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Prepa Tec Los Angeles High Petition



RENEWAL CHARTER PETITION FOR APPROVAL

9th Grade: Stafford Site
6005 Stafford Ave.
Huntington Park, CA 90255

10th-12th Grade: Gage Site
4210 Gage Avenue, Bell, CA 90201
(323) 800-2743

Submitted to the Los Angeles Unified School District,
Charter Schools Division, 20th Floor
333 S Beaudry Ave., Los Angeles, CA 90017

September 15, 2020
for
Term July 1, 2021-June 30, 2026

by



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Assurances, Affirmations, and Declarations

Prepa Tec Los Angeles High School (also referred to herein as “PTLAH ” 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).)

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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. .

1.1 General Information

● The contact person for Charter School is:	Xavier Reyes, CEO
● The contact address for Charter School is:	4210 Gage Avenue Bell, CA 90201
● The contact phone number for Charter School is:	323-800-2743
● The current address of the Charter School is:	4210 Gage Avenue Bell, CA 90201
● This location is in LAUSD Board District:	5
● This location is in LAUSD Local District	ECS East
● The grade configuration of Charter School is:	9-12
● The number of students in the first year will be:	370 first year
● The grade level(s) of the students in the first year will be:	9-12
● The Charter school’s scheduled first day of instruction in 2021-2022:	August 10, 2021
● The enrollment capacity is:	480

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<ul style="list-style-type: none"> The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: 	Traditional
<ul style="list-style-type: none"> The bell schedule for Charter School will be: 	8 Period Block Schedule
<ul style="list-style-type: none"> The term of this charter for Middle and High performance schools: 	July 1, 2021 to June 30, 2026
<ul style="list-style-type: none"> If approved, the term of this Charter for low performing schools: 	N/A

1.2 Community Need for the Charter High School

Prepa Tec Los Angeles High School History

Prepa Tec Los Angeles High was established at the request of the Alta Public Schools (APS) school community who earnestly desired to have a high school with values and academic rigor unlike any other school in the region that inspires students to provide service to their community. When the students of Prep Tec LA Middle School were to promote from the eighth grade, parents and students alike requested and expressed the need to continue in the “guardians of the world” tenets of International Baccalaureate in their high school experience. Given that directive from the school community, PTLAH was established in 2016 to serve the needs of all children under the banner - “IB for all”.

In a typical renewal of a first term high school, there are, at most, two years of state “verified” student academic performance data. Today, as PTLAH’s first five-year term approaches renewal, state “verified” student academic performance data is limited due the unusual circumstance under COVID-19 which caused California Department of Education (CDE) to suspend all assessments related to student academic performance in the 2019-2020 school year. This school year was to be the second year the 11th graders would have taken the SBAC assessment and thus demonstrate substantial and concrete year-over-year academic growth. Nonetheless, the California Department of Education has established PTLAH to be in the “Middle Performing band for renewal petitions.

According to the CDE, PTLAH is deemed to be a “Charter School Performance Category” or “performance level” of Middle Performing (<https://www.cde.ca.gov/sp/ch/cperformcategory.asp>). As a “Middle Performing” school and as outlined in *AB1505, Chapter 486, amending ED Code Sections 47604.5, 47605, 47605.6, 47607, 47607.3, 47607.5, and 47632*, the authorizing agency are to consider the following:

- California Dashboard Indicators: The authorizer shall consider all state and local indicators, schoolwide and for all subgroups. (Educ. Code. Section 47607.2(b)(1))
- Greater weight on academic performance: In considering renewal, the authorizer shall place greater weight on the measurements of academic performance. (Educ. C. section 47607.2(b)(2)) Those academic measures are defined as ELA, Math, College/Career, and English Learner Progress. (Educ. Code. Section 47607(c)(3))
- Authorizer may only deny renewal if: it finds the charter failed to meet or make sufficient progress, that closure is in the best interest of the pupils, and that its decision provided greater weight to performance on measurements of academic performance. (Educ. Code. Section 47607.2(b)(6))

- **Renewal term:** A charter that qualifies for this track shall be renewed for 5 years. (Educ. Code Section 47607.2(b)(7))

This renewal petition for PTLAH will highlight the reasons why our community needs our school. It will outline both state “verifiable” data and highlight the “local verifiable” data that will compare us to the state and the schools our students would otherwise attend. Additionally, this renewal petition will outline our instructional plan, and our plan to improve our academic outcomes toward the high level track.

