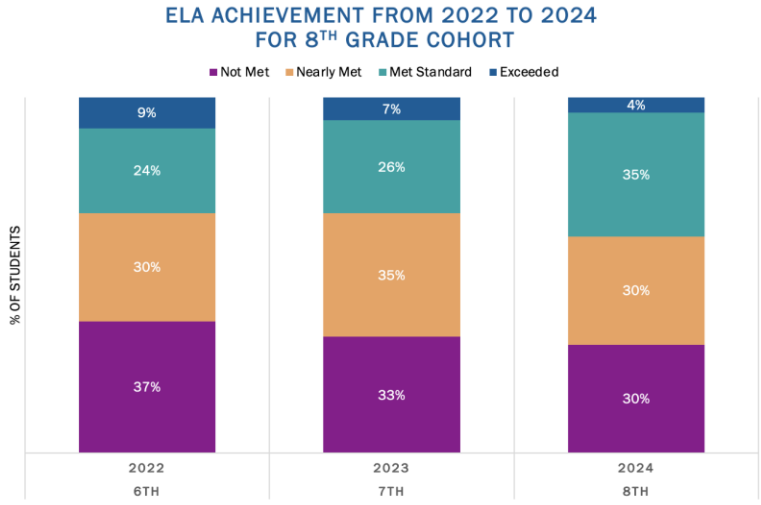
Overall, the **21-point gain among ELs**, HTLA MS's fastest growing subgroup, serves as strong evidence that targeted language development strategies and schoolwide support systems are producing measurable outcomes. HTLA MS expects to see this growth trend continue as efforts to deepen literacy support across advisory and core content areas expand.

Performance of Enrolled Students Over time ELA:

ELA: 2024 7th Graders Continuously Enrolled from 2023 to 2024



ELA: 2024 8th Graders Continuously Enrolled from 2022 to 2024



ELA Performance: Cohort Analysis

7th Grade Cohort (2023 to 2024):

The ELA performance of students who were continuously enrolled in both 6th and 7th grade at HTLA MS shows significant growth. From 2023 to 2024, the percentage of students meeting or exceeding standard more than doubled, increasing from 21% (18% Met + 3% Exceeded) to 57% (39% Met + 18%

Exceeded). The proportion of students in the “Not Met” category decreased notably from 42% to 27%. This suggests that targeted instructional strategies, expanded literacy supports, and advisory structures—such as the integration of independent reading into every classroom—are having a measurable impact. The stable enrollment of this class has likely contributed to consistent intervention and progress monitoring efforts.

8th Grade Cohort (2022 to 2024):
The 8th grade cohort demonstrates steady gains in ELA over time, though more modest than the 7th grade class. The percentage of students meeting or exceeding standard increased from 33% in 2022 (24% Met + 9% Exceeded) to 39% in 2024 (35% Met + 4% Exceeded). While gains are evident, this cohort experienced significant enrollment turnover post-pandemic, which disrupted continuity in instruction and support services. Despite these challenges, the percentage of students in the “Not Met” category declined from 37% to 30%, a positive indication of progress.

Mathematic CAASPP Results Challenges

HTLA MS received an "Orange" performance level in Math in 2024, with 69.3 points below standard, declining by 28.1 points from the prior year. The data indicates continued challenges in accelerating all students to grade-level proficiency—particularly English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

Post-pandemic learning disruptions significantly impacted students' foundational math skills, and many students now enter middle school lacking fluency in earlier concepts. Compounding this, math instruction depends heavily on academic language, and many newly enrolled ELs—particularly Level 1 and 2 students—struggled to engage with word problems and abstract reasoning tasks, even when their math logic was strong. The school has responded with increased use of visual supports, small-group re-teaching, and digital platforms like ALEKS and Khan Academy. These systems were still in early phases of implementation during the 2023–24 school year.

Moreover, HTLA MS experienced a mid-year staffing change in the math department, which required rapid realignment and caused short-term instructional inconsistencies. The school has since bolstered professional development in Universal Design for Learning and inquiry-based instruction to ensure that all students—especially ELs and those needing remediation—can engage more meaningfully in rigorous mathematical thinking.

SBAC MATHEMATICS:
2024 Distance From Standard

Student Group	Estimated Participation Rate	2023 Dashboard DFS	Estimated 2024 DFS	Change
All Students	100%	-41.0	-69.1	-28.1 ↓
Socioeconomically Disadvantaged	100%	-58.1	-74.4	-16.3 ↓
English Learners	100%	-91.7	-74.3	17.4 ↑
Students with Disabilities	*100%*	*-119.8*	*-138.7*	*-18.9* ↓
Hispanic or Latino	100%	-62.3	-90.7	-28.4 ↓
White	100%	-35.2	-64.2	-29.0 ↓

Italics for groups of fewer than 30

Mathematic CAASPP Results Progress

Although the overall DFS in math declined by 28.1 points, there are signs that targeted supports are beginning to show promise in specific student groups:

- English Learners made significant gains of +17.4 points (from -91.7 in 2023 to -74.3 in 2024). This indicates the effectiveness of integrated language and math instruction, including SDAIE strategies, vocabulary scaffolds, and small-group supports during intervention blocks.

- Socioeconomically Disadvantaged students declined by -16.3 points, consistent with broader state and national trends post-COVID, though HTLA Middle is actively expanding math intervention programming to reverse this.

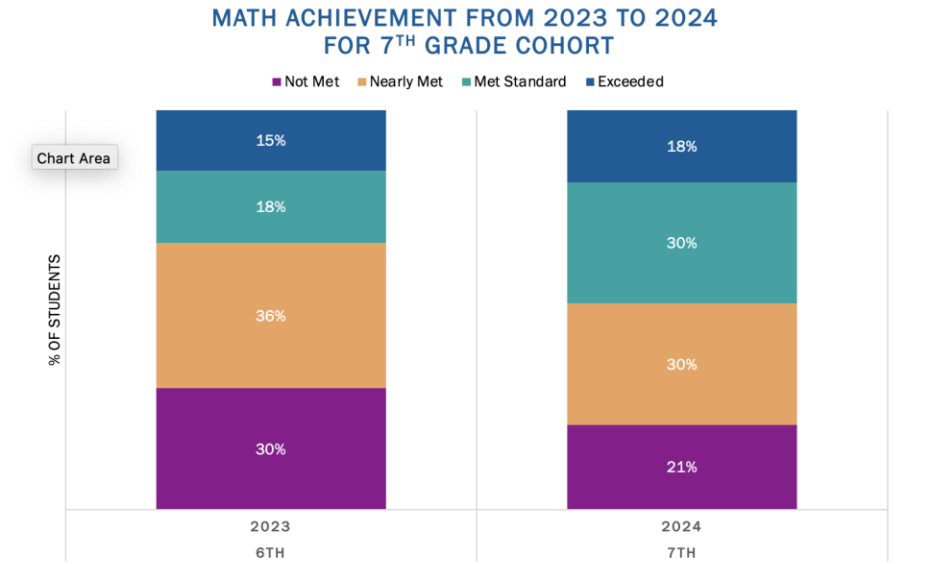
- Students with Disabilities showed a decline of -18.9 points, indicating that additional differentiation and support are needed in math-specific instruction.

- White students declined by -29.0 points, and Hispanic students declined by -28.4 points, pointing to the need for continued professional development in math instructional practices that meet diverse learner needs.

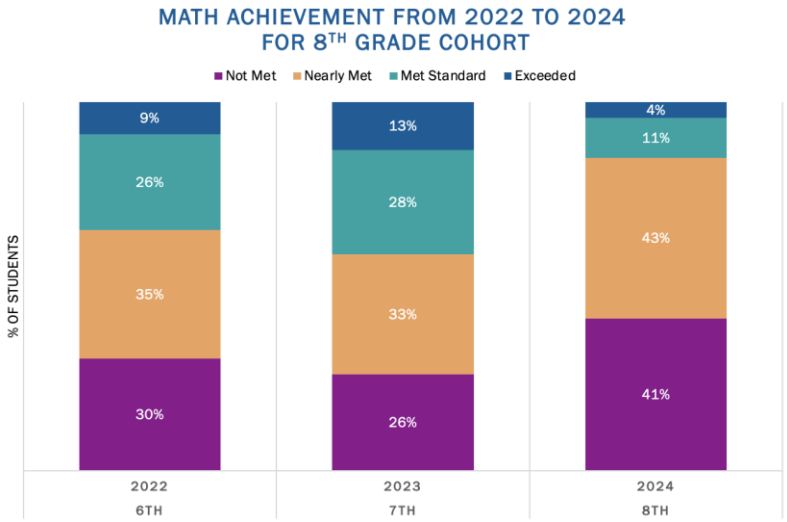
Despite the overall decline, the substantial gain in the EL subgroup again signals that HTLA MS's targeted language-rich math supports are working. Continued improvement is anticipated as the school builds on its use of formative assessments and intervention programming aligned to math conceptual understanding.

Performance of Enrolled Students Over time Math:

Math: 2024 7th Graders Continuously Enrolled from 2023 to 2024



Math: 2024 8th Graders Continuously Enrolled from 2022 to 2024



Math Performance: Cohort Analysis

7th Grade Cohort (2023 to 2024):
This cohort shows a positive trajectory in mathematics performance. Students meeting or exceeding standard increased from 33% (18% Met + 15% Exceeded) in 6th grade to 48% (30% Met + 18% Exceeded) in 7th grade. Simultaneously, the "Not Met" category decreased from 30% to 21%. These improvements suggest that HTLA MS's math intervention strategies—such as targeted instruction

through ALEKS, embedded reteaching, and formative progress checks—are yielding results, particularly when students remain enrolled consistently across multiple years.

8th Grade Cohort (2022 to 2024):
This group demonstrates a more concerning decline in performance. The proportion of students meeting or exceeding standard dropped from 35% in 2022 to just 15% in 2024. The percentage of students in the "Not Met" category increased from 30% to 41%. This trend aligns with the school's awareness that the 8th grade class had experienced the most enrollment shifts and disruptions from COVID-related impacts. HTLA MS acknowledges that this group faced challenges with academic consistency, and their data reinforces the need for early and sustained intervention starting in 6th grade.

Understanding CAST Science Test Results

On the 2024 California Science Test (CAST), 18.18% of students met or exceeded standard, a result consistent with prior years but still reflecting performance well below the state average. This outcome must be understood in light of several intersecting challenges:

1. Next Generation Science Standards ("NGSS"}-Aligned Instruction: While HTLA MS has adopted the Stile Science curriculum, which emphasizes project-based, NGSS-aligned instruction, the transition is still maturing. Teachers are building the capacity to move from content coverage to inquiry-based learning, emphasizing experimental design, data analysis, and science communication.

2. Language Demands: The CAST is linguistically demanding, requiring students to interpret scientific texts, write constructed responses, and explain complex reasoning. As with ELA, the growing number of Level 1 and 2 ELs impacted the school's science results. Students new to the U.S. often needed support not just in content knowledge but in decoding the academic language of science, which is highly technical.

3. Post-Pandemic Gaps: COVID-era disruptions limited hands-on lab experiences and weakened students' exposure to multi-step inquiry and collaborative experimentation—core elements of middle school science instruction. While HTLA MS has since reinstated hands-on labs, used wireless microscopes, and supported cross-disciplinary science-literacy integration (e.g., via Newsela and Stile), the long-term effects of inconsistent science instruction during school closures continue to be felt.

HTLA MS is confident that this improvement is emblematic of the progress HTLA MS will continue to make to come back from its recent decline in overall performance levels in ELA and Math.

HTLA MS's Response to the Data:

English Language Arts Response

HighTech LA Middle School has taken a comprehensive and strategic approach to addressing student performance in English Language Arts (ELA), particularly in response to the needs identified through CAASPP and internal assessment data. The school's efforts are grounded in curriculum enhancement, targeted professional development, and data-driven instruction—each tailored to support all students while paying particular attention to English Learners and students who have been reclassified as fluent

English proficient (RFEP).

To begin, HTLA MS revised and updated its ELA curriculum to ensure stronger alignment with the California Common Core State Standards (CCSS). This revision included the integration of diverse, culturally relevant texts and instructional materials designed to reflect the lived experiences and backgrounds of the student population. This emphasis on inclusive content not only strengthens academic comprehension but also fosters greater student engagement—particularly for English Learners and RFEP students, who see their identities and communities represented in the curriculum.

In tandem with curriculum improvements, the school has prioritized professional development for ELA teachers. Training has focused on differentiated instruction, equipping teachers to meet the diverse learning needs of students performing below standard. Teachers are now regularly using research-based literacy strategies that promote language development and academic vocabulary acquisition. Additionally, they are incorporating technology tools such as Newsela, ReadWorks, and Nearpod to design interactive, student-centered lessons that respond to real-time data and student interests. This shift has enabled educators to scaffold content more effectively and support students through customized learning pathways.

Central to HTLA MS's instructional strategy is the ongoing use of Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP") assessments to measure and monitor student progress twice a year. Teachers use this data to identify individual and group learning gaps and adjust instruction accordingly. Students identified as needing additional support receive small group instruction or participate in targeted workshops during intervention blocks. These sessions emphasize critical ELA skills including grammar, reading comprehension, and structured writing, ensuring that no student falls through the cracks.

Recognizing the unique needs of English Learners, the school has significantly expanded its English Language Development support. This includes additional instructional time focused on academic vocabulary, reading comprehension, and scaffolding for writing. HTLA MS has also invested in hiring additional support staff to provide both push-in and pull-out services, allowing for individualized instruction tailored to each student's language proficiency level. These supports are designed not only to accelerate English acquisition but to strengthen student outcomes across all content areas.

Finally, HTLA MS is committed to fostering an inclusive, engaging classroom environment through culturally responsive teaching practices. Teachers are encouraged to incorporate social justice themes and diverse perspectives into their lessons to help students connect their learning to real-world issues. This approach affirms student identity, deepens engagement, and cultivates a stronger sense of belonging for all learners.

Through these multi-tiered strategies, HTLA MS is building the foundation for sustained improvement in ELA performance and ensuring that all students, particularly English Learners and RFEP students, have the tools they need to succeed academically.

Mathematics Response:

HighTech LA Middle School has implemented a multifaceted approach to improving student outcomes in mathematics, rooted in curriculum alignment, targeted interventions, and robust professional development. These strategies were developed in response to internal assessment data and the 2024 California School Dashboard, which highlighted continued challenges in math performance—particularly

for certain subgroups—as well as signs of meaningful progress for others, including English Learners.

The school has continued aligning its math curriculum with the CCSS, with an emphasis on making math instruction more engaging and accessible. This includes the integration of real-world problem-solving activities, hands-on learning opportunities, and inquiry-based tasks that develop students' critical thinking and mathematical reasoning. To further support engagement, teachers have incorporated digital tools such as Kahoot, Desmos, and Nearpod, which allow students to visualize mathematical concepts and participate in interactive practice aligned with the day's objectives.

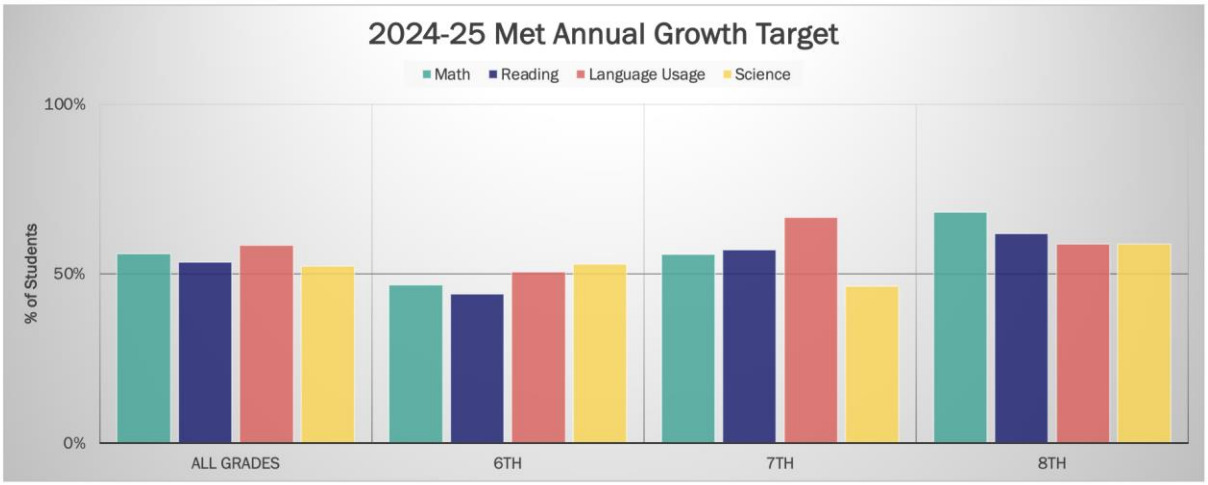
HTLA MS has also expanded its use of small group instruction and math workshops. These workshops target students who need additional support, with a focus on foundational concepts such as number sense, fractions, algebraic thinking, and problem-solving strategies. The workshops are informed by data from the NWEA MAP assessments, which are administered at least twice a year. Teachers use this data to group students by need and tailor instruction to address specific skill gaps, creating a more personalized and responsive learning environment.

In addition to curriculum and intervention enhancements, HTLA MS has prioritized professional development in mathematics instruction. Teachers have received focused training on differentiated instruction and data-driven teaching practices that help them respond to a range of learner needs. Emphasis has also been placed on the use of manipulatives and interactive technologies to deepen conceptual understanding and increase student engagement. Through these efforts, teachers are better equipped to assess learning in real time and adapt their instruction accordingly.

While overall math performance on the 2024 Dashboard declined for several subgroups, English Learners demonstrated significant improvement—gaining 17.4 points in Distance from Standard. This growth suggests that HTLA MS's supports for language acquisition and scaffolded instruction are beginning to translate into academic gains in math as well. The school anticipates continued improvement in other subgroups, such as White students and those who are socioeconomically disadvantaged, as the targeted supports and instructional strategies become more deeply embedded across grade levels.

HTLA MS remains committed to closing achievement gaps and fostering strong mathematical thinking for all students by continuing to refine its instructional strategies, expand targeted interventions, and leverage data to inform practice.