PTLAH is an International Baccalaureate school offering the Diploma Programme and is a candidate school of the Middle Years Programme. When looking back at the first five years of the school’s record, highlights included are the following successes and challenges:

- **PTLAH is 1 of 3 IB Diploma Programs in LAUSD.** As an IBDP World School, PTLAH Provides the Capstone IB Programme through the Diploma Programme as students progress through the IB Continuum through Alta Public Schools
- **Projected top 4 graduation rate in the region, including magnets and charter schools.** A projected 89% 4-year graduation rate, with a projected 89.1% 5-year graduation rate.
- **Projected highest college attendance rate of all regional public schools.** 61.1% of high school graduates in the Class of 2020 attending 2 or 4 year colleges/universities
- Student suspension rate of 1.5%
- Projected 37.9% of students fully prepared for Post secondary and 62.1% approaching prepared with 0% not prepared
- Attendance Rate in the Fall of 2020 during the CoronaVirus Pandemic with an average above 95%
- Internal assessment data in both Language Arts and Mathematics indicate that students within each class are growing each year, thus closing the gap and moving students toward expected performance

As there has not been a published California School’s Dashboard since the 2018-2019 school year, nor will there be one published to show results from the 2020-2021 school year, the internal data and results mentioned above warrant the consideration and approval for PTLAH to be renewed for a full 5 year term in order to grow and continue to meet the discrete needs of the students that the school serves.

I. English Language Arts

The NWEA Data for the following school years supports that students are learning and that there is consistent growth toward the norm. The learning gap is closing for PTLAH students. **NWEA** is a computer adaptive test that uses the **RIT** (Rasch Unit) scale to measure and compare academic growth that is aligned to the California Common Core State Standards. Specifically, the scale measures levels in academic difficulty. The **RIT** scale extends equally across all grades, making it possible to compare a student's score at various points throughout his or her education.

Table I.1: Winter to Winter NWEA ELA 4 Year Comparison Class of 2020

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Group		2016-2017	2017 - 2018	2018 - 2019	2019-2020
NWEA ELA - 4 year Comparison	ALL STUDENTS	210.7	215.8	216.2	216.9
	Economically Disadvantaged	211.2	215.7	215.7	214.9
	Students with Disabilities	188.2	199.1	ND	ND
	ELL	188.4	201.1	202.0	205.8

Local NWEA Results August 2020

Table I.1 indicates that each year the Class of 2020 students in all categories grew in the mean RIT point scores with the exception of the Economically Disadvantaged group where in the 2018-2019 year their performance remained the same and then declined in 2019-2020. However, comparing growth overall from freshman to senior year, each group showed gains.

Table I.2: Fall to Fall NWEA ELA 3-Year Comparison 12th grade (Class of 2021)

Group		2017 – 2018 Grade 9	2018 – 2019 Grade 10	2019-2020 Grade 11	2020-2021 Grade 12
NWEA ELA - 4 year Comparison	ALL STUDENTS	208.2	212.0	214.0*	ND
	Economically Disadvantaged	208.2	211.6	214.0*	ND
	Students with Disabilities	206.0	203.3	208.0*	ND
	ELL	191.3	195.6	203.8*	ND

Local NWEA Results August 2020

*Winter Scores used in 2019-2020 as they contained subgroup data

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For the current Seniors, each group showed year over year growth with the exception of Students with Disabilities from 2018-2019 to 2019-2020. When looking at growth over time, each group's performance is higher than when they were freshman.

Table I.3: Winter to Winter NWEA ELA 2 Year Comparison 11th grade (Class of 2022)

NWEA ELA - 3year Comparison	Group	2018 – 2019	2019 – 2020	2020-2021
		9 th grade	10 th Grade	11 th Grade
	ALL STUDENTS	208.2	211.9	ND
	Economically Disadvantaged	209.6	212.7	ND
	Students with Disabilities	ND*	ND*	ND
	ELL	194.9	193.0	ND

Local NWEA Results August 2020

*Subgroup Less than 10

For the current Juniors (Class of 2022), year over year growth is shown in the All Students category and the Economically Disadvantaged, while the English Learners slipped from 2018-2019 to 2019-2020. With previous historical data, it stands to reason that this group of students will perform at or above the same levels as their peers in the future.

Table I.4: Winter to Winter NWEA ELA Baseline 10th grade (Class of 2023)

NWEA ELA - 3year Comparison	Group	2019 – 2020	2020-2021
		9 th Grade	10 th Grade
	ALL STUDENTS	208.2	ND
	Economically Disadvantaged	209.5	ND

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Students with Disabilities	ND*	ND
ELL	195.7	ND

Local NWEA Results August 2020

Table I.4 indicates the current entrance for all students and subgroups as 9th grad students in 2019-2020. They are combining into high school at or near the same levels as students before them. If the trend remains the same, it is fair to project these students will perform as well or better than their predecessors.

Table I.5: English Language Arts-Reading Fall NWEA Data

NWEA Reading Overall										
Fall	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2020			Student results data to be generated this school year							
2019	3	90	0	17	1	6	6	98		
2018	0	20	5	94	ND	ND				
2017	3	46	ND	ND						
2016	3	39								

Local NWEA Results August 2020

Table I.5 indicates the growth students made from fall to fall for each grade level over the course of the term of the charter. For example, looking at the Class of 2020, in the Fall of 2019, they grew 3 RIT points in Reading compared to the Fall of 2018. In the row labeled 2018, the class did not grow between the Fall of 2018 and Fall of 2017, etc. This table also indicates performance of student groups as compared to their

peers. For example, looking at the growth made for the Class of 2020 in the Fall of 2019, they performed at the 90th percentile as compared to all students who took this test at the same time of the year. This information is based on NWEA’s 2020 Norm Study.

Table I.6: English Language Arts-Reading Winter NWEA Data

NWEA Reading Overall										
Winter	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2021			Student results data to be generated this school year							
2020	2	80	4	70	3	26	-1	1		
2019	2	31	-1	1	ND	ND				
2018	7	99	ND	ND						
2017	0	1								

Local NWEA Results August 2020

Table I.6 indicates the growth students made from fall to fall for the particular grade level over the course of the term of the charter. For example, looking at the Class of 2020, in the Winter 2020, they grew 2 RIT points in Reading compared to the Winter 2019. In the row labeled 2017, the class did not grow between the Winter of 2017 and Winter of 2016, etc. This table also indicates performance of student groups as compared to their peers. For example, looking at the growth made for the Class of 2020 in the Winter of 2020, they performed at the 80th percentile as compared to all students who took this test at the same time of the year. This information is based on NWEA’s 2020 Norm Study.

Conclusion to Table I.5 and I.6

Looking at Table I.5 and I.6, each grade level either in the Fall to Fall or Winter to Winter comparison grew. Just like the Smarter Balanced is a point in time, so is the NWEA. At various points groups of students may perform and show comparative growth or they may not. The take-away from these graphs is that at least one test administration per academic year, each grade level exhibited growth towards the norm. For example, take the school year 2019-2020. In the Fall of 2019, the 10th grade class grew 6 points. In the Winter of 20, they actually had negative growth. In at least one test administration within the school year, the class made growth as compared to the same time of year in the previous administration. Growth happens at PTLAH in the area of Reading.

The classes of 2020, 2021, and 2023 have shown the ability to perform at levels in the high 90's percentile ranking when compared to students like them nationally. This indicates that our students can reach designated targets over time.

Subgroup Analysis

Table I.7: English Learners NWEA-Reading

English Learners NWEA- Reading										
Winter	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade	
	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile
2021			Student results data to be generated this school year 2020-2021							
2020	3	89	10	99	ND	ND	-3	1		
2019	6	89	3	12	ND	ND				
2018	10	99	ND	ND						
2017	ND	ND								

PTLAH NWEA Database 2020

With the exception of the 10th grade in 2020, the English learners have shown growth each school year where data is available.

Table I.8: Low Socio-Economically Disadvantaged NWEA-Reading

Low Socio-Economically Disadvantaged NWEA-Reading										
Winter	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade	
	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile	RIT Growth	National Percentile
2021			Student results data to be generated this school year							
2020	4	89	4	71	5	75	-1	1		

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2019	2	36	-1	1	ND	ND				
2018	6	95	ND	ND						
2017	0	1								

PTLAH NWEA Database 2020

The NWEA data for Low Socio-Economically Disadvantaged English Language Arts With the exception of the current 10th grade in 2020 and the current 12th grade in 2019, growth has been experienced.

Table I.9: Special Education NWEA-Reading

Special Education NWEA-Reading											
Winter	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade		
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	
2021			Student results data to be generated this school year								
2020	ND	ND	7	96	ND	ND	ND	ND			
2019	ND	ND	-1	1	ND	ND					
2018	11	99	ND	ND							
2017	ND	ND									

PTLAH NWEA Database 2020

The current 12th grade is the only group with data. This data shows in 2020, there was growth. The SpEd sub group is difficult to measure due to the reportable data of less than 10 students being identifying.

II. Mathematics

Academic performance of PTLAH students in Mathematics who met or exceeded the standard on the only SBAC test administered to 11th grade students, including identified significant subgroups, in the Spring of 2019, show a group of students at PTLAH far behind comparable LAUSD and State students, as shown in Table below. Further, the results for this first SBAC, 2018-2019, show in the area of Mathematics for All Students scoring 3.26% Above Standard, as compared to the State at 32.24% and LAUSD at 31.86%, respectively.

Table II.1: Winter to Winter NWEA Mathematics 4 Year Comparison Class of 2020

Group		2016-2017	2017 - 2018	2018 - 2019	2019-2020
NWEA ELA - 4 year Comparison	ALL STUDENTS	215.1	219.5	221.5	219.6
	Economically Disadvantaged	216.5	220.7	222.1	220.0
	Students with Disabilities	200.9	202.5	206.9	ND
	ELL	197.0	204.7	210.0	209.8

Local NWEA Results August 2020

Table II.1 indicates growth for all groups in the class of 2020 during the four years at high school. Each year, each subgroup showed growth and performed better upon exit than they did upon entrance

Table II.2: Fall to Fall NWEA Math 3-Year Comparison 12th grade (Class of 2021)

Group		2017 – 2018 Grade 9	2018 – 2019 Grade 10	2019-2020 Grade 11	2020-2021 Grade 12
NWEA ELA - 4 year Comparison	ALL STUDENTS	217.7	217.2	220.4	ND
	Economically Disadvantaged	217.4	217.2	222.9	ND
	Students with Disabilities	214.9	208.4	207.9	ND
	ELL	204.3	205.0	212.4	ND

Local NWEA Results August 2020

Table II.2 is a mixed story for the current seniors. With the exception of the Students with Disabilities, all subgroups are currently performing higher than their entrance into the school. The 2018-2019 school year

performance is down for all groups except English Learners. This may be due to the entire administration changing in that year.