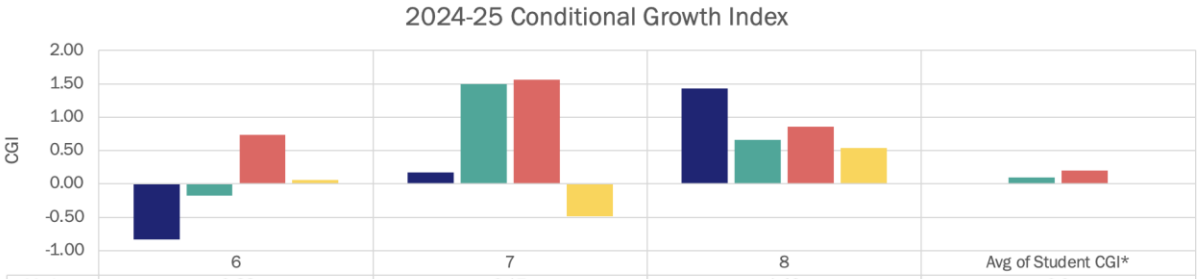
VERIFIED DATA - NWEA MAP



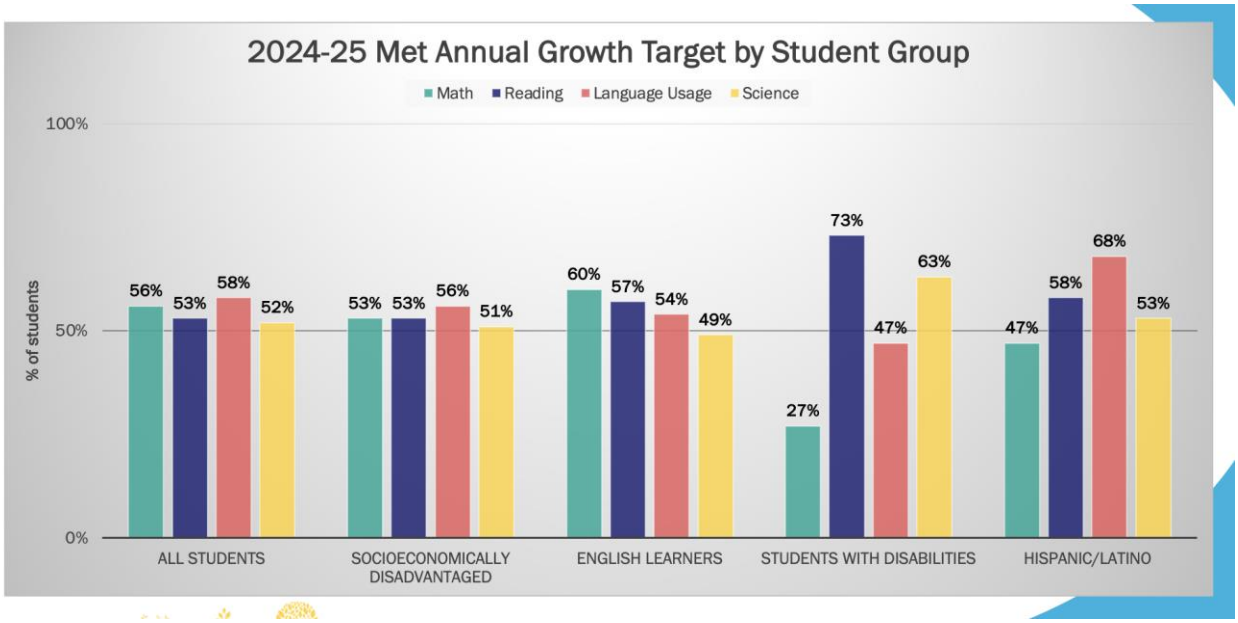
NWEA Conditional Growth Index: Fall to Spring in 2024-2025 High Tech LA Middle School

Grade level CGI scores based on NWEA School CGI scores in Student Growth Summary Report

***Schoolwide average is the average of all student CGI scores of students tested**



	6	7	8	Avg of Student CGI*
Math	-0.83	0.17	1.43	0.0
Reading	-0.18	1.50	0.66	0.1
Language	0.74	1.56	0.86	0.2
Science	0.06	-0.49	0.54	0.0



Based on HTLA Middle School's 2024–25 Spring NWEA MAP Testing and its use as verified data, the data show clear evidence that the interventions implemented over the past year are yielding positive results in student achievement and growth, particularly in Reading, Language Usage, and Math across grade levels and subgroups.

The NWEA data from the 2024–25 school year shows promising growth in reading, language usage, and math across grade levels and student subgroups, suggesting that the academic interventions implemented at HTLA Middle School are beginning to yield results.

Reading:
Student achievement in reading is particularly encouraging. Overall, 53% of students met their annual growth targets, and the Conditional Growth Index (CGI) exceeded LAUSD's threshold of -0.2 for all grade levels except 6th grade. Notably, 7th grade had a CGI of 1.50 and 8th grade a CGI of 0.66, indicating strong growth. Among subgroups, Students with Disabilities achieved remarkable gains, with 73% meeting their reading growth targets. English Learners also demonstrated positive momentum with 57% meeting growth, and a CGI of 1.43 for 8th grade, affirming the impact of HTLA's targeted literacy and ELD supports.

Language Usage:
Language usage emerged as a major area of growth. Schoolwide, 58% of students met their growth goals, with especially high percentages in the 7th and 8th grades. The CGI was strongest in 7th grade at 1.56 and remained strong in 8th grade (0.86). This aligns with HTLA's focus on academic vocabulary and writing instruction, and reflects the success of implemented tools such as an increase in EL supports. Hispanic/Latino students and English Learners also excelled, with 68% and 54% respectively meeting growth targets.

Math:
In math, 56% of all students met their growth targets, showing improvement over prior years. While 6th grade showed a CGI below the threshold (-0.83), both 7th and 8th grade posted positive CGI scores (0.17

and 1.43, respectively), suggesting strong acceleration as students advance through grades. Particularly, English Learners outperformed the general population with 60% meeting their math growth targets, reflecting the impact of small group workshops and differentiated instruction. Students with Disabilities, while performing lower in math (27% met growth), showed strong growth in other domains, confirming the need for continued math-focused support.

Overall Takeaway:
These outcomes illustrate that HTLA MS is effectively leveraging data to drive instruction and support all learners. Growth trends in reading, language, and math—especially in the upper grades—highlight that the school's interventions are working and should lead to continued academic improvements in future years.

SUCCESS OF THE KEY FEATURES OF HIGH TECH LA MIDDLE'S EDUCATIONAL PROGRAM

In 7 years of operation, our high school has achieved the following outstanding accomplishments:

- California Pivotal Practice Award (Spring 2022) - The award program was utilized by California in 2022 in place of the California Distinguished Schools Program. It celebrates schools and districts that implemented an innovative practice during the 2020-21 school year, when California required schools to offer distance learning due to the COVID-19 pandemic.
- National Schools to Watch Awardee (Spring 2025) - This award program is an initiative of the National Forum designed to identify and recognize high-performing middle schools across the country.

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

SUCCESS OF THE EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF TARGET STUDENT POPULATION

- HighTech LA Middle posted lower suspension rates than the state in every year of our charter term for which data is available except 2022.
- In 2023, HTLA MS reduced suspensions to zero.
- HTLA MS has had lower chronic absenteeism rates than the state in every year of our charter term.
- In 2022 and 2023 HTLA MS outperformed the state in Mathematics Performance for all grade levels.

Suspension Rates

HTLA Middle School's consistently low suspension rates, as reflected in the California School Dashboard, are a direct result of Charter School's commitment to fostering a safe, inclusive, and supportive learning environment grounded in restorative practices and positive behavior supports. With the exception of 2022, HTLA MS has maintained suspension rates below the state average every year of its current charter term. Most notably, in 2023, the school recorded **zero suspensions**—a significant achievement that demonstrates the effectiveness of its proactive and student-centered discipline philosophy.

HTLA MS prioritizes relationship-building, early intervention, and tiered supports to address behavioral challenges before they escalate. Through strong advisory programs, social-emotional learning

integration, and close collaboration between staff, students, and families, the school works to resolve conflicts constructively and keep students engaged in their education. The school culture emphasizes restorative conversations, reflection, and reparation rather than punitive measures.

Additionally, the relatively small school size allows for personalized attention and monitoring, making it easier to identify at-risk students and intervene early. Staff are trained in de-escalation and inclusive classroom practices, and administrators actively track behavioral trends to inform responsive support.

This data affirms that HTLA MS's approach to school climate is working—ensuring students feel safe, respected, and supported, which in turn contributes to higher engagement and improved academic outcomes.

Chronic Absenteeism Rates

HTLA Middle School has maintained lower chronic absenteeism rates than the state in every year of its current charter term, a reflection of the school's deliberate efforts to promote consistent attendance through strong family partnerships, personalized support systems, and a positive school culture.

HTLA MS fosters an environment where students feel known, supported, and motivated to attend school daily. Staff members closely monitor attendance data and intervene early when patterns of chronic absence begin to emerge. Communication with families is proactive, compassionate, and solution-oriented, emphasizing shared responsibility and support rather than blame.

The advisory program and small school model play critical roles in fostering strong relationships between students and staff. These relationships allow for early identification of students experiencing social, emotional, or logistical barriers to regular attendance. In such cases, the school often collaborates with families to remove obstacles—whether academic, transportation-related, or connected to mental health or well-being.

In addition, HTLA MS has built a school culture that values student voice, engaging curriculum, and inclusive practices, which make students feel welcomed and motivated to be present. These strategies collectively contribute to consistently lower chronic absenteeism rates than statewide averages, underscoring HTLA MS's commitment to whole-child development and equitable outcomes.

Math and ELA Performance and NWEA verified Data

HTLA Middle School is optimistic about the results of the Spring 2025 NWEA scores and its early review of the 2025 CAASPP results, both of which point to meaningful academic progress across grade levels and student groups. After a period of disruption and transition, the data now reflect the positive impact of HTLA's sustained efforts to implement targeted, research-based interventions and to build a rigorous and inclusive academic program.

Growth in NWEA scores—particularly in Reading, Language Usage, and Math—demonstrates that students are not only recovering lost ground but also exceeding expected growth benchmarks. Subgroups that historically faced achievement gaps, including English Learners and students with disabilities, are showing especially promising gains, suggesting that the school's differentiated supports and ELD strategies are working. Conditional Growth Index scores show a year's worth of growth or more in multiple subject areas and grade levels, affirming that HTLA's instructional systems are effectively supporting student learning.

Similarly, early indicators from the 2025 CAASPP assessments suggest that students are translating this growth into higher proficiency levels on state-aligned summative assessments. HTLA MS remains deeply committed to these improvements—not just as a measure of school performance, but as a reflection of its broader mission: to provide every student with access to rigorous instruction, meaningful engagement, and the opportunity to thrive. As systems for intervention, assessment, and instructional coaching continue to evolve, the school anticipates continued progress and long-term success for all students.

Annual Oversight Ratings

HTLA MS Oversight Ratings

Oversight Category	19-20	20-21	21-22	22-23	23-24	24-25
Governance	3	3	4	4	4	4
Student Achievement	No Rating	No rating	No rating	2	3	3
Organizational Management, Programs & Operations	3	3	2	3	3	3
Fiscal	3	3	4	4	4	4

Under Title 5 Section 11966.4 of the California Code of Regulations, LAUSD "shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of [our school's] future success." To that end, we respectfully encourage the District to strongly weight HTLA Middle School's annual performance-based oversight ratings throughout the charter term.

As shown in the table above, LAUSD's Charter Schools Division (CSD) has consistently rated HTLA MS as "Accomplished" (4) or "Proficient" (3) in key areas of Governance, Organizational Management, and Fiscal Operations—reflecting the school's sound and stable leadership and fiscal responsibility. While our Student Achievement ratings initially reflected pandemic-related challenges and shifting student demographics, we have demonstrated clear improvement in this area, growing from a 2 in 2022–23 to a 3 in both 2023–24 and 2024–25. We remain committed to continued academic progress and are confident in our trajectory.

How HighTech LA Middle School Meets Community Need

Having served this community through HTLA for more than 22 years, we understand the challenges youth in the area face. HTLA Middle School serves a diverse cross-section of communities in the San Fernando Valley, including Panorama City, Van Nuys, and Sherman Oaks. Each neighborhood presents unique demographic and socio-economic characteristics that inform the school's mission and programming.

Panorama City is one of the most densely populated areas in Los Angeles, with approximately 70,140 residents and a population density of over 18,800 people per square mile. The community is predominantly Latino (about 71%), with nearly half of all residents born outside the United States. A significant portion of households speak a language other than English at home, and approximately 27% of residents are non-citizens. The median household income is $56,369, which falls below the county average, and many families face housing and economic insecurity. Panorama City also experiences moderately high rates of violent and property crime, making trauma-informed practices and strong school safety structures essential components of HTLA's student support systems.

Van Nuys, while somewhat less dense than Panorama City, remains a vibrant, high-needs community with around 135,000 residents and a density of about 13,100 people per square mile. Approximately 61% of residents identify as Latino, and over 60% speak a language other than English at home. About 39% of the population is foreign-born. The median household income has risen in recent years to approximately $71,865, yet a significant proportion of families still live below the federal poverty line. Crime in Van Nuys is slightly above the national average, particularly in property crime categories, adding to the urgency of wraparound services that address student and family well-being.

Sherman Oaks, where HTLA Middle School is technically located, presents a more affluent profile. It spans approximately 13 square miles with a population of roughly 122,000 and a density of about 9,400 people per square mile. The median household income is about $94,850, with average household earnings exceeding $160,000 annually. While Sherman Oaks offers greater residential stability, it still experiences high property crime rates, averaging 25 incidents per 1,000 residents each year. Despite its location, HTLA does not primarily serve the local Sherman Oaks population. The vast majority of students commute from the surrounding North Valley communities, including Panorama City, Van Nuys, North Hills, Pacoima, and Arleta—areas with greater economic and educational need.

Additionally, in the Northwest Los Angeles region—including Van Nuys, Panorama City, North Hills, and Sherman Oaks—Armenian households represent approximately 6.2% of all non-English language households, making Armenian the second-most commonly spoken non-English language in the area. Approximately 9,635 households in this region report speaking Armenian at home, which aligns with HTLA MS's enrollment trends, where the majority of English Learners at the Middle School are of Armenian background. This demographic reality underscores the importance of culturally responsive instruction, multilingual parent outreach, and tailored ELD programming to support Armenian students and families effectively. In Sherman Oaks specifically (ZIP codes 91403 and 91423), around 2.5% of residents report Armenian ancestry—well above the state average—highlighting that Armenian families are a meaningful segment of the school's extended local community.

This geographic and socio-economic context reinforces HTLA Middle School's mission: to provide equitable access to a safe, inclusive, and academically rigorous education for students who have historically faced systemic barriers to opportunity. Whether serving families in higher-need areas like Panorama City or supporting students navigating the urban-suburban divide of the San Fernando Valley, HTLA remains committed to fostering an environment where all students thrive, regardless of their zip code.

In 2024-25 school year, HTLA MS enrolled 73 English Language learners, making up 29% of the school's enrollment, and of those students 87% speak Armenian as their primary language. The rest of the students primarily speak, Russian, Spanish, or other languages. Over 75% of our students are economically disadvantaged and approximately 7% of our students have individualized education

programs ("IEP").

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

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

HTLA MS replicates innovative educational practices and programs in place at HTLA that emphasize group work, community ethics, personal responsibility and individualized instruction with a tech-infused, Project-Based Learning model, unique to this community. Our standards-based, college preparatory model is carefully designed to engage students and motivate them in their own learning. Our emphasis on using technology and hands-on interdisciplinary projects, as well as connecting student work to "real world" careers helps students envision a future for themselves in meaningful careers. All students participate in twice yearly "Presentations of Learning" in which they present their best work to a panel for defense and review. Our Advisory program builds community ethics and provides academic support for Presentations of Learning and final exams, but it also affords an opportunity for students to have a faculty advocate who knows them outside an academic context and can act as a mentor.

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

AREAS OF CHALLENGE AND ROOM FOR IMPROVEMENT

Impact of Covid-19

The conclusion of COVID-era relief funding in 2023 presented a significant fiscal challenge for HTLA MS. These funds had supported crucial pandemic-response initiatives like extended tutoring, increased mental health services, and enrichment programming. With their expiration, HTLA MS strategically reallocated existing funds to sustain high-priority supports. Academic interventions, English Language Development services, and counseling resources were preserved as essential components of the school's educational mission. The school remains committed to ensuring all students—particularly those most impacted by the pandemic—receive targeted support to close learning gaps.

HTLA MS launched an after-school program in 2021 that offered students a safe and structured

environment to receive tutoring, participate in enrichment, and remain on campus through 6:00 p.m. Initially supported by grant funding, this program quickly became a cornerstone of HTLA MS's whole-child approach. When external funding expired, the school absorbed the cost internally, recognizing its central role in student engagement, safety, and academic reinforcement. Despite the added budgetary pressure, maintaining the program has helped support both working families and student well-being.

Re-Engaging Students Post-Covid

Like many schools, HTLA MS faced the challenge of reinvigorating student engagement in the wake of pandemic-era disruptions. In response, HTLA MS implemented Responsibility-Centered Discipline, integrated the GRAPE values (Growth, Respect, Accountability, Perseverance, Empathy), and redesigned advisory programming to include social-emotional learning and student-led goal setting. Advisory periods now serve as a launchpad for student-centered learning and reflection, and provide time for academic support, presentation preparation, and structured conversations about personal and school-wide goals. These measures have strengthened relationships, empowered student voice, and fostered a positive school culture.

Improving Math Achievement

CAASPP math performance showed modest improvements in 2024, but HTLA MS recognizes continued growth is essential—especially for English Learners and socioeconomically disadvantaged students. In response, HTLA MS aligned its math curriculum more tightly to CA Common Core State Standards and expanded the use of hands-on, real-world problem solving and digital tools like Desmos, Nearpod, and Khan Academy. Math workshop classes were created to provide personalized instruction during the school day. Teachers also received training in data-driven instruction and small-group differentiation. Initial results from Spring 2025 NWEA testing indicate promising gains across all subgroups.

Improving ELA Achievement

To address persistent ELA achievement gaps, especially for English Learners, HTLA MS overhauled its curriculum to include culturally relevant literature, increased writing instruction, and expanded targeted interventions. Professional development focused on scaffolding, and academic vocabulary. Enhanced ELD programs and structured small-group workshops now supplement core instruction. Spring 2025 NWEA Reading and Language Usage data show schoolwide improvement, validating the effectiveness of these strategies.

Managing a Campus Relocation and Securing a Permanent Facility

In 2022–23, HTLA MS was relocated under LAUSD's Proposition 39 from its shared site at Van Nuys Middle School to Louis Armstrong Middle School in Sherman Oaks. Although this move presented logistical and operational challenges—ranging from reconfigured transportation to communications with families—HTLA MS's leadership ensured the transition was smooth and student-centered. The new location offered improved facilities and has enabled the school to expand its programming and enrollment. HTLA MS continues to seek a long-term, permanent facility to meet the needs of its growing student body.

Navigating Changing Demographics and a Rapidly Growing Enrollment

HTLA MS's enrollment surged to over 250 students in the 2023–24 school year, due in part to the school's strong reputation. This growth brought a dramatic demographic shift: the proportion of English Learners rose from 10% in 2021–22 to 28% in 2024–25, with a significant increase in students whose primary language is Armenian. This change required systemic instructional shifts, including expanded ELD services, Armenian-speaking support staff, and translated communications. The school also scaled

its intervention and special education services to meet the increased demand. HTLA MS has responded proactively to these shifts, and its inclusive culture and data-informed instruction position it to serve its evolving community successfully.

Strengthening Vertical Alignment with HTLA High School
As part of our partnership with HTLA High School, HTLA Middle School has taken intentional steps to align its academic programs, instructional strategies, and student culture with HTLA High School. This vertical alignment ensures that middle school students are prepared for the rigor and expectations of HTLA High or other rigorous high schools of their choice. Middle school teachers collaborate regularly with their high school counterparts to align curriculum pacing, performance expectations, and project-based learning outcomes—particularly in math, science, and ELA. Additionally, HTLA High students mentor middle schoolers in robotics and other enrichment programs, creating continuity in both academic preparation and community values. This alignment helps ensure a smoother transition for students, reinforces HTLA MS'scollege-going culture, and strengthens the academic pipeline from middle to high school.

GOALS AND PHILOSOPHY

MISSION AND VISION

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

Vision
HighTech LA Schools provide a State Standards[2]-based college preparatory education for all students in grades 6-12, but especially for "low income students," to meet the A-G requirements for admission to a University of California or California State University, and to develop "knowledge leaders in the 21st century digital world." HighTech LA Schools emphasize the development of an educated person in the 21st century who can take knowledge and apply it to solving problems.

AN EDUCATED PERSON IN THE 21ST CENTURY

As recognized in the 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

[2] As referred to collectively herein, "State Standards" includes: CCSS, NGSS, History-Social Science Framework, ELD, and the remaining State Content Standards.

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

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

How Learning Best Occurs

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

- **Backwards Design/Differentiated Learning**: Our faculty relies on the acclaimed Backwards Planning approach to instruction, starting first with an understanding of the essential skills, goals and objectives defined in the State Standards and 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 assessments, standardized tests and more;
- **Social-Emotional Learning:** The Advisory program and strategies embedded across all classes will ensure that students develop social-emotional skills and capacity to thrive in long-term and academic settings including critical thinking skills, collaboration, communication, conflict resolution and self-awareness are all necessary to succeed.
- **Small Learning Communities**: We believe a small school setting best supports student learning and development by ensuring that each student is known and valued by multiple adults.