Table II.3: Winter to Winter NWEA ELA 2 Year Comparison 11th grade (Class of 2022)

Group		2018 – 2019 9 th grade	2019 – 2020 10 th Grade	2020 – 2021 11 th Grade
NWEA ELA - 3year Comparison	ALL STUDENTS	212.0	214.7	ND
	Economically Disadvantaged	212.6	215.2	ND
	Students with Disabilities	ND*	ND*	ND
	ELL	198.9	203.7	ND

Local NWEA Results August 2020

For the class of 2022, current 11th grade students, each group has increased performance within the two years they have attended PTLAH,

Table II.4: Winter to Winter NWEA ELA Baseline 10th grade (Class of 2023)

Group		2019 – 2020 9 th Grade	2020-2021 10 th Grade
NWEA ELA - 3year Comparison	ALL STUDENTS	215.0	ND
	Economically Disadvantaged	218.5	ND
	Students with Disabilities	ND*	ND
	ELL	203.8	ND

Local NWEA Results August 2020

The current 10th grade class has come in like classes before them. If the data trends are accurate, it is possible to see that these students will increase their performance as their peers did before them.

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Table II.5: Mathematics NWEA Fall Data

Overall Math NWEA										
Fall	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2020										
2019	-2	12	0	11	2	41	4	81		
2018	3	77	7	99	ND	ND				
2017	2	21	ND	ND						
2016	0	3								

Local NWEA Results August 202

Table II.5 indicates the growth students made from fall to fall for the particular grade level over the course of the term of the charter with the exception of the class of 2020 in the Fall of 2019. For example, looking at the 9th Grade, in the Fall of 2019, they grew 4 RIT points in Mathematics compared to the Fall of 2018. This table also indicates performance of student groups as compared to their peers. For example, looking at the growth made for the 9th Grade in the Fall of 2019, they performed at the 81st percentile as compared to all students who took this test at the same time of the year. This information is based on NWEA's 2020 Norm Study.

Table II.6: Mathematics NWEA Winter Data

Overall Math NWEA										
Winter	Class of 2020		12th Grade		11th Grade		10th Grade		9th Grade	
	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank	RIT Growth	National Percentile Rank
2021										
2020	0	29	3	74	3	78	2	19		
2019	2	52	2	30	ND	ND				
2018	5	98	ND	ND						
2017	1	4								

Local NWEA Results August 202

Table II.6 indicates the growth students made from fall to fall for the particular grade level over the course of the term of the charter. For example, looking at the Class of 2020, in the Winter of 2018, they grew 5 RIT

points in Mathematics compared to the Winter of 2017. This table also indicates performance of student groups as compared to their peers. For example, looking at the growth made for the Class of 2020 in the Winter of 2018, they performed at the 98th percentile as compared to all students who took this test at the same time of the year. This information is based on NWEA’s 2020 Norm Study.

Conclusion for Table II.5 and II.6

Looking at Table II.5 and II.6, each grade level either in the Fall to Fall or Winter to Winter comparison grew. Just like the Smarter Balanced is a point in time, so is the NWEA. At various points groups of students may perform and show comparative growth or they may not. The take-away from these graphs is that at least one test administration per academic year, each grade level exhibited growth. For example, take the school year 2019-2020. In the Fall of 2019 the 10th grade class grew 4 points. In the Winter of 20, they grew another 2 RIT points. The class made growth as compared to the same time of year in the previous administration. Growth happens at PTLAH in the area of Mathematics.

Each class going through PTLAH has shown the ability to outperform the norm in one testing season or another. This shows that under the right conditions our students can and do perform in this manner. Some classes have shown to compare to their peers in the 95th percentile or above while others have shown in the 74th percentile and the 78th percentile. Overall, growth is happening within each class.

Mathematics Subgroup Analysis

Table II.7: Mathematics English Learners Winter NWEA Data

English Learners NWEA Math										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile
						2021				
2020	1	12	4	93	6	99	5	71		
2019	7	99	2	47	ND	ND				
2018	7	99	ND	ND						
2017	ND	ND								

Local NWEA Data

Overall, students in class 2020 have shown that in 2018, they were in the 99th percentile nationally ranked. In 2018, the students demonstrated they had a 99th percentile nationally ranked. In 2020, the students were in the 12th percentile nationally ranked. The class of 2021 demonstrated to move up from 47th percentile in 2019 to 93rd percentile in 2020. The class of 2022 was in the 99th percentile in the year 2020.

Table II.8: Mathematics Low Socio-Economically Disadvantaged NWEA Winter Data

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Low Socio-Economically Disadvantaged NWEA Math										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile
2021										
2020	1	50	3	76	1	17	5	71		
2019	1	23	1	26	ND	ND				
2018	5	96	ND	ND						
2017	3	26								

Local NWEA Data

The low socio-economically disadvantaged subgroup, class of 2020, were in the 26th percentile. However, they grew to the 96th percentile in 2018. In 2019, they were in the 23rd percentile and grew again to the 50th percentile in 2020. The class of 2021 was in the 26th percentile in 2019 and grew to the 76th percentile in 2020.

Table II.9: Mathematics Special Education NWEA Winter Data

2020 - 2021										
Winter	Class of 2020		Class of 2021		Class of 2022		Class of 2023		Class of 2024	
	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile	RIT Growth	Percentile
2021										
2020	ND	ND	-1	2	ND	ND	ND	ND		
2019	ND	ND	2	53	ND	ND				
2018	5	97	ND	ND						
2017	ND	ND								

Local NWEA Results August 2020

The students with disabilities, class of 2020, performed in the 97th percentile in 2018. The class of 2021, they performed in the 53rd percentile in 2019. Then, in 2020, they performed in the 2nd percentile.

III. English Learner Progress Indicator

California has transitioned to a new English proficiency assessment: the English Language Proficiency Assessments for California (ELPAC). Because this indicator reflects how English Learners’ are progressing in acquiring English language proficiency, at least two years of ELPAC data are needed to calculate Status and at least three years of ELPAC data are needed to calculate “Change”. Because only two years of ELPAC data are currently available, only “Status” will be reported for the 2019 Dashboard.

State “Verified” Data Results for English Learners

With 63 students identified as English learners in 2019 at PTLAH, 42.9% are making progress towards English language proficiency. This anomaly results in a Low performance level as shown in Table below.

Table III.1: ELPAC Results
English Language Acquisition Status

ELPI Level	Prepa Tec	State	LAUSD
Progressed at Least One ELPI Level	38.00%	42.90%	42.10%
Maintained ELPI Level 4	4.70%	5.30%	2.90%
Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	33.30%	31.50%	35.40%
Decreased at Least One ELPI Level	23.80%	20.10%	19.40%

cde.ca.gov Dataquest August 2020

During the 2018-2019 school year, students' ELD curriculum was delivered in an embedded model within the student’s ELA class. This was identified as a root cause to why the performance of ELs were what they were. Beginning in the 2019-2020 school year, PTLAH determined to implement both designated and integrated ELD as prescribed in the California ELD standards. With the COVID-19 interruption, summative testing for ELs was paused in the Spring of 2020. Currently in order to provide the opportunity to see progress for the 2019-2020 school year, the ELPAC can be administered to English learners until October 30, 2020. The current climate in Los Angeles has provided permission through the L.A. County’s Department of Health to have live, in person testing in small groups. However, many parents and students are very concerned to resume any service through an in-person environment. PTLAH is carefully monitoring the situation and will make decisions on their ability to summatively test our EL population in partnership with leaders from Alta Public Schools, the school’s parent organization.

IV. Long Term ELs

Table IV.1: “At RISK” Long Term English Learners 2017-2018

Grade	English Learners	EL	RFEP	Total
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	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL	Total	(Ever-EL)	
09	7	1	9	11	28	58	86
10	5	1	19	2	27	57	84

Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Prepa Tec Los Angeles High	12	2	28	13	55	115	170
SBE - Prepa Tec Los Angeles High	12	2	28	13	55	115	170
Los Angeles County	167,776	33,017	51,881	52,636	305,310	327,537	632,847
State	658,390	144,146	218,135	250,479	1,271,150	1,104,495	2,375,645

Retrieved from Cde.ca.gov Dataquest English Learner September 2020
<https://dq.cde.ca.gov/dataquest/longtermel/EverELType.aspx?cds=19769920133900&aggllevel=School&ye>

Table IV.2: "At RISK" Long Term English Learners 2018-2019

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At- Risk or LTEL			
09	6	1	14	0	21	39	60
10	9	0	25	0	34	49	83

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11	3	1	20	0	24	55	79
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Report Totals

Retrieved from Cde.ca.gov Dataquest English Learner September 2020 level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Prepa Tec Los Angeles High	18	2	59	0	79	143	222
SBE - Prepa Tec Los Angeles High	18	2	59	0	79	143	222
Los Angeles County	146,917	47,756	73,293	4,948	272,914	334,986	607,900
State	607,888	220,738	342,983	24,379	1,195,988	1,131,092	2,327,080

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

<https://dq.cde.ca.gov/dataquest/longtermel/EverELType.aspx?cds=19769920133900&agglevel=School&year=201>

Table IV.3: "At RISK" Long Term English Learners 2019-2020

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	2	1	13	7	23	44	67
10	3	0	8	3	14	35	49
11	4	1	10	12	27	52	79
12	2	2	14	2	20	43	63