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

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

HTLA MS is dedicated to the Schoolwide Learning Outcomes which represent what HTLA MS students should be, know and be able to do upon graduation. HTLA MS's Learning Goals are as follows:

1. **Collaboration.** In addition to working as self-directed learners, students draw upon their collective thinking and experience. When students work in teams on projects, their collaboration is an explicit focus for assessment.
2. **Technology.** Students use technologies to problem-solve and to enhance their project work in the context of conducting research, writing, completing complex mathematical calculations, organizing and managing projects and schedules, or being creative with digital graphics, photography, web design or video.
3. **Communication.** Excellent communication skills, both oral and written, are essential to success in secondary and postsecondary education and in the workplace. Student communication skills are assessed in rigorous reviews by faculty, peers, and members of the community. The Faculty emphasize student writing across all curricular content areas as a focus for program development and assessment.
4. **Community Ethics and Responsibility.** HTLA MS 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 MS 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 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 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: ☒1 ☒4 ☒7 ☒2 ☒5 ☒8 ☐ 3 ☒6 Local Priorities: ☒: 1, 2,7 ☐:
Specific Annual Actions to Achieve Goal	
Through ongoing collaboration with teachers, administrators, and parents, HTLA MS is refining its intervention programs, strengthening differentiation strategies, and expanding academic support to increase student access to rigor and improve learning outcomes.	
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: HTLA MS Students will show growth on CAASPP ELA DFL 3 Scale Scores (include statistically significant subgroups) [**NOTE: All subgroups marked ** in the chart below are not numerically significant at this time.**]

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)	*42 points beiow standard*	*+10 points from baseline*	*+20 points from baseline*	*+30 points from baseline*	*+ 40 points from baseline*	*+50 points from baseline*
English Learner Students	*75 points below standard*	*+10 points from baseline*	*+20 points from baseline*	*+35 points from baseline*	*+45 points from baseline*	*+55 points from baseline*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*53 points below standard*	*+10 points from baseline*	*+20 points from baseline*	*+30 points from baseline*	*+40 points from baseline*	*+50 points from baseline*
Foster Youth Students	*	*	*	*	*	*

Students with Disabilities	*95 points below standard*	*+ 10 points from baseline*	*+20 points from baseline*	*+35 points from baseline*	*+45 points from baseline*	*+55 points from baseline*
African-American Students	*	*	*	*	*	*
American-Indian/Alaska Native	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*17 points below standard*	*+10 points from baseline*	*+15 points from baseline*	*+20 points from baseline*	*+25 points from baseline*	*+30 points from baseline*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*44 points below standard*	*+10 points from baseline*	*+20 points from baseline*	*+30 points from baseline*	*+40 points from baseline*	*+50 points from baseline*

Outcome #3: HTLA MS Students will show growth on CAASPP Math DFL 3 Scale Scores (include statistically significant subgroups) [**NOTE: All subgroups marked ** in the chart below are not numerically significant at this time.**]

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)	*67 points below standard*	*+20 points from baseline*	*+25 points from baseline*	*+30 points from baseline*	*+40 points from baseline*	*+50 points from baseline*
English Learner Students	*91 points below standard*	*+20 points from baseline*	*+25 points from baseline*	*+30 points from baseline*	*+40 points from baseline*	*+50 points from baseline*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*71 points below standard*	*+20 points from baseline*	*+25 points from baseline*	*+30 points from baseline*	*+40 points from baseline*	*+50 points from baseline*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*113 points below standard*	*+20 points from baseline*	*+30 points from baseline*	*+35 points from baseline*	*+40 points from baseline*	*+50 points from baseline*
African-American Students	*	*	*	*	*	*
American-Indian/Alaska Native	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*37 points below*	*+10 points from*	*+15 points from*	*+17 points from*	*+20 points from*	*+22 points from*

	standard	*baseline*	*baseline*	*baseline*	*baseline*	*baseline*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*58 points below standard*	*+5 points from baseline*	*+7 points from baseline*	*+9 points from baseline*	*+11 points from baseline*	*+13 points from baseline*
Outcome #4: English Learners will progress in English proficiency using ELPAC Metric/Method for Measuring: ELPAC scores						
APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
English Learner Students	*42% progress to next level on ELPAC*	*+5% from baseline*	*+7% from baseline*	*+10% from baseline*	*+12% from baseline*	*+15% 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: ☒ 1 ☒ 4 ☒ 7 ☒ 2 ☒ 5 ☒ 8 ☐ 3 ☐ 6 Local Priorities: ☒: 1, 2, 6, 7 ☐:
Specific Annual Actions to Achieve Goal	
HTLA MS will expand Project-Based Learning integration across the curriculum HTLA MS will enhance professional development opportunities for faculty in integrating project-based learning and real world applications across the curriculum HTLA MS will work with local businesses and community organizations to provide hands-on learning opportunities	

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, 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 4*	*Level 4*	*Level 5*	*Level 5*	*Level 5*	*Level 5*
ELD	*Level 4*	*Level 4*	*Level 5*	*Level 5*	*Level 5*	*Level 5*
MATH	*Level 4*	*Level 4*	*Level 5*	*Level 5*	*Level 5*	*Level 5*
NGSS	*Level 4*	*Level 4*	*Level 5*	*Level 5*	*Level 5*	*Level 5*
HISTORY	*Level 4*	*Level 4*	*Level 5*	*Level 5*	*Level 5*	*Level 5*
CTE-4	*Level 4*	*Level 4*	*Level 4*	*Level 4*	*Level 4*	*Level 4*
HEALTH ED	*Level 4*	*Level 4*	*Level 4*	*Level 4*	*Level 4*	*Level 4*
PHYS ED	*Level 4*	*Level 4*	*Level 4*	*Level 4*	*Level 4*	*Level 4*
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: Reduce chronic absenteeism among all students and statistically significant subgroups. [**NOTE: All subgroups marked ** in the chart below are not numerically significant at this time.**]

Metric/Method for Measuring: Attendance records

APPLICABLE STUDENT GROUPS	Baseline	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	*3%*	*-1% from baseline*	*-1% from baseline*	*-1% from baseline*	*-1% from baseline*	*-1% from baseline*

English Learner Students	*5%*	*-1% from baseline*	*-2% from baseline*	*-2% from baseline*	*-2% from baseline*	*-2% from baseline*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*4%*	*-1% from baseline*	*-1% from baseline*	*-1% from baseline*	*-1% from baseline*	*-1% from baseline*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*5%*	*-1% from baseline*	*-2% from baseline*	*-2% from baseline*	*-2% from baseline*	*-2% from baseline*
African-American Students	*	*	*	*	*	*
American-Indian/Alaska Native	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*10%*	*-1% from baseline*	*-2% from baseline*	*-3% from baseline*	*-4% from baseline*	*-4% from baseline*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*1%*	*No change from baseline*	*No change from baseline*	*No change from baseline*	*No change from baseline*	*No change 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	
The school will strengthen its parent engagement efforts, particularly for families of English Learners and other at-risk groups, to ensure that all students receive the support needed for consistent attendance and academic success.	

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)	*1.2%*	*Maintain baseline*	*Maintain baseline*	*Maintain baseline*	*Maintain baseline*	*Maintain 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)	*76% completion*	*+2% from baseline*	*+4% from baseline*	*+6% from baseline*	*+8% from baseline*	*+10% from baseline*

Outcome #3: Have a participation rate of 30% 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	*3%*	*+8% from baseline*	*+12% from baseline*	*+17% from baseline*	*+22% from baseline*	*+27% from baseline*

INSTRUCTIONAL DESIGN

Innovative Components and Key Features of Educational Program

HTLA MS's CCSS-aligned core curriculum for middle school will be designed to articulate with the high school curriculum in content and methods while the pedagogical philosophy between the two campuses will be consistent. The middle grades will feature cross-curricular projects that connect learning to the "real world," as well as technology integration in all subjects. Introduction to commonly used

applications (e.g., Microsoft Office Suite, note taking applications) and multimedia techniques (web design/basic coding, basic sound and video editing, etc.) in each class will prepare students for more advanced opportunities in HighTech LA Schools' high school grades or the high school of their choice.

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

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

HighTech Middle offers independent study on a case-by-case basis pursuant to its Board-approved policy.

Backward Design/Differentiated Learning

All instruction at HTLA MS starts first with the State Standards and the state's frameworks for instructional design, all of which drive the creation of lesson plans and assessments. HTLA MS teachers will collaboratively plan units of study using the 'backward design' guidelines described in Understanding by Design (Wiggins & McTighe, 1998). This strategy advises teachers to "begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences." There are three steps to this process:

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

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

As teachers select and prioritize these learning expectations, they will be guided by thinking about the extent to which the idea, topic or process: (1) represents a 'big idea' having enduring value beyond the classroom; (2) resides at the heart of the discipline, and is tied directly to standards and standardized testing; (3) requires "uncoverage" to the extent that parts of these concepts are difficult for students to understand; and (4) offers potential for engaging students.

2. Aligning Assessments to the Desired Results: Teachers will use a variety of assessment methods including both formative and summative assessments. Methods will include quizzes or tests aligned with the style students will encounter on standardized-assessments as well as more comprehensive or authentic checks for understanding such as Presentations of Learning, informal checks, student observation, 1:1 conferencing, performance tasks and projects requiring both physical deliverables as well as public presentations. Where possible, technology will be used to expand the extent of possible

exhibition of mastery products or performances. Teachers will match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance.

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

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

Explicit instruction – particularly in reading, writing, and mathematics – 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 Charter School's pedagogy is Project Based Learning ("PBL"). PBL is a method to develop standards-based, interdisciplinary projects that connect to a real world product. Through project-based learning, our students will engage in complex and challenging tasks and problem-solving, both independently and in small groups, engaging in a depth of learning that creates true understanding beyond rote memorization of facts. Skills in planning, resource gathering, project management, and problem-solving will be developed alongside the skills specific to the project or problem. In alignment with CCSS, we will emphasize "what students can do with knowledge, rather than what units of knowledge they have," the essence of 21st century skills (Silva, 2008, p. 630). Critical thinking and collaboration will coexist alongside project management. Learning how different content areas interact represents real understanding (Cajete, 1994). In collaborative group learning, students have the opportunity to interact with and learn from other students on more complex tasks than they could

engage in alone, providing immediate feedback, encouraging them to explore their own and other students' ideas, and helping develop communication and interpersonal skills. This approach also enables students to become Self-Directed Learners, with teachers as mentors and models. Research from cognition demonstrates that self-directed learning helps students optimize the educational experience, focusing effort on useful information that they do not already possess and exposing students to information that we do not receive in merely passive observation. The active nature of self-directed learning helps students encode information and retain it over time. (Gureckis and Markant, 2012.)

Through projects, our faculty are able to accomplish a number of objectives in an engaging, relevant way for students of all ages, and enable students to:

- *Acquire, communicate, and investigate worthwhile knowledge in depth.* Instead of dividing instruction into disconnected learning blocks, students will be able to view school subjects as connected and interrelated, much like real life. As students explore topics in a variety of ways and through various sources, they will learn to relate what they are learning to their own lives. When students view their learning as having personal relevance, they put more effort into their schoolwork and achievement. (Willis, 1995; Csíkszentmihályi, 2009.) Activities 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 will serve as key resources for thematic instruction. Extensive research documents the power of reading and writing across the curriculum to create "active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas." (Vogt, 2010; see also Heibert, 1994, Fielding and Pearson, 1994.)

- *Make choices, interact, collaborate, and cooperate.* Students 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 are a wealth of resources available to our faculty online to help them develop ideas and lesson plans for project-based work, including the acclaimed Buck Institute for Education (bie.org), Edutopia, pbl-online.org and dozens of others. For middle grades, faculty will design interdisciplinary projects that enable students to engage in deeper learning as they master core content. For example, 6th graders might learn about how archaeologists use artifacts to learn about the past by learning about their peers' lives. First, each student will be asked to create a personal "culture bag," choosing five items that reflect who they are and what is important to them, and place these items in a paper bag. Then, on index cards, students write notes about each object describing why it is significant to them. Students then present the personal culture bag to the class. They take notes on each other's bags, artifacts, and what the items reveal about each of their classmates. These notes are shared on Microsoft OneNote. During this project, students will learn more about their classmates' lives, discover the similarities and differences between them, and experience the complex challenges faced by archaeologists when they try to learn about the past. Then, they will secretly (at home) create a box filled with dirt and personal artifacts for other students to excavate during class. The items in the box will be related to each artifact from their personal culture bag. Students will then participate in an "archaeological dig" where they will try to use their powers of deduction and their notes from the presentations to decipher the objects found in each student's box and determine which box belongs to whom and what story the items tell about the person who created it, just as real archeologists use facts to learn about artifacts from the past.

Technology-Infused Learning

A critical tool in our effort to personalize learning for each student is the use of technology. Students are be able to use the ever-growing body of rich on-line curriculum to practice skills and engage in fun, game-like learning that adapts continuously to their individual needs. Instruction in phonetics, reading, math, science, history and much more can be find on high-quality free websites such as khanschool.org, www.nasa.gov, pbskids.org, coolmath-games.com, and many more. In addition, our math curriculum will be dually based on the highly successful Michigan State Connected Mathematics Project and augmented by either the Aleks software from McGraw-Hill or the ST Math software from MIND Institute program. This software, has been consistently shown to realize dramatic increases in proficiency levels at schools that previously were among the lowest performers in their states. (http://mindresearch.net/cont/research/re_ResultsAtScale.php.) We also utilize State Standards-based programs enhance classroom learning.

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

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

- *Differentiated learning technology to quickly address students' academic* needs. Our middle

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

- *Real-time data delivered to teachers to improve instruction on a daily basis.* Software programs provide real-time data to teachers so that teachers know the exact levels and even specific standards mastered by students on an on-going daily and weekly basis. This allows teachers to develop and refine their instructional strategies to ensure that each and every student is meeting the defined criteria for academic success. Teachers are more effectively able to make immediate adjustments during a lesson or in preparation for a lesson because they are provided with organized, accessible, and timely data on their students' progress.

- *Format and delivery mechanism engages students and facilitates small group instruction.* Today's tech-savvy students are engaged when they are using quality technology programs in the classroom. They want to participate in their learning, and quality educational software programs offer a highly interactive, engaging experience for students. Because the programs meet students at their level, students are much less likely to be lost or bored and more likely to feel a sense of accomplishment as they progress through programs. Leveraging technology effectively can also help a teacher group students by levels and having some students work on the technology while others are working directly with the teacher in a smaller group.

- *Unique offerings for students with special needs.* We select software programs that are flexible and can meet the needs of our student population. ST Math, for example, the acclaimed online math program from the MIND Institute, includes very little language and focuses on numbers, objects and concepts. This has proven to be particularly effective for English Learners. Additionally, Achieve 3000, a literacy program, has customized supports for English Learners built into the software. Additional web-based applications and websites such as Newsela offer current readings targeted directly at a student's Lexile level, allowing all students to effectively engage in projects, classroom discussions, homework, and individual research.

- Use of Turnitin.com aids students' writing by emphasizing the re-writing process after getting feedback. This emphasis on revision is central to the Range of Writing CCSA ELA Standard. Also, Turnitin is an efficient tool in the detection of plagiarism. The emphasis of the International Society for Technology in Education (" ISTE") Standards is of central importance in an environment highly infused with information technology. Empowering students to enhance all of their cognitive processes while developing as responsible and respectful 21st Century citizens happens all at the same time with effective tools and a commitment to their application and usage.

- *Increased exposure to technology for a student population with limited access.* 21st century jobs require employees to be proficient with technology. A recent article (Thompson, 2015) looks at the shifting landscape in the labor force toward increased automation, indicating that "some economists and technologists have warned that the economy is near a tipping point. When they peer deeply into labor-market data . . . they see automation high and low—robots in the

operating room and behind the fast-food counter. They imagine self-driving cars snaking through the streets and Amazon drones dotting the sky, replacing millions of drivers, warehouse stockers, and retail workers. . . . And they wonder: *Is any job truly safe*?" Ensuring all of our students have fluency in technology will help them on their path to meaningful careers.

Social-Emotional Learning and Support

As we have emphasized throughout this petition, we believe that rapid technological advances and the pace of modern life demand that critical thinking skills, collaboration, communication, conflict resolution and self-awareness are all necessary to succeed. HTLA MS's Advisory program and strategies embedded by our faculty across all classes will be designed to ensure that our students are supported in developing their social-emotional skills and capacity to thrive in a rigorous academic setting as well as long-term. All staff will have training by "Responsive Classrooms" and will read Faber & Matzlich's *How To Talk So Kids Listen and Listen So Kids Talk* and *Why Don't Students Like School?*, by Daniel Willingham. Numerous studies have documented the impact students' social-emotional state has on learning and academic outcomes, ranging from a student's fundamental need to feel safe in an orderly school environment, to fostering motivation and self-awareness in the learning process. (Blum & Libby, 2004; Durlak, Mahoney & Boyle (2022); Hamre & Pianta, 2006; Hawkins, Smith, & Catalano, 2004; Jennings & Greenberg 2009; cited in Durlak, et al., 2011, Marzano, 2003).

Students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges (Aronson, 2002; cited in Durlak et al., 2011). Students who set high academic goals, have self-discipline, motivate themselves, manage stress, and organize their approach to work learn more and get better grades (Duckworth & Seligman, 2005; Elliot & Dweck, 2005; cited in Durlak et al., 2011). Finally, students who use problem-solving skills to overcome obstacles and make responsible decisions about studying and completing homework do better academically (Zins & Elias, 2006; cited in Durlak et al., 2011). http://www.edutopia.org/sel-research-learning-outcomes#definition

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

Responsibility Centered Discipline

Responsibility-Centered Discipline (RCD) is a relationship-based approach to behavior management that emphasizes student growth, emotional intelligence, and accountability over punitive consequences. At HTLA Middle School, RCD is a core part of Charter School's culture and approach to student engagement and behavior support.

What RCD Is:
RCD equips teachers and staff with a consistent framework for navigating challenging moments with students, using a guided five-step process called "Give 'em Five." This conversation structure includes:

1. Support – Affirming the student and showing empathy.

2. Breakdown – Clarifying how the behavior did not meet expectations.

3. Expectation – Re-stating the behavioral or academic expectation.

4. Benefit – Helping students see how meeting expectations benefits them.

5. Closure – Restoring the relationship and preparing the student to move forward.

RCD is not a script but a skill-building process. It helps students develop self-regulation and responsibility while strengthening teacher-student relationships. The approach seeks to build a culture where students learn to own their behavior and develop solutions when they struggle.

Implementation at HTLA MS:
HTLA Middle School has implemented RCD as part of a broader strategy to promote schoolwide consistency, safety, and student accountability. Teachers engage in bi-monthly structured practice of "Give 'em Five" conversations, using real-world scenarios to strengthen their responses to escalating behavior and de-escalate before removal from class becomes necessary. Administrators actively coach staff, model conversations, and oversee the Solutions Process for students who require additional support after removal from the classroom.

At HTLA MS, students are removed from the classroom only if they are unsafe or unable to complete a "Give 'em Five" process with the teacher. In those cases, the school ensures students work through their behavior and return with a solution—not simply after a time-based consequence. The Solutions Room is not a punishment space but a space for coaching, reflection, and skill development, staffed by trained adults who guide students in crafting meaningful action plans to change their behavior.

Integration with School Culture:
Responsibility-Centered Discipline is deeply aligned with HTLA MS's GRAPE values (Grit, Responsibility, Awareness, Perseverance, Empathy), and is used not only for behavior correction but for building social-emotional and leadership skills. Teachers refer to these values in "Give 'em Five" conversations, and students are encouraged to use them as a framework for personal growth.

The school's low suspension rates and strong student-staff relationships are a reflection of its commitment to relational discipline. RCD supports HTLA MS's belief that students learn best in safe, structured, and supportive environments—and that discipline is a teachable moment, not a punishment. HTLA MS continues to invest in RCD through ongoing staff training, fidelity checks, and student-centered practices that ensure every child is seen as capable of growth, responsibility, and success.