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Report Totals

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Prepa Tec Los Angeles High	11	4	45	24	84	174	258
SBE - Prepa Tec Los Angeles High	11	4	45	24	84	174	258
Los Angeles County	138,346	29,912	44,311	46,206	258,775	326,546	585,321
State	576,805	130,783	204,042	236,394	1,148,024	1,133,977	2,282,001

Retrieved from Cde.ca.gov Dataquest English Learner September 2020

<https://dq.cde.ca.gov/dataquest/longtermel/EverEIType.aspx?cds=19769920133900&agglevel=School&year=2>

Discussion Tables IV.1, IV.2, and IV.3

Table IV.2 in 2017-2018, it is realized that 50.9% were Long Term ELS. In 2018-2019 (Table IV.2), the school had 74.6% of their ELs designated as Long Term English Learners. Table IV.3 indicates that in 2019-2020, 28.5% (24/84) of all English Learners at PTLAH are Long Term ELs. When comparing this data to the data in 2019-2020 to 2018-2019, there was a reduction of Long Term ELs by 46.1%. The contributing factors to this decrease can be attributed to the implementation and full fidelity to the designated and integrated ELD approach, limited reclassification, and student attrition.

V. Reclassification

Table V.1: PTLAH Reclassification for 2017-2018

School	CDSCode	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Prepa Tec Los Angeles High	19769920133900	224	55 (24.6 %)	128 (57.1 %)	3 (12.0 %)
District Total:		0	55 (24.6 %)	128 (57.1 %)	3 (12.0 %)

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<u>County Total:</u>		1,492,652	305,310 (20.5 %)	424,365 (28.4 %)	55,811 (16.9 %)
<u>State Total:</u>		6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.6%)

Retrieved from Cde.ca.gov Dataquest English Learner September 2020
<https://dq.cde.ca.gov/dataquest/cbeds4.asp?cYear=2017-18&Enroll=on&PctEL=on&PctFEP=on&PctRe=on&cSele>

In 2017-2018 Reclassification was realized at 3 (12.0%) for PTLAH.

1.2.1 Innovative Features of the High School Program

Over the years, PTLAH has had more of our families stay with us since Elementary or Middle School and are accustomed to the rigors of the IB curriculum. PTLAH began its provision-of-education journey in the Fall of 2016-2017 school year. PTLAH was specifically founded to serve the academic needs of the community that has historically been underserved. Our community has a large number of children and families demographically in poverty and our program was established in order to inspire them to continue into higher education as a vehicle out of cyclical poverty. As such, many of our students attend PTLAH, which allows them equitable access to an education that provides the opportunity to live and fulfill their possibilities of being valued as world citizens and guardians of the planet.

PTLAH began in its physical location in the City of Huntington Park and later continued its journey to a Prop. 39 facility in the Huntington Park High School backlot modulars. Due to the challenge of finding a location in Huntington Park which would provide an adequate space to provide an educational program to meet the needs of a growing population, PTLAH was relocated. The location was an abandoned building that housed a cosmetology program in the City of Bell. We invested future funds to be able to turn the cosmetology school into a small educational center with most of our students attending the new site.

The site that is located in the City of Bell will be referred to as the Gage Site. This site serves tenth through twelfth grades, while the ninth grade gets served in the City of Huntington Park, at the Stafford Site. The distance drive between both sites is a short 8 minute drive. While it is not the ideal situation to have a split campus, transportation is offered to our 9th grade students to and from their future campus including: the college fairs, cultural events and after school activities. Our plan is to build a permanent facility at the Gage site.

Our community deserves equity and as such PTLAH students are afforded full access and inclusion to the IB Middle Years Programme (MYP) and IB Diploma Programme (DP). Students with special needs have an active Individualized Education Plan (IEP) that promotes inclusion learning and develop skills to obtain a high school diploma. At PTLAH, inclusion refers to providing equitable access to all students. Inclusion is an ongoing process that aims to increase access and engagement in learning for all by identifying and removing barriers.

The instructional program our community prefers, champions learning diversity in the International Baccalaureate, which:

1. Guarantees that all students are provided equitable access to the IB curriculum and opportunities for academic rigor;

- a. The MYP curriculum framework comprises the following eight subject groups – Language and Literature, Mathematics, Individuals and Societies, Science, Physical Education, Art, Foreign Language, and Design; which provide a broad and balanced education for early adolescents.
 - b. The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. Through the Diploma Programme (DP) core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.
2. Emphasizes that all students are encouraged to embody, and staff to support, the IB Learner Profile attributes including risk-taking, fostering compassion and communicating effectively;
 3. Communicates the responsibilities of all stakeholders in the success of students with special needs, economically disadvantaged, gifted and talented, homeless, foster, English Learners, and every student who attends our school.

For the purposes of curriculum, IB provides a framework of lesson development and delivery based upon inquiry. Educators access the Common Core, develop relevant units and address the learning through an internationally minded perspective, thus enhancing the learning experience.

Moreover, in accordance with the requirements of a categorical program funded through the Consolidated Application (ConApp), PTLAH has an established School Site Council (SSC) comprised of students, parents, community members and staff who participate in the creation of a School Plan for Student Achievement (SPSA) per California Education Code [EC] Section 65000[b] to address the challenges our students face and provide supplemental resources to better assist students that are economically and educationally challenged and support the creation of a level playing field.

PTLAH's mission is to provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21st century, which is based on creating and maintaining the following:

- A strong and sustained leadership team
- A team of innovative, creative, diligent and dedicated teachers and staff with unrivaled wrap around services, which include mental health and health education services, multi-tiered level of support, response to intervention, and parent support and development, Positive Behavior, Interventions and Support (PBIS), Expanded Learning opportunities in order to support students at all levels of achievement;
- Professional development opportunities for teachers, support staff and administrators that have built and enhanced programs including the commitment to rigorous external programs such as the International Baccalaureate Middle Years Program (IBMYP) and International Baccalaureate Diploma Program (IBDP);
- Opportunities for students and staff to participate in community projects and extend learning beyond the Charter School

PTLAH prides itself in providing an environment where students have optimal opportunities to fulfill their education through development of their IB Learner Profile Attributes and Approaches to Learning skills.

PTLAH supports this evolving process of greater educational attainment; purposeful and action-oriented character development, while providing educational and career pathways. These tenets are only made possible with the participation of our parents and community now and tomorrow.

A Community School

PTLAH is a mission driven community charter school that offers a comprehensive and rigorous International Baccalaureate Programme for all students. Our vision is to provide a world class education in communities of need. A world class education means that every student will succeed in the path of their choosing, either through admission to higher education or career readiness preparation within the high school; thus producing outstanding citizens with international mindedness. Community school means every person associated with the school is treated like family and their voice counts in decision making and is invested in the life and future of the school.

The IB Approach to Learning and Action

An important part of the IB programme is the concerted effort placed in developing the International Baccalaureate Learner Profile attributes as personal values to adopt and live out with action. In addition, the Approaches to Learning Skills (ATLs) are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. These ATLs support the IB belief that a large influence on a student's education is not only what you learn, but also how you learn. These ATLs are intrinsically linked with the Learner Profile attributes to enhance students by looking at the whole child in the areas of learning and assistance in student preparation for life after high school.

PTLAH is one of four authorized public IB Diploma Programme (IBDP) schools in the Los Angeles Unified School District, according to [Find an IB World School](#). It is also in the candidacy phase for the IB Middle Years Programme (MYP) World School designation.

The 2019-20 school year was the first year that PTLAH offered the four years of high school; as we have been growing one grade level per year. Students are now enrolled in 9th, 10th, 11th and 12th grades. In addition, the 2019-20 school year was the first year 11th graders participated in the two-year International Baccalaureate Diploma Programme. At the end of the 2020-2021 school year, we will have our first students eligible to receive the IB Diploma. Students in South, Southeast or East Los Angeles County now have the opportunity to compete on the world stage through the IB Diploma Programme. PTLAH offers students the opportunity to continue to learn through clear and high expectations, the rigorous technology-integrated curriculum, a personalized learning environment, and family-school community partnerships.

Our students have access to a small, rigorous high school in their own neighborhood as evidenced by the number of IB classes offered and students prepared to take community college courses concurrently, imbedded field trips such as Model United Nations that build students to perform in an ambassador role and debate global issues, through which students also had the opportunity to interact with students from different cultures, communities and socio-economic levels. A small school allows them continued support in overcoming barriers and empowers them to succeed well beyond high school, while simultaneously learning how to become a world citizen through the International Baccalaureate Programme.

PTLAH, as the lead school for the IBPYP partnership with Prepa Tec Los Angeles Middle School, is in the candidacy state for authorization. Our 9th and 10th grade students are part of the Middle Years Programme

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(MYP), which is a five year preparatory program for the Diploma Programme. The MYP is also a challenging framework that encourages students to make practical connections between their studies and the real world. The curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents.

Student Name:

Supervisor Mentor Name:

IB Middle Years Program Personal Project Rubric

Criterion A: Investigating

Strand i: Define a clear goal and global context for the project, based on personal interest

Criterion Points: ____/8

Level	Strand Descriptor	Task-specific Clarification
7-8	Develop a clear and highly challenging goal and global context for the project, based on personal interest.	Based on personal interest, the student defines a clear goal that <ul style="list-style-type: none"> • Justifies the goal as highly challenging. • Meaningfully relates to a global context.
5-6	Define a clear and challenging goal and global context for the project, based on personal interests.	Based on personal interest, the student defines a clear goal that <ul style="list-style-type: none"> • Explains what makes the goal personally challenging. • Details the goal's relationship to a relevant global context.
3-4	Outline a basic and appropriate goal and global context for the project, based on personal interests.	The student outlines a simple or easily-achievable goal that identifies a relevant global context.
1-2	State a goal and global context for the project, based on personal interests, but this may be limited in depth or accessibility	The student states a goal that is unrealistic or shallow which does not have a clear connection to personal interests or the stated global context.