"POP" Day

One unique way in which we help to build community at HTLA MS is through a middle grade version of HTLA's acclaimed – and incredibly popular – "POP Day." Once each year, school leaders and teachers surprise the students with the POP Day – a day where the students come together to work on a surprise project. The project, designed by teachers, includes Charter School's four Schoolwide Learning Outcomes with the focus on building school community as every student in Charter School is working on the same thing at the same time. The intentionally "fun" project lasts only one day and regular classes are cancelled without notice to the students, as the project consumes all of time from 8:45 to 2:50.

A past POP Day at HTLA MS was a "Battle of the Cohorts," where students were grouped in cohorts for the day that participated in a variety of athletic, academic and creative activities for which they were

awarded points by faculty supervisors. The students organized their own teams to allow everyone to participate at their strengths or try something new. A dynamic "score board" was created to keep track of the standings throughout the day, to keep students engaged. At any point during the day, groups of students could be seen solving math problems or writing poetry or engaging in athletic competitions, for a fun day of friendly competition and community building. The challenge, and prizes being awarded to the most successful groups.

Other Innovative Components of the Instructional Program

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

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

Presentations of Learning

One of the HTLA MS's signature innovative practices is the "Presentation of Learning." Students begin learning presentation skills in the sixth grade and build upon these skills each year. While students do many presentations throughout the year in their classes, the POL is a high-stakes culminating event that every student must successfully complete to go on to the next grade level. Students will be given many opportunities to practice for their POL and as many opportunities as they need to pass their "Transitional" POL to the next grade level. The POL gives the student an opportunity to pick their "best work" and present it to a panel of faculty members. Using a rubric that increases in rigor for each grade level, a panel of two to three faculty members assess the POL and require the student to defend their work in a question and answer period.. POLs require a student to employ presentation skills, technology skills, and communication skills in a five to fifteen minute presentation (depending on grade level) that culminates in an "on the spot" question and answer period that requires students to think critically, synthesize and analyze information and reflect on their own work and academic practices.

Google Classroom

HTLA MS use an online set of tools on Google Classroom that allows teachers to give exams/quizzes, assignments, and lectures online, as well as allow students and their families to monitor assignments and classroom activities. Additionally, Google Classroom allows both students and teachers to receive immediate feedback for exams or quizzes taken online. As faculty at HTLA MS develop new assessments, curricula and tools for middle grades, these can be shared with teachers from other schools.

PowerSchool

HTLA MS uses PowerSchool as its student information system, leveraging data collection and analysis capacities to enable teachers to make timely decisions that impact student performance while creating a collaborative environment for parents, teachers and students to work together in preparing 21st century learners for the future. PowerSchool also allows parents and students real-time access to student's grades, both cumulative and on an assignment-by-assignment basis, and student attendance records. As students become self-directed learners, they will learn to track their own progress and reflect on their accomplishments and challenges in meeting their own goals for each semester.

Extracurricular Activities

HTLA Middle School offers a rich array of extracurricular programs and community activities designed to engage students, foster a sense of belonging, and create lasting memories outside the classroom. These activities are key to developing well-rounded students by providing opportunities for leadership, creativity, and fun. Below are some of the exciting extracurriculars and community engagement activities at HTLA Middle:

Community Engagement: HTLA MS encourages community involvement through activities such as the HTLA Park Meet Up and the New Families Picnic. These events help build strong connections among students, families, and staff, creating a tight-knit school community where everyone feels welcome and included.

Unique Experiences: Students have opportunities to participate in off campus adventures such as attending Dodger games, going bowling, learning candy making, getting a manicure with a teacher, and participating in sushi-making workshops. Students receive lottery tickets to participate in these activities and can buy extra tickets knowing that all money raised goes directly to funding academic field trips. These experiences are designed to be both educational and entertaining, allowing students to try new things in a supportive, fun environment and to connect with teachers on a personal level.

HTLA students participate in playful interactive and competitive eating contests such as the Wing Challenge and Pizza Challenge, which pits students against teachers but also encourages collaboration and friendly competition. New students quickly pick up on the fact that this is an important HTLA MS tradition. Other competitive traditions are the annual student vs teacher flag football and basketball tournaments, which have become a beloved source of bragging rights as the students have achieved victory only twice in the school's history. They are forever commemorated in the school yearbook. Events like these bring students together in unique ways, helping them to develop a sense of accomplishment and community.

Principal for a Day: This special event allows one student to step into the shoes of the school principal, giving them a behind-the-scenes look at school leadership. This opportunity empowers students by giving them a voice and a firsthand experience in decision-making, further connecting them to the school community.

Washington D.C./New York Trip: HTLA 8th grade students have the opportunity to participate in an educational trip to Washington D.C. and New York City. On this trip, students explore historical

landmarks and deepen their understanding of American history and government. Visiting Ellis Island and the Statue of Liberty has been especially meaningful to 8th graders since such a large percentage of the student body of HTLA MS was not born in the US or has parents or grandparents who immigrated to the US from other countries. This trip provides students with a hands-on learning experience that extends beyond the classroom and encourages a deeper appreciation for civic engagement.

"Tiger Camp" – Summer Bridge

The Summer Bridge "Tiger Camp" at HTLA Middle School is designed to provide incoming students with a seamless and engaging transition into the HTLA community. This immersive day-long program introduces students to the school's core values, expectations, and resources while also allowing them to connect with their future classmates and teachers. Through a variety of icebreakers and team-building activities, Tiger Camp helps new students acclimate to the middle school environment, easing their anxieties and building a foundation for a positive and successful school year.

One of the key highlights of Tiger Camp is the "low ropes" style team-building activities. For example, in one memorable activity, 8th graders participate in a relay race where five students must share a set of skis, coordinating their movements in perfect unison to compete against other teams. The race is filled with mayhem, wipeouts, and moments of graceful teamwork, offering students a fun and challenging way to bond with their peers.

In another activity, students create commercials to "sell" Charter School's core values of Grit, Respect, Accountability, Professionalism, and Empathy, helping them internalize and embody these values from day one. The sense of ownership students gain from this exercise encourages them to see these values as integral to their school experience.

Tiger Camp also includes a campus scavenger hunt, where teams race to find key landmarks around the school, snapping creative selfies along the way. This activity not only helps students familiarize themselves with the new campus but also fosters teamwork and camaraderie in a playful, engaging way.

The "Common Ground" activity provides an opportunity for students to share personal experiences, preferences, and interests with their peers. Whether it's finding out who prefers dogs over cats, sharing favorite colors, or expressing moments of loss, this circle-based activity creates an atmosphere of empathy, trust, and connection. Students leave this activity with a deeper understanding of their peers and a sense of belonging.

In addition to the social and emotional activities, teachers prepare students during Tiger Camp for comfort taking their math and ELA initial assessments which take place during the first week of school. These early assessments help teachers identify students' academic needs from the outset, allowing for targeted interventions to support student success throughout the school year.

How Charter School's Instructional Methodologies And Curriculum Will Ensure Student Mastery Of The California CCSS And Other State Content Standards

As detailed above, the entire content of HTLA MS' curriculum utilizes the State Standards as its foundation. Units are explicitly designed to ensure all grade-level standards are met. HTLA MS recognizes the importance of regular, ongoing professional development in the continued

implementation of the State Standards and realizes the importance of keeping abreast of developments, new publications and requirements surrounding the State Standards.

How The Instructional Program Will Support Student Development Of Technology-Related Skills And Student Use Of Technology

As evidenced by our name, technology is a critical component of our school model and is pervasive in all aspects of Charter School's culture, as it is in the world's culture. Our students in grades 6-8 use technology to solve math problems, download homework, complete writing assignments, access on-line resources, communicate with teachers and project team members, keep journals on their learning process, present their learning, and play interactive learning games. As detailed above, students will have a separate block, called S-Block, to train them in the ethical use of computers, the internet and social media, the Microsoft office suite, keyboarding, internet research, Google Classroom, and PowerSchool, basic web design and Flash animation. In addition to this technology class, technology will be integrated into all middle school classes.

All teachers use the HTLA MS website and Google Classroom for posting grades and collecting homework and class notes, giving online tests, setting up student journals, and creating discussion boards. New teachers quickly become adept with tablets and classroom touch displays, PowerPoint, the Internet and PowerSchool, HTLA MS's Student Information System ("SIS"). Evaluators will confirm that teachers effectively use technology as a tool for delivering instruction, and technology is built into evaluations through class observations and focus groups to show how achievement and instruction is impacted. As at HTLA High, students are welcome to contribute to the administration and efficacy of Charter School with their own ingenuity and skills: at the high school, one student developed an online interface for tracking student lunch requests and distribution using barcodes on student IDs. Other students have been the assistant to the IT Director.

All students are issued a tablet computer for school and home use. Students can move from classroom to classroom using their school-issued computers to access their work due to the common server. Charter School is supervised one hour before school and forty minutes after school so that students with computer needs can access technology assistance and trouble-shooting from the Technology Department. There is clear and successful site integration of technology in all classrooms. Staff sets benchmarks in technical knowledge to be mastered in each grade level within the existing curriculum – these skills are explicitly taught both within core subject courses (i.e., and English class might include specific instruction on internet research and citation skills, using Word, etc.). These benchmarks are referenced against ISTE standards.

Digital citizenship is very important. All students and interested parents are in-serviced on ethical uses of technology, and filters are installed to block inappropriate Internet content. Each parent and student also signs an Acceptable Use Policy, violation of which results in disciplinary action. Students are trained to gauge the quality and reliability of websites, and teachers check student's work for plagiarism continuously. HTLA MS staff works as a team to evaluate software and online resources. The Technology coordinator notifies staff if there are issues with an online resource or software. Teachers have the ability to block websites during their classes using a software monitoring system to keep students from being distracted by their technology.

CURRICULUM AND INSTRUCTION

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

HTLA MS's CCSS-aligned core curriculum for middle school is designed to articulate with the high school curriculum in content and methods while the pedagogical philosophy between the two campuses is consistent. The middle grades features cross-curricular projects that connect learning to the "real world," as well as technology integration in all subjects.

Introduction to commonly used applications and multimedia techniques prepares students for more advanced opportunities in HighTech LA's high school grades. The use of Google Classroom helps students and parents stay informed as to what is happening in the classroom.

CURRICULUM/KEY FEATURES BY SUBJECT AREA

English Language Arts (Core)

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

In middle school, students are expected to grapple with different texts and analyze the development of arguments throughout each text, comparing and contrasting the writer's argument, and analyzing the validity of evidence presented. Students will read rigorous fiction and non-fiction texts, prose and poetry, including Shakespeare in 8th grade. We utilize Accelerated Reader and other interactive programs like READ 180, Jostens and Achieve 3000 to provide access to a vast online library, along with interactive assessments to drive student progress as a means of strengthening and assessing students' reading levels, enabling teachers to push students to greater levels of complexity based on the data generated from this interactive tool. Our faculty continuously differentiates and scaffolds instruction to ensure that each student is able to meet grade level standards, with the goal that all students complete 8th grade at or above grade level in reading.

Students in middle grades, in accordance with CCSS for the grade levels, will learn to diagram complex sentences, engage in close reading of complex content, debate and discuss what they have read, and self-assess their own writing and analysis. Central to the students' progress in grades 6-8 as they enter secondary education and prepare for high school curriculum is the use of evidence to support a thesis.

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

In addition to reading and writing, ELA and other core subjects will include specific emphasis on listening and speaking skills, including students' term-end Presentations of Learning. Students will be taught that active, effective listening is a habit to develop and the foundation of effective communication. Students will have continuous opportunities to practice speaking clearly and using complete sentences during formal oral reports and presentations. Teachers will develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics will provide students with an understanding of the components of effective speaking enabling them to reflect on their own performance and from the presentations of their peers.

Public presentation of projects and of other arguments is a fundamental skill emphasized at our school. Students regularly speak publicly. They receive specific instruction on public speaking and presenting. Additionally, they will, through repeated practice, come to understand the differences between writing an essay and presenting it publicly. Our students perform two formal presentations per year, which follow a specific rubric and will prepare students for presentations at the high school level and beyond.

English Language Development

At High Tech LA Middle, our English Language Development program is built on the belief that multilingualism is a strength and that English Learners thrive when given access to rich academic content and authentic opportunities to use language in meaningful ways. Our vision is closely aligned with the California ELD Standards and emphasizes purposeful communication, academic language development, and critical thinking through language. Through a dynamic blend of designated and integrated ELD instruction, we ensure that all English Learners receive the support necessary to become confident, college-ready communicators who actively participate in their learning communities.

Our ELD program is designed to develop language across all domains—listening, speaking, reading, and writing—within the context of HTLA MS project-based learning environment. Students are regularly engaged in collaborative tasks, presentations, text analysis, and reflective writing, all scaffolded to meet their current proficiency level. Whether constructing an argument, explaining a scientific process, or analyzing character development in literature, students use English for authentic academic purposes in ways that align with the disciplinary expectations of each subject area.

The program is structured around three proficiency levels—Emerging, Expanding, and Bridging—each with tailored instructional strategies. At the Emerging level, students are typically newcomers or early English learners developing foundational skills. Instruction emphasizes oral language development, visual supports, and structured routines that promote confidence and engagement. As students progress into the Expanding level, they begin to communicate more independently and with greater complexity. At this stage, instruction focuses on supporting their ability to comprehend and produce

increasingly sophisticated academic texts. Finally, students in the Bridging level engage with grade-level content using minimal supports. These students refine their command of academic vocabulary, grammar, and rhetorical structure as they prepare for reclassification and greater independence.

Throughout all levels, the program fosters metalinguistic awareness—encouraging students to reflect on how English works in different contexts. Teachers use the ELD Standards to plan both designated instruction and integrated supports, ensuring that language learning is intentional and embedded across the curriculum. Student progress is monitored through English Language Proficiency Assessments for California ("ELPAC") results, classroom-based performance assessments, and student work portfolios that reflect both language growth and content mastery.

Family and community engagement is also a core component of our vision. We believe families are essential partners in students' academic journeys. We communicate regularly in families' home languages and offer workshops and resources to support learning at home. EL families are invited to participate in decision-making processes through the English Learner Advisory Committee (ELAC), parent-teacher conferences, and reclassification planning meetings.

Ultimately, our vision is to cultivate empowered, multilingual students who see their language and culture as assets. Through equitable access to rigorous instruction and a supportive school community, English Learners at HTLA Middle School will develop the language and academic skills needed to thrive in high school, college, and beyond.

Mathematics (Core)

Learning objectives and outcomes are aligned to the rigorous CCSS mathematics standards. Teachers use the *Mathematics Frameworks for California Public Schools* for planning and guidance. The goal of the math curriculum is to make students fluent with numbers, to build mathematical reasoning skills, to develop a strong math vocabulary and to apply algebraic concepts to problem solving.

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

As detailed on Illustrative Math's website, key concepts addressed in 6th Grade are:

- Understand the concept of area and surface area as measurable attributes of 2D and 3D shapes.
- Find area of polygons by decomposing and composing into rectangles, triangles, and parallelograms.
- Develop strategies to calculate surface area of right rectangular and triangular prisms using nets.
- Represent and solve real-world problems involving surface area.
- Understand a ratio as a relationship between two quantities.
- Use ratio language to describe relationships.
- Represent ratios with tables, diagrams, and double number lines.

- Solve real-world and mathematical problems involving equivalent ratios.
- Understand and use unit rate as a comparison of two quantities with different units.
- Connect ratio reasoning to unit rates (e.g., price per item, speed).
- Understand percent as a rate per 100 and use percent to describe and solve problems.
- Convert between fractions, decimals, and percentages.
- Interpret and compute quotients of fractions, and solve word problems involving division of fractions.
- Use visual models (e.g., number lines, diagrams) to represent division of fractions.
- Connect multiplication and division of fractions as inverse operations.
- Develop fluency with multi-digit division and decimal operations.
- Understand place value relationships when multiplying and dividing by powers of ten.
- Use area and partial product models to multiply decimals.
- Add, subtract, multiply, and divide decimals using standard algorithms.
- Understand the use of variables to represent numbers in expressions and equations.
- Write and evaluate numerical expressions involving whole-number exponents.
- Apply properties of operations to generate equivalent expressions.
- Solve one-step equations and use variables in real-world contexts.
- Extend understanding of number lines to include negative numbers.
- Interpret and compute with rational numbers in real-world contexts.
- Plot points in all four quadrants of the coordinate plane.
- Understand opposites and absolute value.
- Recognize statistical questions and understand data variability.
- Summarize numerical data sets using measures of center (mean, median) and spread (range, MAD).
- Display data using dot plots, histograms, and box plots.
- Interpret data and make comparisons between distributions.

(https://im.kendallhunt.com/MS/teachers/1/index.html)

Grade 7 extends students' proportional reasoning and builds fluency with operations involving rational numbers. Students solve problems involving scale drawings, percents, and multi-step ratios. They develop a deeper understanding of linear relationships and solve equations and inequalities. Geometry focuses on angle relationships and three-dimensional measurement, while probability and statistics are introduced through analyzing chance events and data distributions.

Key concepts addressed in 7th Grade are:

- Understand scale as a multiplicative relationship between lengths.
- Interpret and create scale drawings.
- Solve problems involving scale, including calculating actual lengths and areas.
- Recognize and represent proportional relationships using tables, graphs, and equations.
- Identify the constant of proportionality (unit rate).
- Use proportional reasoning to solve real-world problems, including percentages and conversions.
- Understand radius, diameter, and circumference as attributes of a circle.
- Derive and use the formulas for circumference and area of a circle.

- Solve problems involving circles in mathematical and real-world contexts.
- Apply proportional reasoning to percent increase/decrease, discounts, taxes, and markups.
- Solve multi-step percent problems.
- Use equations to model percent relationships.
- Add, subtract, multiply, and divide signed numbers (integers and rational numbers).
- Apply operations to rational number contexts, including real-world scenarios.
- Develop fluency with rational number operations through estimation and reasoning.
- Use properties of operations to generate equivalent expressions.
- Solve multi-step equations and inequalities involving rational numbers.
- Use equations and inequalities to represent and solve real-world problems.
- Use angle relationships to solve problems (complementary, supplementary, vertical, adjacent).
- Understand the sum of angles in a triangle and its applications.
- Calculate surface area and volume of prisms and composite solids.

(https://im.kendallhunt.com/MS/teachers/2/index.html)

Grade 8 focuses on preparing students for high school algebra. Students study linear functions, slope, systems of equations, and the connections between geometry and algebra through transformations and similarity. They develop an understanding of irrational numbers, the Pythagorean Theorem, and scientific notation. Students explore functions, volume of solids, and use statistics to describe associations between variables in real-world contexts.

Key concepts addressed in 8th Grade are:

- Understand translations, rotations, and reflections as rigid motions that preserve distance and angle.
- Use transformations to define congruence.
- Use sequences of transformations to determine congruence between figures.
- Understand dilation as a transformation that preserves shape but not size.
- Use dilations and rigid motions to define similarity.
- Understand slope as a constant rate of change and interpret it in contexts.
- Recognize and represent linear relationships using equations, graphs, and tables.
- Understand the meaning of slope and y-intercept in a linear equation.
- Solve real-world problems involving linear models.
- Solve one-variable linear equations with rational number coefficients.
- Understand and solve systems of two linear equations using graphs, substitution, and elimination.
- Interpret solutions in context.
- Understand a function as a rule that assigns each input exactly one output.
- Use multiple representations of functions (tables, graphs, equations).
- Compare linear and non-linear functions.
- Apply volume formulas to cones, cylinders, and spheres.
- Construct and interpret scatter plots.
- Describe associations between two numerical variables (positive, negative, or no correlation).
- Use lines of best fit and analyze residuals.
- Use properties of integer exponents to simplify expressions.
- Perform operations with numbers in scientific notation.
- Apply scientific notation to solve problems involving very large or very small quantities.

- Understand and apply the Pythagorean Theorem in 2D and 3D contexts.
- Estimate and compare irrational numbers.
- Represent irrational numbers on the number line and convert between decimal and radical form.

(https://im.kendallhunt.com/MS/teachers/3/index.html)

Faculty also utilize ALEKS for additional skills development and mastery of content standards. ALEKS, the online component, includes engaging, CCSS-aligned manipulative games that are mastery-based. ALEKS offers help for students in need of remediation and builds on students' conceptual understanding of select on-grade-level math concepts from 6th, 7th and 8th grade mathematics. The software is designed to connect interactive visual models to abstract concepts and language components for each math topic which helps ELs as they gain English language proficiency. The built-in diagnostic tool personalizes the learning path for students and give each student the intervention content that he or she needs. Individualized student reports provide teachers with diagnostic results and real-time content mastery for each student.

Science (Core)

At HTLA Middle School, science instruction is rooted in the Next Generation Science Standards (NGSS) and delivered through the Stile curriculum, a research-based, NGSS-aligned platform that integrates scientific phenomena, literacy, and data analysis in real-world contexts. Stile's blended learning model combines interactive digital activities with hands-on investigations, fostering student engagement and deep conceptual understanding.

Across grade levels, students learn to apply the scientific method through course-based experiments and collaborative inquiry. They design controlled investigations, collect and interpret both qualitative and quantitative data, and apply scientific reasoning to draw conclusions and communicate findings using scientific writing. A key strength of the program is how students connect science to current social and global issues, exploring topics such as climate change, sustainability, and public health through a multidisciplinary lens. These skills are evident in both unit projects and formal presentations of learning (POLs), where students must synthesize evidence to support claims and apply their understanding to novel scenarios.

Teachers also tailor instruction to individual and group needs, using SDAIE strategies to support English Learners and differentiated methods for advanced learners. For example, Google Apps like Sheets and Docs are used to scaffold data collection and analysis tasks, as well as to facilitate peer feedback and reflection. Technology is also used to enrich lab reports, graphs, models, and simulations.

Science teachers at HTLA MS rely on a balance of formative and summative assessments, including hands-on labs, research projects, short-response questions, collaborative presentations, and traditional tests or quizzes. This ensures that assessment practices measure both content mastery and scientific practices as defined by NGSS.

Ultimately, HTLA MS's science program builds a foundation not only for success in high school and beyond, but also prepares students to be scientifically literate citizens equipped to think critically and solve problems in a rapidly evolving world.

Social Studies (Core)

In Social Studies, HTLA MS utilizes the State Standards. Students will understand and apply concepts of cause and effect and evaluation of historical documents, create electronic slideshows to aid public presentations of their work, use Internet search engines to find digitized primary historical documents and public domain books, create storyboards for a dramatic presentation, and use critical thinking skills to analyze events in history and make connections between historical events and current world issues. Students will extend these skills to the creation of songs and short videos.

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

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

Advisory Program

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

Staying with the same Advisor throughout the program is crucial. Studies show that a major stumbling block in the educational development of underserved students is consistency. (For a more detailed survey of this and topics related to student post-secondary success see Kuh, Kinzie, et al, 2006.) Many students live in overburdened households, shifting residences, schools, friends and family members.

Also, the media and pace of current events contribute to conditioning students to live in a sound-bite world where immediate gratification and short-term goals are the norm. This is one idea behind the Advisory program. Helping students become stronger, more confident in their abilities, and more comfortable and accepting of their own presence at school leads to them reaching for greater and greater goals.

Real education is long-term. The Advisory model forces students to focus and with the consistent guidance in the advisory period, gives them the opportunity to stretch and reach, ponder and plan, work and wait for the satisfaction of a long-term goal achieved. Students will learn about college readiness (e.g. the UC/CSU "A-G" requirements), financial aid, and more (these also will be covered in parent education events). Additionally, there is an articulation between the student and the Advisor regarding issues with academic and social progress.

Advisory provides a context for academic planning, home/school communication, class and community building, and reflection about HTLA MS's philosophy and program, tied to Charter School's SLO's of collaboration, technology, communication, and community ethics and responsibility. Advisory will include specifically designed curriculum in thematic units, aligned to core learning in other subjects, such as the following:

- ***Goal Setting:*** This unit will introduce the advisory plan and provide students with time to identify their top personal goals for the semester, share their goals, make an individual online advisory folder and maintain a journal in that folder.

- ***Show and Tell a Current Event:*** This unit focuses on popular current topic such as bullying. Students are asked to define bullying and identify incidents related to bullying. Students maintain a Current Event journal, work in groups to research a current event about bullying and culminate in student presentations to their peers. Supported by Newsela, this will allow all students an opportunity to engage in a discussion/presentation about an event connected to the larger community.

- ***Fall Presentation Of Learning and Spring POL Preparation:*** The lessons in this unit are built to help students succeed in their Presentations of Learning, including an assembly with examples of the best POLs by grade level. Advisors review the POL concept, expectations, evaluation and rubric. Advisors also assist students to identify potential topics and select a topic for presentation.

- ***Cross Grade Community Project:*** Students will work in committees to select a community organization that they will adopt and support for the semester through the creation of PSA's, flyers and fundraising activities, culminating in a community meeting rally showcasing the PSA's and emphasizing the successful fund-raising and service commitment.

- ***Support Unit:*** Time will be set aside in Advisory in the period leading into fall and spring final exams, to provide strategies for preparing for final examinations and review of study guides provided on Google Classroom by faculty for students for each course. Peer tutoring and quiet study time will be scheduled to assist students as they prepare for exams. Advisors may also facilitate additional supports as needed, including referrals to the Student Success Team ("SST").

- ***Gratitude Project:*** Advisories will create gratitude slogans and posters that displayed around

the school campus in the fall semester. In Advisory, students will discuss things in their lives about which they were most thankful and write and post thank you letters to people who made a difference in their lives. Throughout the project, Advisories will compete in a canned food drive to support the LA Food Bank.

- ***Dream Project:*** Built around the birthday of Dr. Martin Luther King Jr., Advisories will spend time reading articles about the Civil Rights Movement, viewing documentaries, and looking at Civil Rights photos. Each Advisory will create a Gallery of Civil Rights photos and quotes that will be exhibited along the walkways of Charter School. Each Advisory will create a poster that collects everyone's dreams which will be joined together in the Great Room of Charter School to create Charter School's Wall of Dreams.

Visual Arts (Core)

At High Tech LA Middle, the Visual Arts program empowers students to explore identity, express ideas, and engage critically with the world through creative expression. Rooted in our commitment to equity and innovation, our program fosters artistic fluency, cultural literacy, and interdisciplinary connections that support the whole child.

Creativity with Purpose
Students will develop foundational and advanced skills in various visual media—including drawing, painting, sculpture, digital arts, and mixed media—to communicate ideas and narratives that reflect their individual identities and perspectives on community and global issues.

Integration with Project-Based Learning
Visual arts is embedded in interdisciplinary projects, enabling students to apply artistic processes to real-world problems. Students use visual storytelling to deepen inquiry in science, history, and ELA, creating meaningful exhibitions and public-facing work that strengthens academic learning.

Equity, Identity & Representation
The program centers diverse artists, voices, and cultural traditions. Students will examine how visual arts shape—and are shaped by—social, political, and cultural forces. We emphasize art as a tool for self-exploration, justice, and community dialogue.

Authentic Audiences & Public Exhibition
Student artwork will be featured in exhibitions, community events, and digital portfolios. Through critique and reflection, students build confidence in their creative voice and learn to articulate their process and intent.

21st Century Skills
Students develop critical thinking, collaboration, and visual communication skills that prepare them for high school, college, and careers in both the arts and beyond. Digital tools and design thinking are integrated throughout the curriculum to reflect the skills of today's creative economy.

Technology

Technology instruction is integrated into all course curricula and concentrates on the use of the standard suite of applications used in business, including word processing, spreadsheets, simple

database creation, and presentation software. Students also utilize the Cyber Civics curriculum Students are exposed to a variety of assignments centered on various computer activities. Technology areas covered:

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

As evidenced by our name, technology is a critical component of our school model and will be pervasive in all aspects of the school's culture, as it is in the world's culture. Our students in grades 6-8 will use technology to solve math problems, download homework, complete writing assignments, access online resources, communicate with teachers and project team members, keep journals on their learning process, present their learning, and play interactive learning games. As detailed above, students will complete "technology" coursework to train them in the ethical use of computers, the internet and social media, Google apps and google classroom, keyboarding, internet research, and PowerSchool.

X Block/PE (Core)

X Block/PE is a rotating physical education and wellness course that includes a variety of units focused on sports, fitness training, and wellness. Students meet PE standards while building teamwork, resilience, and health literacy, and teachers lead structured drills and cooperative games for the students.

X Block/PE is an important time in our program that serves multiple purposes. X Block/PE gives the students a time to exercise which is critical to a healthy lifestyle. The session also gives a break, both cognitively and emotionally, from a rigorous academic program. This break allows students to stay focused on the demanding program of study.

S Block

S- Block is a time period devoted solely to academic review, enrichment and support. All grade levels will have time set aside throughout the week in which designated ELD instruction or other academic support and intervention can occur. In addition, it provides time during the school day for students to make up missing assignments or quizzes, get started on homework assignments or work in groups on assigned projects. The S- Block serves as a comprehensive technology and life skills learning period where all students receive essential instruction across multiple domains, including proper technology usage protocols, academic citation in MLA format, and school-wide learning objectives that ensure every student graduates with critical competencies. Students learn to create professional slide decks with effective visual design and clear messaging, develop and deliver compelling speeches with proper structure and delivery techniques, and gain fundamental financial literacy skills including budgeting, saving, and understanding basic economic principles. The program includes hands-on training in Google Workspace applications, teaching students to create data visualizations using Google Sheets for pie charts and graphs, collaborate effectively on group projects through Google Docs with real-time editing and commenting features, and master the basics of coding through accessible block-based programming platforms that introduce computational thinking and problem-solving skills. Additionally, students develop presentation skills that encompass research, organization, visual aids, and confident public

speaking, while also learning to craft professional resumes that highlight their skills, experiences, and achievements in formats appropriate for college applications and future employment opportunities, ensuring they graduate with both technological proficiency and essential life skills needed for academic and professional success.

ENRICHMENT AND INTERVENTION PROGRAMS

HTLA Middle School has developed structured intervention and enrichment programs designed to ensure all students receive support tailored to their individual needs while also engaging in high-interest, challenging academic and extracurricular activities.

Intervention Programs

HTLA MS utilizes a multi-tiered system of supports (MTSS) to provide targeted academic and behavioral interventions to students who need additional help. This approach ensures that students struggling with English Language Arts, Mathematics, English Language Development, or socio-emotional skills receive timely, effective support.

HighTech MS offers independent study on a case-by-case basis for students who are unable to access the in-person curriculum due to extended illness or other extenuating circumstances. In all such situations, parents or guardians will meet with the principal in order to develop a plan for independent study for the particular student based on their circumstances and in accordance with the Board-approved policy and California law. Charter School will maintain an independent study Board Policy and a Master Agreement for each student enrolled in independent study.

Academic Intervention

HTLA MS identifies students in need of additional academic support every five weeks through NWEA MAP assessments, classroom performance data, and teacher observations. These students receive intervention support through the following programs:

- Intervention Classes: Dedicated pull-out and push-in support sessions for students struggling in core subjects, particularly math and English language arts, during S-Block or integrated in academic class periods.
- Targeted Tutoring: Before and after-school tutoring programs provide one-on-one and small-group instruction for students needing additional practice.
- ELD Support: English Learners receive designated ELD instruction twice per week and integrated ELD support in all academic classes. Teachers use Specially Designed Academic Instruction in English techniques, scaffolding, and targeted vocabulary instruction to support language acquisition.
- Workshop Classes & Small Group Instruction: Teachers work with small groups of students focusing on reading comprehension, writing, and math skills based on real-time assessment data.

Student Success Team & Individualized Supports

Students needing more intensive intervention are monitored through the SST process, which includes

teachers, administrators, counselors, and families. These students may receive:

- Personalized intervention plans based on student needs.
- One-on-one academic counseling to improve study skills and organization.
- Support from paraprofessionals and intervention teachers.
- Accommodations in coursework to help students access grade-level material.

Social-Emotional and Behavioral Support

HTLA MS also prioritizes social-emotional learning and positive behavior intervention systems (PBIS).

- Advisory Program: Weekly SEL lessons to help students develop self-awareness, emotional regulation, and social skills.
- Responsibility-Centered Discipline: A school-wide discipline model that encourages student accountability and conflict resolution skills.
- Counselor-Led Support Groups: Small groups for students struggling with anxiety, social-emotional development, or school transitions.
- Check-ins with Teachers and Administrators: Students struggling behaviorally or academically meet regularly with their advisor or an administrator to develop individualized success plans.

Enrichment Programs

HTLA Middle School fosters engagement, curiosity, and leadership by providing a wide range of elective courses, extracurricular activities, and project-based learning experiences.

Elective Program

HTLA MS offers diverse elective courses that allow students to explore their interests and develop new skills. Some past electives include:

- STEM & Robotics: Coding, Creative Engineering, Not So Simple Machines
- Performing Arts: Theater, Film Studies
- Visual Arts: Ceramics, Digital Photography, History in Clay
- Language & Humanities: Spanish, Greek Mythology, Norse Mythology, Forensic Science
- Leadership & Debate: Model UN, Student Leadership, Sports Writing
- Creative Expression: Paper Craft, Yearbook, Comic Book Studies

These electives enhance student engagement, build critical thinking skills, and provide real-world learning experiences.

Project-Based Learning & Cross-Curricular Activities

HTLA MS integrates project-based learning across subjects to promote collaboration, problem-solving, and deep inquiry.

- Modern Slavery Project: An interdisciplinary history and art project where students research human trafficking, create awareness posters, and present their

findings at an open house event.
- Winter Research Project: 7th graders study natural disasters in science and write structured essays in English, strengthening their analytical and writing skills.
- Presentations of Learning: Twice a year, students present in-depth projects to a panel of faculty, parents, and community members, developing their public speaking and critical thinking abilities.
- Silk Road Travel Itinerary Project: A history and geography project where students create interactive trade route simulations, blending historical analysis with digital storytelling.

Leadership & Community Engagement

- Student Government & Leadership Elective: Students take an active role in shaping school culture by planning events, running elections, and working on community service projects.
- PATH (Parents and Teachers of HighTech LA) & Family Engagement: Parents help organize events, fundraise for field trips, and volunteer for classroom activities.
- Parent-Student Workshops: Counselor-led sessions on adolescent development, academic success, and high school readiness.

Sports & Physical Activity

- X-Block/PE Exercise Sessions: Students select from basketball, yoga, ultimate frisbee, volleyball, soccer, dance, and more.
- Annual Student vs. Teacher Flag Football & Basketball Games: These school traditions foster community spirit and friendly competition.

Field Trips & Special Experiences

HTLA MS provides hands-on learning opportunities through enrichment field trips, including:

- Washington D.C. & New York Trip: 8th graders explore U.S. history and government, visiting national monuments, museums, and cultural sites.
- Dodgers Stadium STEM Day: A real-world application of math and science concepts in a professional sports setting.
- Interactive Museum Visits: Trips to The Getty, Museum of Tolerance, and La Brea Tar Pits.
- Cultural Experiences: Sushi-making classes, attending live theater performances, and career day guest speakers.

HTLA Middle School's intervention and enrichment programs work together to support all students academically, socially, and personally. Through targeted intervention strategies, engaging enrichment activities, and project-based learning, HTLA MS ensures that students are both supported and challenged as they prepare for high school and beyond.

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COMPREHENSIVE COURSE LIST

6th Grade	7th Grade	8th Grade
Grade 6 Language Arts	Grade 7 Language Arts	Grade 8 Language Arts
Ancient World History	Medieval World History	U.S. History and Geography
Grade 6 Integrated Math	Grade 7 Integrated Math	Grade 8 Integrated Math
Advisory	Advisory	Advisory
Earth Science 6	Life Science 7	Physical Science 8
Elective	Elective	Elective
X Block/PE	X Block/PE	X Block/PE
S Block (Designated ELD)	S Block (Designated ELD)	S Block (Designated ELD)

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Curricular and Instructional Materials

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

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

HTLA MS Textbook List

GRADE	SUBJECT	PUBLISHER	TITLE
6	English	Savaas	MyPerspectives
7	English	Savaas	MyPerspectives
8	English	Savaas	MyPerspectives
6	Math	Illustrative Math	Grade 6 Course
7	Math	Illustrative Math	Grade 7 Course
8	Math	Illustrative Math	Grade 8 Course
6	Science	Stile	Stile: Issues and Earth Science
7	Science	Stile	Stile: Issues and Life Science
8	Science	Stile	Stile: Issues and Physical Science
6	Social Studies	TCI	History Alive! The Ancient World
7	Social Studies	TCI	History Alive! The Medieval World and Beyond

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

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

- Assess student test scores, project and homework assignments, individual strengths and weaknesses. (Data on new incoming students is collected during Bootcamp and from previous school's scores, where available.) Build student and cohort profiles. (This dynamic process is ongoing as students improve and/or fall behind during a school year.)
- Acquire and introduce State-approved State Standards-based instructional materials to ALL students.
- Collect materials as needed to supplement approved texts for use with ALL students, such as supplemental readers and workbooks, Internet websites, instructional kits (e.g., for solar cooker and robotics design), and articles about current events, etc.
- Collect materials appropriate for special subgroups and/or individual students and introduce to the appropriate students.
- Continuously review the progress of each student and make necessary changes, such as switching their supplemental materials, adding more or less rigorous materials, etc.

Course Descriptions:

ENGLISH LANGUAGE ARTS

Grade 6 English Language Arts (Core)

In 6th grade ELA, students begin developing foundational skills in literary analysis and evidence-based writing. Using Savvas MyPerspectives and guided by the CCSS, students read both fiction and nonfiction texts, learn to annotate and summarize complex ideas, and build vocabulary through Newsela and Thinking Maps. Instruction is integrated with grammar, mechanics, and usage, with frequent opportunities for public speaking and writing reflections.

Grade 7 English Language Arts (Core)

7th graders deepen their engagement with argumentative writing, comparative analysis, and author's craft. Using the MyPerspectives curriculum, students explore diverse literary voices, participate in Socratic discussions, and examine texts for tone, theme, and rhetorical devices. Teachers use technology tools like ReadWorks and Nearpod to enhance comprehension and support differentiated instruction. Term-end Presentations of Learning are used to reinforce oral communication and critical thinking skills.

Grade 8 English Language Arts(Core)

8th grade ELA emphasizes preparing students for high school-level literacy demands. Through *MyPerspectives* and Achieve 3000, students tackle rigorous texts, including Shakespeare and historical nonfiction, to strengthen argumentative writing and literary analysis. Focus areas include using textual evidence effectively, developing a thesis, and engaging in structured debate. Students revise their writing with support from tools like Turnitin, and practice high-level public speaking during their formal

POLs.

MATHEMATICS

Grade 6 Integrated Math(Core)

Using *Illustrative Math*, 6th grade students build a solid foundation in ratio reasoning, decimal operations, and expressions. They apply problem-solving strategies to surface area, fractions, and early algebraic concepts. ALEKS provides personalized support, ensuring all students—especially English Learners—can visualize and master math concepts at their own pace.

Grade 7 Integrated Math(Core)

In 7th grade, students extend their understanding of proportions, percent, rational numbers, and simple equations. *Illustrative Math* is used to reinforce conceptual learning through real-world contexts. Students engage in hands-on exploration and digital tools like Desmos and Nearpod, while targeted workshops support learners needing additional practice with multi-step problem solving and geometry.

Grade 8 Integrated Math (Core)

8th graders prepare for high school algebra by exploring linear functions, systems of equations, and the Pythagorean Theorem. The curriculum incorporates scientific notation, transformations, and function analysis through *Illustrative Math*. ALEKS continues to provide intervention and acceleration opportunities, and students are supported in using precise mathematical language in both oral and written explanations.

SCIENCE

Grade 6 Earth Science (Core)

Students in 6th grade explore Earth's systems through *Stile: Issues and Earth Science*, connecting geologic processes to climate and sustainability. Lab investigations, digital simulations, and project-based units help students understand cause-and-effect relationships across Earth's spheres. Students also practice scientific writing and data analysis using Google Apps and collaborative tools.

Grade 7 Life Science (Core)

7th grade science is centered on biology and ecosystems. Students investigate genetics, cells, and biodiversity through hands-on labs, case studies, and performance tasks in *Stile: Issues and Life Science*. Instruction emphasizes collaboration, modeling, and academic vocabulary development. Projects often intersect with social topics like public health and food systems.

Grade 8 Physical Science (Core)

In 8th grade, students explore the laws of motion, energy transformations, and chemical reactions. With *Stile: Issues and Physical Science* as the core, lessons include simulations, experiments, and real-world engineering challenges. Teachers emphasize NGSS practices, and students complete lab reports and digital presentations that showcase both their conceptual understanding and scientific literacy.

SOCIAL STUDIES

Grade 6 Ancient World History (Core)

Using *History Alive! The Ancient World*, students examine early civilizations including Mesopotamia, Egypt, Greece, and Rome. Lessons are project-based and integrate primary sources, dramatic role-play, and hands-on geography. Students explore the roots of governance, religion, and economics while learning historical analysis and note-taking skills.

Grade 7 Medieval World History (Core)

7th graders study the cultural and political evolution of societies in Asia, Africa, the Americas, and Europe with *History Alive! The Medieval World and Beyond*. Students explore themes of trade, belief systems, and revolutions through interactive mapping, simulations, and inquiry-based essays. Connections are made between medieval history and current global issues.

Grade 8 U.S. History and Geography (Core)

With *History Alive! The United States Through Industrialism*, students explore American history from colonial times through the early 20th century. Students engage in simulations, structured debates, and research-based writing, learning to evaluate primary sources and analyze the impact of key figures and movements on modern U.S. society.

Electives

Examples of potential electives:

Visual Art (Non-core)

Students explore foundational techniques in drawing, painting, and sculpture while studying the elements of art and principles of design. Projects emphasize self-expression and personal narrative, and students engage in peer critiques and artist studies to build visual literacy and confidence.

Financial Literacy (Non-core)

This engaging course introduces students to essential money management skills that will serve them throughout their lives. Students will explore fundamental concepts including budgeting, saving, and understanding the difference between needs and wants through hands-on activities and real-world scenarios. The curriculum covers basic banking concepts, the importance of credit and how it works, and an introduction to entrepreneurship and career planning. Through interactive projects like creating personal budgets, comparing prices while shopping, and designing small business plans, students develop critical thinking skills about money decisions. By the end of the course, students will have the confidence and knowledge to make informed financial choices, understand the value of saving for goals, and appreciate how smart money habits established now can positively impact their future financial well-being.

Art History (Non-core)

Students will explore diverse cultures and civilizations through their artistic expressions, from ancient

Egyptian pyramids and Greek sculptures to Renaissance masterpieces and modern street art. Through engaging activities, virtual museum tours, and hands-on projects, students will learn to "read" artworks like detectives, uncovering clues about how people lived, what they believed, and how they saw their world. This course develops critical thinking skills while building cultural awareness and visual literacy, helping students understand that art is not just decoration but a powerful form of communication that connects us across time and geography.

Poetry and Cursive (Non-core)

This integrated language arts course combines the study of poetic expression with the development of cursive handwriting skills to enhance students' literacy and fine motor development. Students will explore various forms of poetry including haiku, sonnets, free verse, and narrative poems while simultaneously practicing cursive letter formation, spacing, and fluency. The curriculum emphasizes the connection between the physical act of writing and creative expression, demonstrating how the flowing movements of cursive script can enhance the rhythm and flow of poetic composition. Through daily handwriting practice sessions and weekly poetry workshops, students will develop both technical penmanship skills and literary appreciation while building vocabulary, understanding figurative language, and improving reading comprehension. Each unit incorporates historical context, examining how poets throughout different eras used handwritten manuscripts to craft their work, and students will create their own handwritten poetry collections as culminating projects. This course strengthens fine motor coordination, promotes cognitive development through multisensory learning, and provides students with foundational skills in both traditional penmanship and creative writing that support academic success across all subject areas.

Mythbusters Experiments and Real-Life Applications (Non-core)

This inquiry-based science course utilizes experimental methodologies inspired by the television series Mythbusters to develop students' understanding of scientific principles and critical thinking skills. Students will systematically investigate common misconceptions, urban legends, and scientific claims through carefully designed laboratory experiments that emphasize safety protocols and proper data collection techniques. The curriculum integrates core concepts from physics, chemistry, and engineering while demonstrating practical applications of scientific principles in everyday technology and industry. Through collaborative investigation and analysis, students will strengthen their proficiency in the scientific method, data interpretation, and evidence-based reasoning. Each unit connects experimental findings to real-world applications, illustrating how scientific understanding drives innovation in fields such as automotive safety, materials science, and consumer technology. This course prepares students to approach information with scientific skepticism and provides foundational skills in experimental design and quantitative analysis essential for advanced STEM coursework.

X Block/PE (Non-core)

X Block/PE is a rotating physical education and wellness course that includes a variety of units focused on sports, fitness training, and wellness. Students meet PE standards while building teamwork, resilience, and health literacy, and teachers lead structured drills and cooperative games for the students.

S Block (Non-core)

S- Block is a time period devoted solely to academic review, enrichment and support. All grade levels will have time set aside throughout the week in which designated ELD instruction or other academic support and intervention can occur. In addition, it provides time during the school day for students to make up missing assignments or quizzes, get started on homework assignments or work in groups on assigned projects. The S- Block serves as a comprehensive technology and life skills learning period where all students receive essential instruction across multiple domains, including proper technology usage protocols, academic citation in MLA format, and school-wide learning objectives that ensure every student graduates with critical competencies. Students learn to create professional slide decks with effective visual design and clear messaging, develop and deliver compelling speeches with proper structure and delivery techniques, and gain fundamental financial literacy skills including budgeting, saving, and understanding basic economic principles. The program includes hands-on training in Google Workspace applications, teaching students to create data visualizations using Google Sheets for pie charts and graphs, collaborate effectively on group projects through Google Docs with real-time editing and commenting features, and master the basics of coding through accessible block-based programming platforms that introduce computational thinking and problem-solving skills. Additionally, students develop presentation skills that encompass research, organization, visual aids, and confident public speaking, while also learning to craft professional resumes that highlight their skills, experiences, and achievements in formats appropriate for college applications and future employment opportunities, ensuring they graduate with both technological proficiency and essential life skills needed for academic and professional success.

Western Association of Schools And Colleges (WASC) Accreditation

HTLA MS will seek WASC accreditation.

Academic Calendar and Schedules

The school calendar shares nearly all vacations and holidays with the Los Angeles Unified School District and includes 175 days of school instruction, barring emergency school closure(s), and 56,265 minutes of instruction. The following is a draft Academic Calendar for our first year of the new charter term, 2026-27:

HTLA MS | 2026-2027 CALENDAR

JULY '26

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	

AUGUST '26

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					

Aug 10 Pupil Free Day
Aug 11 First Day of School

SEPTEMEBER '26

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			

Sep 4 Admission Day- No School
Sep 7 Labor Day-No School
Sep 21 Fall Recess- No School

OCTOBER '26

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

NOVEMBER '26

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					

Nov 9 POLs
Nov 11 Veterans Day
Nov 16 POLs
Nov 23-27 Thanksgiving Break

DEMEBER '26

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		

Dec 15-17 Finals (Minimum Day)
Dec 21- Jan 8 Winter Break- No School

Total Number of instructional Days this year: 175
Total number of regular days this year: 169
Total number of minimum days this year: 6

JANUARY '27

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						

Dec 21- Jan 8 Winter Break- No School
Jan 11 Pupil Free Day
Jan 18 Dr. Martin Luter King Jr. Day-No School

FEBRUARY '27

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						

Feb 15 President Day- No School

MARCH '27

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			

Mar 22- Mar 26 Spring Break – No School
Mar 31 Cesar E. Chavez Day- No School

APRIL '27

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	

Apr 22 & 24 TPOLs

MAY '27

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					

May 10 POLs
May 25 Memorial Day- No School

JUNE '27

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			

Jun 1-3 Finals (Minimum Day)
Jun 4 Graduation

Legend:

- Regular Instructional Day
- Minimum Day
- Non School Day
- Pupil Free Day

SAMPLE DAILY SCHEDULES

At HTLA Middle School, we operate in four quarters on a block schedule to ensure that students have a balanced yet flexible learning experience across all grade levels. Core academic classes follow a two-day rotating schedule, while advisory and X-Block/ (PE) are scheduled consistently throughout the week, offering a structured routine.

Daily Schedule:

- Start Time: 8:45 AM
- End Time: 2:50 PM
- Instructional Minutes Per Day: 315-320 minutes

Weekly Structure:

- Advisory (Tuesday and Friday): Includes discussions, mentorship, and special events such as guest speakers to foster community building and personal development.
- S-Block (Wednesday and Thursday): The S- Block serves as a comprehensive technology and life skills learning period where all students receive essential instruction across multiple domains, including proper technology usage protocols, academic citation in MLA format, and school-wide learning objectives that ensure every student graduates with critical competencies.
- Academic Lab: Tuesday to Fridays from 2:00 to 2:50 Where students are going to focus on time management, creating good academic habits, and work on completing their daily homework with the help of their teachers.

Before and After School Tutoring[3]:

- Before School Tutoring: 7:45 AM – 8:45 AM
- After School Tutoring: 2:50 PM – 4:00 PM
  These sessions provide extended learning opportunities, offering academic support tailored to students' individual needs. In addition, various clubs and activities such as student government, and Model UN meet during afternoon tutoring. This time serves as an extension of the school day, not just supervision, ensuring students receive targeted assistance in a focused environment.

By using this schedule combined with consistent enrichment periods advisory, and X-Block/PE, S-Block HTLA MS maximizes instructional time while promoting a balanced approach to academic learning and personal growth.

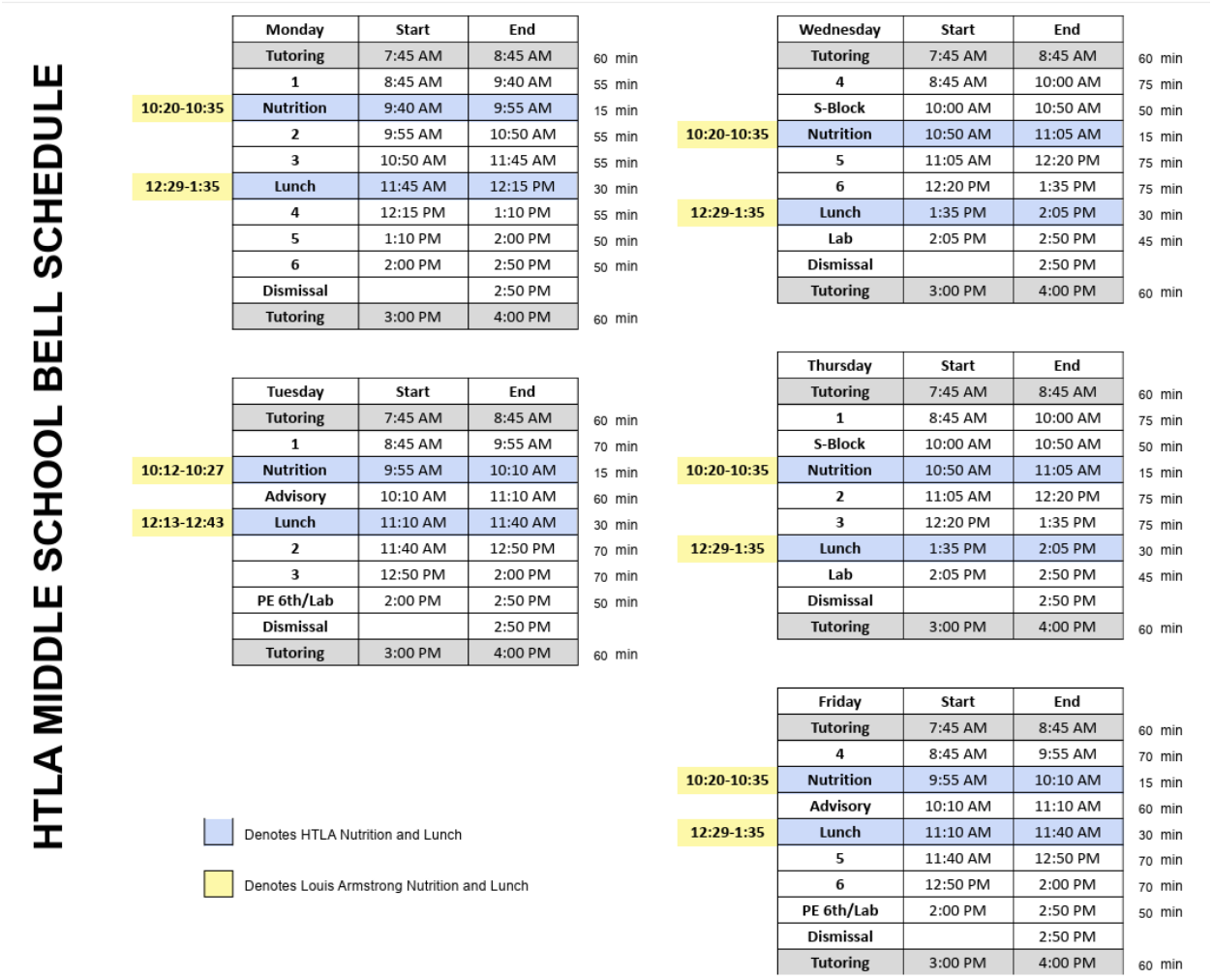
All grades have the same courses and seat time. Breakdown in table below:

Course Name	Average Min per class meeting	Total Min seat time per subject
English - Departmentalized	65 minutes	195 minutes

[3] References to programs beyond the instructional day are outside the scope of the petition and are provided to illustrate the services Charter School provides.

6th, 7th, 8th		
Math - Departmentalized 6th, 7th, 8th	65 minutes	195 minutes
Science - Departmentalized 6th, 7th, 8th	65 minutes	195 minutes
History - Departmentalized 6th, 7th, 8th	65 minutes	195 minutes
Art - Departmentalized 6th, 7th, 8th	65 minutes	195 minutes
PE- Departmentalized 7th, 8th	65 minutes	195 minutes
X-Block 6th	50 minutes	100 minutes
Academic Lab	48 minutes	190 minutes
Advisory	60 minutes	120 minutes
S-Block (Designated ELD)	50 minutes	100 minutes

HTLA MS Bell Schedule



NOTE: References to programs beyond the instructional day (i.e., before 8:45am and after 2:50pm) are outside the scope of the petition and are provided to illustrate the services Charter School provides.

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

3. 19. INSTRUCTIONAL MINUTES

HTLA MS exceeds the required number of instructional minutes set forth in Education Code Section 47612.5. The minimum annual instructional minutes for grades 6-8 is 54,000. HTLA MS offers over 55,000 minutes for each grade level. Based on this initial calendar, we have 175 total days of instruction. Of those days, 169 of them are at 320 instructional minutes and 6 are minimum days at 255 instructional minutes.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number 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	54000	0	-54000
5	No									0	54000	0	-54000
6	Yes	169	320			6	255			175	54000	55610	1610
7	Yes	169	320			6	255			175	54000	55610	1610
8	Yes	169	320			6	255			175	54000	55610	1610
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

TEACHER RECRUITMENT AND PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

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

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

Professional development conducted at the school site primarily focuses 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.

An Integrated Management and Professional Development System (built on State standards with custom enhancements)	
PD	Description
Yearly Planning Retreat (also a first step induction program for new staff)	All HTLA MS staff meet with their grade level groups (6-8) after the summer Tiger Camp and prior to the start of school to plan the school year. Faculty review information gathered about incoming students—both those known from the previous year and the new Students —to map the core curriculum for students *and staff*, and choose instructional materials, other resources and supports. From this base, PD evolves over the school year to meet individual and collective needs. Evaluation indicates this process is pivotal to coordinating the start of the new school year and inducting new staff.
Common Planning Time and "Critical Friends" Sessions	Tuesday AM (7:45-8:30), Thursday PM (3:00-4:00): Staff Meetings: All staff meet with their grade level groups 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. Critical Friends/PLC: Staff, invited consultants and stakeholders discuss curriculum and instructional strategies to engage students. Within a 3-week cycle, teachers meet by academic discipline on the *first Thursday* to collaborate on specific subject matter issues and assess student and school performance in accordance with the annual plan. The *following Thursday*, 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 CCSS. In *week three*, 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. Project-Based Planning: All day every day as teachers and staff collaborate on project-based instruction. Departments also have common planning periods integrated into the daily bell schedule.
Instructional Materials Training	As new instructional materials are adopted or new software is installed, appropriate staff receive training from HTLA MS staff and/or vendors.
External Training	HTLA MS staff receive training, coaching and mentoring from district and stakeholder sources and from higher education and industry partners.

Conferences	Staff members attend conferences and share their knowledge at staff meetings.
Induction Training	Induction training includes orientation to HTLA MS and research-based methods used for instruction. All teachers attend a Critical Friends Staff Retreat annually. HTLA MS includes teacher-led technology training in Photoshop, Excel, web programming, ActivBoard, and Google Classroom.
Technology Training	Technology is incorporated into most PD. Professional IT staff support teachers and their classrooms and informally coach teachers on-the-job. Training through the Buck Institute for Education teaches faculty how to use technology to support collaborative/standards-focused projects, the foundation of the HTLA MS instructional model.

TEACHER RECRUITMENT

HTLA MS 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. Our Principal leads all hiring, coordinating with the Executive Director, selecting teachers based on written applications, interviews, (where possible) demonstration lessons, and reference checks. All teachers hold the teaching certificate, permit, or other document required for their certificated assignments, as required.

Selection of teachers is 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

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

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

Additional supports will be introduced for any student who:

- is performing more than one level below or more than one level above 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 Charter School's academic or behavioral expectations

Multi-Tiered System of Supports Program

HTLA MS 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 twice a year. We will also utilize subject area benchmark testing through our curriculum and teacher-created monthly assessments to identify struggling students in each subject area.

Every month, teachers gather for professional development where they divide into grade-level teams. The data from the previous month's assessment is used to form student "results" groups, and then the teachers plan for that month's "Results" time, which occur during S-Block. "Results" time allows teachers and students to work in smaller groups and doesn't take students out of their academic classes.

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 lots of 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 a/or reteach as necessary.

Even after strong whole-group and differentiated instruction is planned for all of the students as well as students with identified special needs, we know that historically the students that have struggled before are late-emergent reading disabled students, instructional casualties, English Language Learners, and students requiring 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. Utilizing their data analysis and planning, teachers will be able to identify a skill that students need and 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 communicating with 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 Mathia 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 children 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 intervention group, take place during students' elective rotation or during S-Block, and meet more frequently than tier 2 interventions.

The Problem Solving Team meets weekly and recommends 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 if 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 Charter School's programs, additional support may be necessary when students are not making satisfactory academic progress. On those occasions, the Student Success Team will ensure that Charter School and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates 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 is coordinated by the Assistant Principal, who manages the necessary paperwork, schedules meetings, and invites members (including parents/guardians) to SST meetings. All teachers 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 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, almost 30% of students at HTLA MS are English Learners, with the vast majority being Armenian speakers. We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. HTLA MS teachers, staff and school leaders will communicate to parents in the home language as needed (relying on translation services where necessary)—but will use English instruction for the content areas in the classroom.

English Learners Programs and Services: In the past three years, HTLA Middle School has experienced a significant and unexpected increase in the number of English Learners, rising from 10% of the student population in 2021-22 to 28% in the 2024-25 school year, representing 71 students. With this growing and diverse EL population, HTLA MS has revised and expanded its approach to supporting English Learners, by incorporating language acquisition across all parts of the academic curriculum.
A notable change is in the languages spoken by our ELs. While in 2019, the majority were Spanish speakers (56%) and Armenian speakers (31%), the 2023-24 school year saw a shift, with 87% of ELs speaking Armenian, 4% speaking Russian, 4% speaking Spanish, and 2% speaking languages like Ukrainian and Hebrew. Recognizing the shift in linguistic diversity, HTLA MS has adopted a comprehensive, data-driven strategy to accelerate English proficiency and ensure students achieve mastery of grade-level standards.

Identification and Monitoring of ELs: The process of identifying and monitoring ELs at HTLA MS is

continuous and data-driven. All students complete a Home Language Survey upon first enrollment in a California public school, and for those identified as potential ELs, the English Language Proficiency Assessments for California are administered to assess their proficiency levels. Once identified, the EL Coordinator tracks the progress of EL students and reclassified fluent English proficient (RFEP) students using a combination of NWEA MAP data, classroom performance, CAASPP data, and ELPAC scores.

Charter School's monitoring process is dynamic and ongoing, allowing for timely interventions tailored to individual student needs. HTLA has also developed specific strategies for supporting students who are new to the U.S. education system, particularly those arriving mid-year. To ease the transition, students are paired with a peer "buddy" who speaks their language and can guide them through the adjustment process. This system has helped foster a positive, supportive community that encourages EL students to improve their language skills while adapting to their new environment.

Instructional Program: HTLA MS employs a holistic instructional approach for ELs by integrating language development into mainstream classes while offering designated language instruction. Teachers are trained in SDAIE strategies, using scaffolding, visual aids, and peer collaboration to ensure content is accessible to ELs. These strategies focus on building academic vocabulary and complex sentence structures in all subjects, fostering language acquisition and deeper subject understanding.

Faculty use student exit tickets in academic classes to identify areas where students struggle, particularly ELs, so that reteaching can target those specific difficulties. Additionally, a focus on vocabulary development is evident across classrooms through visible word walls, the use of Cornell Notes, and models like the Frayer method to enhance comprehension. These strategies have resulted in improved engagement and academic performance among ELs.

Data-Driven Instruction and Targeted Interventions: To ensure that ELs receive the support they need, HTLA MS administers NWEA MAP assessments twice a year, allowing teachers to provide targeted small-group instruction. Workshop classes and intervention blocks focus on reading comprehension, writing, and vocabulary development. This personalized, data-driven instruction helps close achievement gaps, with ELs benefiting from targeted interventions based on real-time performance data.

Staffing, Professional Development, and Community Engagement: Recognizing the increase in Armenian-speaking students, HTLA MS has prioritized hiring bilingual support staff fluent in Armenian and English. These staff members assist with translation during class, parent meetings, and for translating important communications between school and home. By bridging the language gap, they ensure that Armenian-speaking students and families are fully supported and engaged in the school's programs. This effort has greatly improved communication and collaboration with families, fostering a more inclusive school environment.

Teachers receive professional development focused on EL strategies, including structured immersion, differentiation, and scaffolding techniques. This ongoing training ensures that teachers are equipped to meet the diverse needs of ELs, leading to improved academic achievement and language proficiency. Reclassification and Monitoring of RFEP Students HTLA MS has set rigorous standards for reclassifying EL students as RFEP. Once students meet these standards, they are monitored for two years to ensure continued progress. This process ensures that reclassified students do not regress in their language development and continue to succeed academically.

Support for Long-Term English Learners (LTELs): LTELs receive dedicated instruction through ELD

programs and participate in goal-setting conferences to address barriers to reclassification. These interventions, which focus on accountability and skill development, have significantly improved language proficiency and academic outcomes for LTELs.

Community Support and Parent Engagement: HTLA MS has expanded its outreach to involve more parents of ELs in our English Learner Advisory Committee, offering multilingual parent meetings and translated communication materials. Additionally, all correspondence, such as newsletters and important notices, is translated into Armenian. Parents in these meetings have requested that the school's "buddy" program be expanded to include non-academic times and have expressed that they appreciate the one-on-one mentorship from other students to help them integrate culturally. This proactive approach helps foster a strong partnership with parents, empowering them to support their children's education. The school has also implemented the use of ParentSquare, allowing for effective two-way communication between the school and non-English-speaking families.

In response to the growth of our EL population, HTLA MS continues to adapt and innovate, ensuring that every student receives the resources and support needed to thrive academically and socially.

Identification of English Learners

HTLA MS'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 will be required to complete a *Home Language Survey* upon a student's first enrollment in a California public school. Students whose primary language is not English will be assessed using the English Language Proficiency Assessments for California 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 MS.

The ELD 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. Charter School will notify parents of 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.

Educational Program for English Language Acquisition

All EL students will learn with all other students in the classroom during instructional time. In addition, EL students will have English language tutoring time in small groups twice weekly during S-Block. 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 MS 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 Middle School 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 MS will place a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. HTLA MS's philosophy of differentiated instruction for all students also benefits ELs by providing entry points learning tasks and outcomes that are tailored to the student's needs.

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers will engage in the

following practices to support universal access of subject matter content for all students:[4]

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

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered.

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

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

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

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

HTLA MS will ensure that teachers are qualified and supported to meet the needs of ELs. We hire teachers that are CLAD/BLAD certified or have other CTC EL authorization, and will place a priority on hiring teacher(s) who speak Spanish or Armenian and English (modifying language knowledge requirements as and when our population changes) 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 assessment of ELs. We commit to professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

[4] 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).

Parents are 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 MS 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 MS 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 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 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. All students identified as ELs will participate in dedicated English as a Second Language instruction during the regular ELA period.

Process For Annual Evaluation Of Charter School's English Learner Program

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

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

Process and Specific Criteria For Reclassification

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

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

4. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
5. Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
6. Parent/guardian opinion and consultation
7. 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 ELD Coordinator reviews EL portfolios at the end of each reporting period and EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of EL portfolio evidence:

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

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

Students scoring 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 to 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 ELD coordinator. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and ELPAC scores also meet the requirements listed above, the student will move forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, an Administrator, and may include a parent)

reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals. If a student has satisfied all of these requirements they will then be recommended for reclassification pending the release of CAASPP scores for that year. If a student scores Proficient or above on the ELA test, they will be officially reclassified, and their file will be updated to reflect status as Reclassified to Fluent English Proficient ("RFEP") in that academic year. 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 MS provides for all students.

Students will be monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors ("PLDs"). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors will guide HTLA MS teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas[5]:

> Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
> Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
> Bridging: Students at this level continue to learn and apply a range of high-level English language skills in wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

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

[5] http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf

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 MS sets a demanding reclassification target annually. The EL Coordinator serves as the ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of 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

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

The EL Coordinator and ELD instructors meet regularly to monitor the progress based on classroom grades and testing results of LTELs toward mastery of the CA ELD standards. The EL Coordinator works with teachers to design individualized interventions and support for LTELs to help move them to reclassification.

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

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

The philosophy of 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.
The Academic Counselor at HTLA MS identifies gifted and talented students and students achieving above grade level based on test scores, classroom grades and in consultation with teachers. The Academic Counselor continues to monitor the progress of those students throughout their career at HTLA MS to ensure they are properly challenged and enriched, where appropriate.

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

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

GATE students' needs can be met in the regular classroom program using the differentiation strategies noted above. One of the values of project-based learning employed at HTLA MS is the ability to incorporate advanced or more complex requirements for GATE students as part of the overall project assigned to the class as a whole.

STUDENTS ACHIEVING BELOW GRADE LEVEL

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

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

- Tutoring;
- Focused attention – prepared in consultation with the student and the parent/guardian, if needed in the context of the Student Success Team process, regarding specific strategies and supports;

- Individual contract with the student detailing clear and achievable responsibilities and benchmarks for the student to achieve;
- Other program modifications and supports as determined by the classroom teacher;
- More frequent parent-teacher communication and parent involvement;
- Access to technology at home and school for mastery of target areas of growth (i.e. ST Math, Accelerated Reader, etc.).

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

SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

As demonstrated by the success of countless schools in California and beyond serving students who are socio-economically disadvantaged, income is a not a determinate factor in a students' 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 MS will utilize strategies described in other sections of this petition.

Our teachers and staff will all receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. Our SST will be responsible for identifying students and families who might need additional resources or supports, including referrals to community service organizations. Parents will be able to drop-off their children starting at 7:45 a.m. and the after school program will be 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 will also assist with families in need of uniforms or school supplies. We will fundraise money to provide families that need assistance with purchasing uniforms or other school supplies like paper, pencils, backpacks, etc. In addition, we will connect with local non-profit agencies for referrals for social services if needed by our families.

STUDENTS WITH DISABILITIES

Please see FSDRL above.

STUDENTS IN OTHER SUBGROUPS

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

providers (as appropriate) regarding a student's welfare and progress in school.

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

ELEMENT 2: MEASURABLE PUPIL OUTCOMES AND ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in 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 and adhere to 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

Please see the completed LCFF State Priorities Table provided in Element 1, Section D.5, *The Requirements Of Education Code Section 47605(c)(5)(A)(ii)* to review the charter school's annual goals

and objectives.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

These goals 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

MONITOR AND MEASURE STUDENT PROGRESS TOWARD MASTERY OF STATE STANDARDS

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

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

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

Our faculty uses a variety of assessments to measure individual students' attainment of state content standards and the objectives of our curriculum. Twice during each academic year, teachers administer NWEA/MAPs norm-referenced assessments as a benchmark for both ELA, math, and science, and also conduct informal assessments of student skills and knowledge in each core academic area (literacy, math, social studies and science). NWEA/MAP has been approved by the CDE as verified data for use as an academic assessment tool.

Official checklists and rubrics from the published curriculum programs, online resources and teacher-created, play a major role in teachers' determination of student achievement of standards mastery. Effective rubrics are implemented which are general-purpose or subject specific. Rubrics are clear, understandable, valid, reliable, and "user friendly." Rubrics provide a picture of clear performance

levels and comprehensive criteria for each level, and include distinguishing criteria that clearly differentiates each performance level. In general, rubrics are an overall scoring system for performance. More informal assessment techniques also play a major role including teacher observation, homework samples, written work and more.

Another schoolwide benchmark assessment that is used to assess all students' abilities in oral presentation, reflection and critical thinking are the Presentations of Learning made by all students in grades 6-8 during the Fall and Spring semesters. These Presentations are scored based on grade-level rubrics, and both students and faculty receive the results. Students must successfully pass Transitional Presentations of Learning at the end of the Spring Semester to advance to the next grade level and the Presentations in the Fall act both as a "practice" for the students and as a benchmark assessment for faculty to inform them whether additional instruction and practice is needed by students in basic presentation skills which form a part of the State Standards, and are also necessary to promote the HTLA MS SLO's.

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

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics for Performance-Based Task and Projects	Measure standards mastery in each subject	6-8	Daily and /or weekly
Publisher-Designed and Internally-Created Assessments	Assess standards mastery	6-8	End of each unit (approx 1 per month)
Writing Rubrics	Assess mastery of grade-level writing standards	6-8	Daily and/or weekly
CAASPP, CAA	State Criterion-Based Assessment in ELA and Math	6-8	Once a year
CAST	State Assessment in Science	8	Once a year
NWEA MAPs	National Normed-Referenced Assessment in ELA and Math	6-8	Beginning and end-of-year
ELPAC	Measure language acquisition	6-8	Upon enrollment; Every Year
Presentations of Learning	Measure mastery of oral presentations, reflection, and critical thinking	6-8	End of each semester
Physical Fitness Test	Measure physical fitness	7	Once a year

DATA ANALYSIS AND REPORTING

HOW HTLA MS COLLECTS, ANALYZES, USES, AND REPORTS ACADEMIC PERFORMANCE AND OTHER DATA

As noted above, HTLA MS utilizes multiple assessment types in order to measure student learning and inform lesson planning and curriculum development. 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 MS utilizes PowerSchool to track and monitor students' progress on classroom and state standardized assessments to provide 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 Principal 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 Charter School Board to allow them to have adequate oversight and provide accountability for 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

HTLA MS'S GRADING AND PROGRESS REPORTING SYSTEMS

Each HTLA MS teacher determines their grading policy (e.g., project work counts for 40% of the semester grade, homework counts for 20%, etc.) and includes it in the course description and on Google Classroom. Grades are based on graded assessments developed by teachers, presentations of learning, and participation in group projects. Students' final passing marks are A – 100% - 90%, B – 89% - 80%, and C – 79% - 70%. Grades of D and F – 69% and below - are not passing. Parents are formally notified of their child's progress at the five week, ten week, fifteen week, and final report cards each semester. In addition, parents have access to PowerSchool at all times and can login and 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 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 will be summer school and/or retention. 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. Students who still are struggling to master grade level standards may require additional intervention and/or retention.
Decisions regarding retention and/or summer school are made by 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.

Parents will be informed through SST meetings and in written reports of student progress and the possibility of retention by the end of the third quarter (March). A student may be subject to retention in

the event HTLA MS administration and faculty believe the student may not have mastered the grade level standards necessary in order to succeed at the next grade level. Although parents will be informed throughout the process, the final decision for retention, rests with the HTLA MS administration, but may be appealed by a parent in accordance with the General Complaint Policy of HTLA MS.

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 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 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.

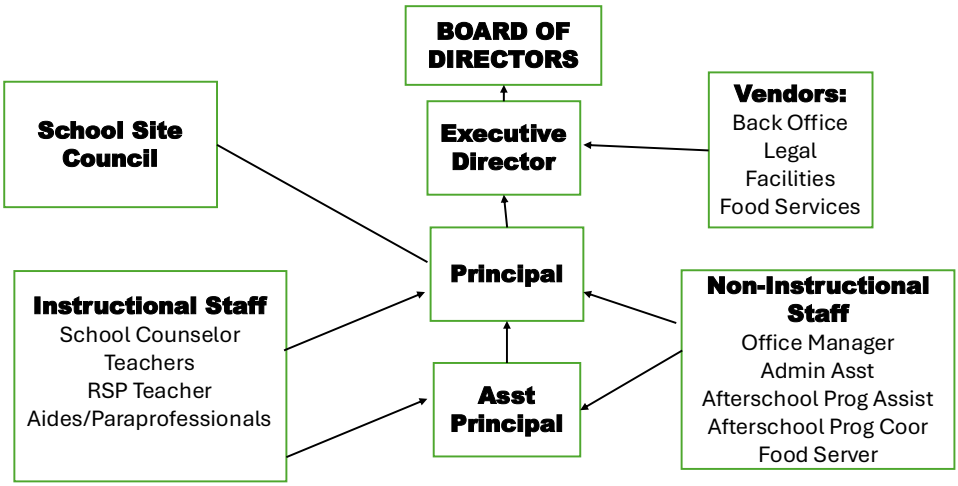
GOVERNANCE STRUCTURE

GOVERNANCE STRUCTURE, ORGANIZATION CHART, MAJOR ROLES AND RESPONSIBILITIES

HTLA MS 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 MS will be governed by the HIGHTECH LA Board of Directors ("Board" or "Board of Directors")) 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

HTLA MS ORGANIZATIONAL CHART



Roles and Responsibilities

Board of Directors

The affairs of High Tech LA Middle will be managed and its powers exercised under the ultimate jurisdiction of the Board. High Tech LA Middle is operated by HIGHTECH LA, a 501(c)(3) tax-exempt, California Nonprofit Public Benefit Corporation. The Board of Directors will have a legal and fiduciary responsibility for HTLA MS. 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 and/or Executive Director.

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 performs such other duties as may be delegated by the Board. The Board President shall also act as the Board Chair.

Board Vice Chair

The Vice Chair shall serve in the capacity of the Board Chair at any time that the Board Chair is incapable of or unavailable to fulfill their responsibilities.

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 depositaries 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

Executive Director

The role of the Executive Director is to ensure the sustainability, growth, and effectiveness of HTLA Schools through strategic, operational, and instructional excellence. More specifically, the ED is responsible for developing and executing a strategic vision while ensuring alignment across the HTLA 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 Charter School.

Principal

The Principal has comprehensive leadership responsibilities at HTLA MS 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 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.

THE BOARD COMPOSITION AND MEMBER SELECTION

The Board will have a maximum of 20 members and no less than five. Currently, the Board consists of nine members and positions on the Board are the Board Chair, Vice Chair, Secretary and Treasurer. 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 MS and its Board of Directors. Directors will be voted on the Board based on their experience, qualifications and commitment to the mission and vision of HIGHTECH 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.

GOVERNANCE PROCEDURES AND OPERATIONS

The Board will hold ultimate responsibility for the operation of 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 Charter School.
- Providing strategic vision and performing long-range planning.
- Hiring and evaluating the Principal/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 Charter School budget and 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 will receive ethics (AB2158) training as required by law. 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 Charter School and at the entrance of 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 Middle will also post agendas, meeting times, and minutes on the www.htla-ms.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 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 HTLA and a teleconference will be available at HTLA Middle School, with teleconference participation available within the requirements of the Brown Act and Education Code Section 47604.1(c).

BOARD'S DECISION-MAKING PROCEDURES

The Board holds at least 6 meetings each school year. The annual calendar for Board meetings is set in March or April each year for the next school year and voted on and approved by the Board during its next regularly scheduled meeting. 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 a majority of Board members then in office. Majority votes generally carry a vote, unless otherwise specified in the Bylaws. 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.. A majority vote of directors at a meeting at which a quorum is present carries a vote unless a greater number is required by law. 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 HighTech LA's jurisdiction boundaries as defined by law;
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 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 HTLA MS (and HTLA) including but not limited to the following:

- Ensure HTLA MS meets its mission and goals
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, dismiss, and evaluate the Principals of each HTLA School;
- Retain ultimate responsibility for hiring and terminating all other employees;
- Approve contractual agreements in accordance with Board policies;
- Approve and monitor 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 Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of HTLA Schools;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training
- Participate in fundraising to support Charter school
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel to take action on recommended student expulsions.

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

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of HTLA Schools any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies; provided, however, that in the event of any such delegation,the Board shall be required

to approve the actions recommended by any delegate and the Board 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

STAKEHOLDER INVOLVEMENT PLAN AND PROCESS

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 Middle has provided many opportunities to actively engage parent/guardians in assisting with the learning and development of students at High Tech LA Middle. We remain committed to ensuring all students succeed, and we understand that the partnership between school and home is essential. High Tech LA Middle encourages parental involvement and participation in Charter School through the following methods:

School Site Council:

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

- Parent representation on the School Site Council: The School Site Council will include elected parent and teacher representatives, meeting monthly to advise the Principal or designee (Assistant Principal or School Counselor) 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 Charter School's English Learner Advisory Committee, as applicable (if

HTLA MS enrolls 21 or more EL students).
- Parent participation in the Parent Association, as described below.
- Parent attendance at Board meetings and engagement in the annual goal setting and reflection process for the annual LCAP. Pursuant to Education Code Section 47606.5(e), 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.
- Parent completion of annual surveys, with incentives offered to generate full participation.

LCAP Consultation and Development:
The Local Control and Accountability Plan at HTLA Middle School 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 MS students and families.

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

- Assisting during school celebrations and events
- Assisting in an enrichment class
- Hospitality (hosting a visiting teacher candidate or speaker)
- Coordinating and chaperoning field trips
- Assisting with fundraisers
- Assisting in the office

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

In addition, HTLA MS will strive to ensure frequent and comprehensive home-school communications. HTLA MS will use a variety of means to communicate effectively with parents, including, but not limited

to: Website, Facebook, Newsletter, email and many other opportunities to connect including family nights and parent training.

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

All teachers use the HTLA MS website and Google Classroom for posting grades and collecting homework and class notes, giving online tests, setting up student journals, and creating discussion boards. HTLA MS will use Google Classroom as a tool to provide students and parents with access to teachers' course requirements, homework assignments and future planning. Their use of technology supports the overall goals of HTLA MS. There will be training sheets for parents' use for both PowerSchool and Google Classroom.

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

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

HTLA MS will include ParentSquare, a mass communications system that allows Charter School to send automated messages to parents. Using 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.

For all grades, some of the proudest moments of the year take place during student-hosted Exhibition Nights. The student body, parents, teachers, 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.

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.

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: 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.

Minimum 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
- Valid Administrative Services Credential

Key Responsibilities:

- Develop and execute a strategic vision of HTLA Schools

- Implement, monitor, and sustain HTLA Schools' systems and expectations
- Ensure cultural, administrative, disciplinary, and instructional alignment between HTLA 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 HTLA Schools, inclusive of Project Based Learning
- Drive collaboration and professional development across HTLA Schools
- Oversee financial operations and fund development of HTLA 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 HTLA Schools and Putting Students First
- Oversee facilities management and any potential expansion to additional or alternative school sites
- Lead charter renewal processes for HTLA Schools and maintain accreditation of all Schools
- Facilitate effective communication between Los Angeles Unified School District and HTLA Schools staff
- Ensure a safe and positive school environment at HTLAh 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 HTLA Schools' public relations and marketing efforts
- Ensure compliance with local, state, and federal regulations
- Other duties as assigned by the Board of Directors

MIDDLE SCHOOL PRINCIPAL

Position Overview: The HTLA MS 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 MS. 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.

Minimum 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
- Valid Administrative Services Credential

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 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 Charter School representative
- Establish Charter School procedures designed to carry out Board policies
- Approve purchase orders and contracts up to $25,000
- Develop 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

MIDDLE SCHOOL ASSISTANT PRINCIPAL

Position Overview: Assists the 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 Charter School in the absence of the Principal.

Minimum 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

MIDDLE 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.

Minimum 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

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 HTLA MS Charter. This position reports to the Principal and the Assistant Principal.

Minimum Qualifications
HTLA MS 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 responsibility on behalf of Charter School, in coordination with other stakeholders, including but not limited to general education teachers and

parents, 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.

Minimum Qualifications

HTLA MS 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 in coordination with general education teachers 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
- 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.

Minimum Qualifications

- Possession of a High school diploma required.
- Completion of 60+ college credit hours or a B.A. degree or passage of a basic skills test
- 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.

Minimum 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

ADMINISTRATIVE ASSISTANT

Position Overview: Support the Principal, administrative team and Office Manager by overseeing daily administrative, operational, enrollment, attendance, and compliance tasks. This role is central to maintaining an efficient, safe, and welcoming school environment.

Minimum 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:
- Monitor daily teacher attendance submissions in PowerSchool
- Ensure 100% compliance within 15 minutes of each period's start
- Proactively remind teachers via call or email if attendance isn't submitted
- Use color-coded tracking (green/yellow/red) to reflect submission status

Enrollment and Student Records:
- Manage enrollment from lottery through application submission
- Initiate student records requests by mid-August
- Organize cumulative records by grade and last name
- Maintain color-coded folders for report cards, IEPs, test scores, and enrollment packets
- Collect mandatory documentation including birth certificates, parent IDs, immunization records
- Maintain accurate and confidential emergency, health, and lunch application records

Technology and Reporting:
- Track tardies and visitor logs via SchoolPass
- Generate reports and upload files to PowerSchool and CALPADS
- Support data management and compliance reporting

Events and Communication:
- Conduct bi-weekly campus tours
- Schedule ELAC meetings and other school events
- Take meeting notes and coordinate logistics
- Post monthly lunch menus on ParentSquare
- Liaise with food service providers

Daily Operations:
- Support arrival, breakfast, lunch, dismissal, and after-school supervision
- Handle student needs and minor injuries
- Maintain a welcoming reception area
- Support substitutes with rosters, lesson plans, and space coordination
- Work with Resource Specialist to schedule IEP meetings

Administrative Support:
- Manage phone and guest reception
- Prepare correspondence, bulletins, and forms
- Develop daily administrative procedures
- Order supplies and coordinate approval processes
- Monitor campus facilities and report issues

Other Duties:
- Other 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.

Minimum 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

AFTERSCHOOL PROGRAM COORDINATOR

Position Overview: The Afterschool Program Site Coordinator is responsible for operating and supporting the Expanded Learning Opportunity Program at HighTech LA MS.

Minimum Qualifications

- High School Diploma
- Strong character values, strong communication skills, emotional maturity
- Experience working with diverse communities and School-Age children in a group setting.

Key Responsibilities:

Basic Supervision and Programming:

- Create and maintain an after school experience with a safe, respectful, inclusive and fun atmosphere and tone that is consistent with the High Tech LA Middle School Charter School mission and philosophy;
- Carry over the social/emotional and instructional tone and style of the school day into the after-school program;
- Design and implement the basic program of activities;
- Work with after-school team to design flow patterns and transitional processes to ensure a safe, orderly, and comfortable environment;
- Coordinate enrollment lists and schedules to insure all students participate in their chosen classes;
- Supervisor staff members
- Work in concert with School Leader to provide lists of students enrolled in after school programming to related faculty (so teachers know which students are to proceed to after school each day);

Operations:

- Create and maintain efficient systems and procedures to ensure accurate enrollment and attendance
- Ensure efficient procedures for setting up, checking students into basic care, coordinating use of space for basic care and enrichment classes, snack distribution, and closing procedures;
- Assist in maintaining and coordinating "clean up" and cleanliness of program spaces, equipment, and of the school facility during after-hours care.
- Ensure compliance with all school policies and procedures as outlined in the Fiscal
- Policies, Student Handbook, Employee Handbook and Parent Handbook; maintain necessary paperwork for compliance requirements;
- Participate in safety trainings, follow health and safety protocols/drills, and maintain inventory of supplies;

Communications:

- Interface with parents around questions and concerns; communications about programs, activities, and scheduling;
- Maintain a campus bulletin board for parent information;
- Ensure opportunities for the sharing of information between faculty to support constructive and effective discipline and behavioral support for students;
- Serve as liaison between High Tech LA Middle School and other programs utilizing shared space during after-school hours;
- Communicate as needed with the Supervisor regarding supplies, facilities, or programming needs and program quality
- Deliver regular feedback to staff to ensure high-quality program outcomes
- Communicate regularly and proactively with staff and supervisor about procedures, events, and program changes

Other Duties:

- Perform other duties as assigned

AFTERSCHOOL PROGRAM ASSISTANT

Position Overview: The Assistant Afterschool Program Site Coordinator supports the Site Coordinator in

creating and managing a safe, engaging, and enriching afterschool program that extends the mission and philosophy of High Tech LA Middle School Charter School.

Minimum Qualifications

- High School Diploma

Key Responsibilities:

Basic Supervision and Programming:

- Assist in creating and maintaining a safe, respectful, inclusive, and fun afterschool environment aligned with High Tech LA Middle School's mission and philosophy
- Help carry over the social-emotional and instructional approach of the school day into afterschool programming
- Support the design and implementation of program activities
- Collaborate with the afterschool team to develop effective flow patterns and transitional processes
- Assist with coordinating enrollment lists and student schedules for chosen classes
- Support supervision of staff members under the direction of the Site Coordinator
- Help coordinate with School Leadership to maintain accurate student enrollment lists for related faculty

Operations:

- Assist in creating and maintaining efficient systems for accurate enrollment and attendance tracking
- Support daily operational procedures including student check-in, space coordination for basic care and enrichment classes, snack distribution, and closing protocols
- Help maintain cleanliness of program spaces, equipment, and school facilities during after-hours
- Ensure compliance with all school policies and procedures as outlined in the Fiscal Policies, Student Handbook, Employee Handbook, and Parent Handbook
- Assist with maintaining paperwork and documentation for compliance requirements
- Participate in safety trainings, follow health and safety protocols and drills, and help maintain supply inventory

Communications:

- Provide frontline support to parents regarding questions, concerns, and information about programs, activities, and scheduling
- Assist in maintaining campus bulletin boards with current parent information
- Support information sharing between faculty to facilitate effective discipline and behavioral support for students
- Assist as liaison between High Tech LA Middle School and other programs using shared space during afterschool hours
- Communicate proactively with the Site Coordinator regarding supplies, facilities, programming needs, and program quality
- Provide regular feedback to staff to support high-quality program outcomes
- Maintain regular and proactive communication with staff and supervisor about procedures, events, and program changes

Other Duties:

- Perform other duties as assigned by the Site Coordinator or School Leadership

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 dettraermined 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 Chater 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

HTLA MS will make every effort to recruit students of various racial and ethnic to achieve and maintain LAUSD's Racial and Ethnic Balance of 60-40 or70-30 ratio. In addition, High Tech LA Middle 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 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 elementary schools across the San Fernando Valley to send home to parents of 5th 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 middle school option.
- The distribution of promotional and informational materials to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the District such as:
    - Boys and Girls Club of San Fernando Valley
    - Van Nuys Recreation Center
    - Panorama Recreation Center
    - Family Source Center
    - Grace Community Church
    - Volunteer Center of Los Angeles
    - Lutheran Social Services
    - The Help Group, Van Nuys Campus
    - Penny Lane Center
    - First Lutheran Church
    - St. Bridget of Sweden Catholic School
    - Van Nuys Spanish SDA Church
    - La Iglesia en El Camino
    - Church of Jesus Christ of Latter-day Saints
    - Rock of the Valley Church of the God
- Conduct an outreach program of informational meetings, coordinated with HTLA open houses at Charter School, at public elementary schools to inform parents of the educational opportunities available at HTLA MS. Recruitment efforts will include specific targeted populations in underrepresented geographical communities. Such efforts shall include advertising directly in elementary schools, attending middle school events and school visits by HTLA MS staff.
- Hosting open houses, orientations, and school tours of the campus on a regularly scheduled basis.
- Publicizing the instructional program.

Advertisements about HTLA MS informational meetings and Open Houses will be placed in local English, Spanish, and Armenian language newspapers. Informational meetings for interested families will be held in the fall and winter.

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

HTLA MS will maintain an accurate accounting of the ethnic and racial, special education, and English Learner balance of students enrolled in Charter School. HTLA MS will also document the efforts made to achieve racial and ethnic, special education, and English Learner balance in accordance with the charter petition and standards of charter legislation.

HTLA MS will make every effort to encourage and recruit students of various backgrounds. HTLA MS will maintain an outreach program to inform students about the program opportunities at High Tech LA Middle.

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

HTLA MS's recruitment general approach is to attend as many "Middle 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 school in the same seasons. Further, we offer school tours every Tuesday morning and afternoon.

The examples below will be continued, if possible, into the foreseeable future.

October	HTLA MS Information Night
	Ararat Charter School
	Sherman Oaks Elementary Charter School
	Valley Charter Elementary
	Village Charter Elementary
November	HTLA MS Information Night
January	HTLA MS Information Night

Our specific materials include our website, our School Profile, a school brochure and several different, but similar, PowerPoint presentations 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, include 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, 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 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

PROCEDURES FOR ADMISSION AND ENROLLMENT

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 are 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 are requested as soon as possible before classes begin:
- Any IEP or 504 documentation
- Completion of all fields in our enrollment documentation[6]
- 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, HTLA MS will make time available at Charter School for the parent to complete the documents with help as necessary.

STUDENT RECRUITMENT

HOW HTLA MS RECRUITS STUDENTS WITH A HISTORY OF LOW ACADEMIC PERFORMANCE, SOCIOECONOMICALLY DISADVANTAGED STUDENTS, AND STUDENTS WITH DISABILITIES

HTLA MS will make every effort to encourage and recruit students of various racial and ethnic, special education, and English Learner groups, including students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities. HTLA MS will maintain an outreach program to inform prospective students about the opportunities at HTLA MS.

As detailed in Element 7, HTLA MS's outreach plan includes, but is not limited to, the following elements or strategies which focus on achieving and maintaining a racial, ethnic, special education, socioeconomic, and English Learner balance among students that is reflective of the general population residing in District:
- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic, special education, and English Learner groups.
- Presentations and booths in multiple locations throughout the District to generate interest in the Charter School.
- Advertised open houses/tours at the Charter School, held several times throughout the fall.

[6]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.

- Purposefully recruit and reach out to students from surrounding schools, which are largely made up of low-achieving and socioeconomically disadvantaged students.

Advertisements about HTLA MS informational meetings and Open Houses will be placed in local English and Spanish language newspapers in the late summer. Informational meetings for interested families will be held in fall and winter.

LOTTERY PREFERENCES AND PROCEDURES

LOTTERY PREFERENCES

HTLA MS is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other "risk factors." If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements. Currently enrolled students are exempted from the lottery.
Lottery preferences will be extended as priority admission to the following groups, in order:
• Siblings of students who are currently enrolled at Charter School who reside within LAUSD boundaries
• Children of teachers and staff (up to a cap of 10% of enrollment) who reside within LAUSD boundaries
• All other students who reside within LAUSD boundaries
• Students with siblings currently enrolled at Charter School who do not reside within LAUSD boundaries
• Children of teachers and staff who do not reside within LAUSD boundaries (not to exceed 10% of total enrollment when combined with those who reside within the LAUSD boundaries)
• All other students who do not reside within LAUSD boundaries

PUBLIC RANDOM LOTTERY DRAWING

Open enrollment will begin each fall on a designated date set by HTLA MS and continue until the designated application deadline (mid-February). All interested students who complete a Lottery Application Form by the designated deadline will be considered for the public random drawing. The lottery will be held on or about the fourth Thursday in February at approximately 4:30pm on the campus of the Charter School. 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 and 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 lottery is open to the public.

The 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, 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 MS 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 waitlist in the order drawn.

Within two weeks following the lottery, students who are offered spots will be asked to complete an Enrollment Packet and return the Packet within two weeks to secure their spot.[7] Charter 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 by email..

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

Records of each application will be kept on file within 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 Charter School's office as well as the wait list.

[7] 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)(I).)**

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

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

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

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

HTLA MS 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 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 the 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. HTLA MS agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report.

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

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

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an

expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA 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, involuntary removals, 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 MS 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 MS 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 MS DISCIPLINE PHILOSOPHY

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

HTLA MS 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 MS 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 MS 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 MS 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 MS 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 MS families will each receive a copy of the Student and Parent Information Packet sent to each family at the beginning of the school year. Charter School staff also will review the discipline policy with new students and parents at the commencement of school each year. Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior.

Discipline Policy/Alternatives to Suspension

HTLA MS's discipline philosophy is 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, HTLA MS 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 Charter School's behavioral expectations, or a single severe infraction, will be requested to attend a meeting with Charter School's staff and the student's parents/guardian(s)[8]. 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 be preventative and to create a culture of learning. as a first step of discipline, teachers will use a range of lower-level consequences in class, such as non-verbal cues, conferencing with student, loss of privileges, etc. before resorting to more serious consequences. If additional discipline interventions are required, students may be referred to the Principal or Assistant Principal for counseling, parental involvement, detention and other more serious consequences. Additional discipline measures might include a parent conference, instituting a behavior contract or withdrawal of privileges. If these interventions are not sufficient or if the behavioral infractions are sufficiently severe, Charter School has adopted clear policies governing suspensions and expulsion. Per Charter School policy, 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 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 MS 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

[8] 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.

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 Policy and Procedures

These Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at HTLA MS. In creating the HTLA MS discipline policy, Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions and involuntary removals. ands necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal will be discussed with LAUSD's CSD staff to determine whether a material revision to this charter petition may be required.

Charter School administration shall ensure that students and their parents/guardian[9] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

Grounds of Suspension and Expulsion

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

Enumerated Offenses

Discretionary Suspension and Expulsion Offenses: Students may be suspended or recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

[9] 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.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 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.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

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

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

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) 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.

m) 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.

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

o) Engaged in, or attempted to engage in, hazing. 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.

p) 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.

q) 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.

r) 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.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a 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.

2) "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 (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) 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.

3) Notwithstanding subparagraphs (1) and (2) 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.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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)(a)-(b).

v) 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 Executive Director or designee's concurrence.

Non-Discretionary Suspension and Expulsion Offenses: Students must be suspended recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) 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 Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) 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.

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

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent process for suspension and expulsion including clear guidelines for due process. the Principal is authorized to suspend students. Students will not be suspended, whether in-school or out- of-school, for more than five (5) school days at a time or more than twenty days combined during one academic year.

In-School Suspension

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

Family Conference

Suspension shall be preceded by a conference, during which time the student may respond to the allegation, followed by a conference conducted by the Principal with the student and his/her parent or guardian. The conference may be omitted if the Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested by HTLA MS as soon as possible.

Notice to Parents/Guardians

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

Time Limits for Suspension/Recommendation for Expulsion

The length of the out of school and in school suspensions will be determined by the Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students may not exceed a period of 5 consecutive school days or 20 cumulative school days unless a recommendation has been made by the Principal. .

Upon a recommendation of expulsion by the Principal or Principal's designee (Assistant Principal or School Counselor), 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 (Assistant Principal or School Counselor) upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will receive meaningful access to education during suspension, and will have the opportunity to complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated classroom teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction through classroom teacher(s) during their suspension and be provided the opportunity to make up any missed exams.

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.

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

Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing, to determine whether or not the student should be expelled. The hearing will be held within 30 days from the date of the recommended expulsion.

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

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact within ten days and a determination regarding the expulsion. If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program. Following a decision of the Administrative Panel to expel, the Principal shall send written notice of the decision to expel, including the adopted findings of fact, to the student or parent/guardian. A notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School
- Terms of expulsion
- Rehabilitation Plan
- Criteria for Rehabilitation plan
- Eligibility date for reinstatement.
- Notice of the appeal process.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying. Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony. At the discretion of the Administrative Panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room. The Administrative Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

Administrative Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom the Administrative Panel finds is disrupting the hearing.

Administrative Panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand. If one or both of the support persons is also a witness, Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Charter School. The Administrative Panel presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way.

Nothing shall preclude the Administrative Panel from exercising its discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person.

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. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, 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 their testimony heard in a session closed to the public.

Disciplinary Records
The Charter School shall maintain records of all student suspensions and expulsions at the Charter School and the Principal or their designee shall send a copy of all such records to the chartering authority as soon as is practicable.

Appeal of Suspension or Expulsion

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

The suspension of a student will be at the discretion of the Principal. A suspension appeal may be made to the Board Chair within ten days of the suspension. Immediately following the request to appeal the suspension, the Board Chair will meet with the parent/guardian to hear their evidence as to why the student should not be suspended. Following the meeting, the Board Chair will determine

whether to uphold or deny the request to suspend. The parent/guardian and Principal will be notified within 24 hours of the final decision. Following due consideration of the facts and safety of students, a decision by the Board Chair regarding student suspension will be considered final.

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

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

Expelled Students/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

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

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

Reinstatement and Readmission

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

as assessment at the time of review for readmission. The rehabilitation plan includes improved behavior, attendance and academic performance and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to HTLA MS for readmission.

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

Notice to Teachers

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.

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 HTLA MS will contribute the employer's portion (currently 19.1 %) required by STRS. All withholdings from employees and the Charter School will be forwarded to the STRS Fund as required. HTLA MS will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. HTLA MS accepts and understands obligations to comply with Education Code Section 47611. The Charter School will continue such participation for the duration of the Charter School's existence under the same CDS code.

CLASSIFIED STAFF MEMBERS

PERS

All HTLA MS classified employees who are eligible will participate in the Public Employees' Retirement System (PERS). Employees will contribute the required percentage as designated by PERS, and HTLA MS will contribute the employer's portion as required by PERS. All withholdings from employees and 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. Charter School will continue such participation for the duration of Charter School's existence under the same CDS code.

OTHER STAFF MEMBERS

PARS and Others
HTLA MS 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 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.
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 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.

HTLA MS is a school of choice that is open to anyone in the State of California. Those students who choose not to attend HTLA MS (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 HTLA MS 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. Charter School informs parents and students of their public school attendance alternatives on the enrollment page of the Charter School's websiteThe 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 section 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

HighTech LA Middle
Director/Principal
5041 Sunnyslope Ave
Sherman Oak, CA 91423

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

HighTech LA Middle
Director/Principal
5041 Sunnyslope Ave
Sherman Oak, CA 91423

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 Schools 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 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 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 Middle close, the Executive Director, Principal, the Executive Assistant and/or other individuals, as selected by the Board, will serve as the Charter School's closure agent(s).

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).)

ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

[Charter School] (also referred to herein as "[short form of school name]" 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.

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.

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.

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.

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 Chater 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.

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 schoolsite.

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.)

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)(I).)**

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

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

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

In addition:

- P1, first week of January
- P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled 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, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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.

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 section 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
   [Charter School Name]
   [Charter School Address]

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
[Charter School]
[Charter School Address]

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 Schools 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.

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).)