Strand ii: Identify prior learning and subject-specific knowledge relevant to the project.

Criterion Points: ____/8

Level	Strand Descriptor	Task-specific Clarification
7-8	Identify prior learning and subject-specific knowledge that is consistently highly relevant to the project.	Analyzes the relevance and contribution of prior learning to the project.
5-6	Identify prior learning and subject-specific knowledge generally relevant to the project.	Describe with appropriate detail prior learning relevant to the project.
3-4	Identify basic prior learning and subject-specific knowledge relevant to some areas of the project.	Outlines prior learning relevant to some aspect of the project.
1-2	Identify prior learning and subject specific knowledge, but this may be limited in occurrence or relevance.	States some prior learning relevant to the project.

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Student Name:

Supervisor Mentor Name:

Strand iii: Demonstrate research skills.

Criterion Points: _____ /8

Level	Strand Descriptor	Task-specific Clarification
7-8	Demonstrate excellent research skills.	<ul style="list-style-type: none"> • An extensive range of sources and variety of source types have been researched. • Sources are consistently and effectively evaluated for their reliability and relevance. • The bibliography is appropriate, consistent and used with sophistication in the project report. • There is extensive evidence of a broad range of research skills.
5-6	Demonstrate substantial research skills.	<ul style="list-style-type: none"> • An appropriate range of sources and variety of source types have been researched. • Specific sources selected for the project are evaluated effectively for reliability and relevance. • The bibliography is appropriate, consistent, and used effectively in the project report. • There is consistent evidence of appropriate research skills.
3-4	Demonstrate adequate research skills.	<ul style="list-style-type: none"> • A range of sources have been researched and recorded. • Specific sources selected for the project are evaluated for reliability or relevance. • The bibliography is consistent and used in the project report. • There is some evidence of appropriate research skills.
1-2	Demonstrate limited research skills.	<ul style="list-style-type: none"> • Few or inappropriate sources have been researched and recorded. • There is little if any evaluation of sources' reliability or relevance. • The bibliography is inappropriate, inconsistent and/or not used in the project record. • There is little evidence of other appropriate research skills.

Prepa Tec Los Angeles High Petition

Student Name:
Supervisor Mentor Name:

IB Middle Years Program Personal Project Rubric

Criterion B: Planning

Strand i: Develop criteria for the product/outcome.

Criterion Points: ____ /8

Level	Strand Descriptor	Task-specific Clarification
7-8	Develop rigorous criteria for the product/outcome.	Criteria that: <ul style="list-style-type: none"> Clearly define the specific characteristics of a high quality product/outcome. Explicitly informed by highly-relevant research. Justified, specific and multidimensional.
5-6	Develop substantial and appropriate criteria for the product/outcome.	Criteria that: <ul style="list-style-type: none"> Realistic and relevant to the product/outcome. Informed by research. Qualitative and/or quantitative, as appropriate.
3-4	Develop adequate criteria for the product/outcome.	Criteria that: <ul style="list-style-type: none"> Start to consider the qualitative elements of the product/outcome. Outline how their success might be observed.
1-2	Develop limited criteria for the product/outcome	Criteria that: <ul style="list-style-type: none"> Are basic and/or have some connection to the product/outcome

Strand ii: Plan and record the development process of the project.

Criterion Points: ____ /8

Level	Strand Descriptor	Task-specific Clarification
7-8	Present a detailed and accurate plan and record of the development process of the project.	A plan that includes: <ul style="list-style-type: none"> Short- and long-term planning broken down into detailed, logical steps. Have a strong focus to the student's project. Specific dates, deadlines and clear records of adjustments to the project's timeline. The record of the development process includes: <ul style="list-style-type: none"> A comprehensive account of the process from start to finish that corresponds closely to the plan. Changes that are clearly described and justified.
5-6	Present a substantial plan and record of the development process of the project.	A plan that includes: <ul style="list-style-type: none"> Short and long term planning that has not been broken down into specific steps. Clear connections to the student's project. Specific dates and deadlines. The record of the development process includes:

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Student Name:

Supervisor Mentor Name:

		<ul style="list-style-type: none"> An explanation of the process from start to finish that corresponds to the plan. Changes that are stated but not justified.
3-4	Present an adequate plan and record of the development process of the project.	<p>A plan that includes:</p> <ul style="list-style-type: none"> Long-term planning which is not broken down to specific steps. Vague connections to the student's project. Very general dates and deadlines <p>The record of the development process includes:</p> <ul style="list-style-type: none"> A general and/or fragmented explanation of the process that does not clearly correspond to the plan
1-2	Present a limited or partial plan and record of the development process of the project.	A brief plan that is not specific to the stated goal with a minimal outline of the development process.

Strand iii: Demonstrate self-management skills.

Criterion Points: ___/8

Level	Strand Descriptor	Task-specific Clarification
7-8	Demonstrate excellent self-management skills.	<p>A justification of:</p> <ul style="list-style-type: none"> Strengths and limitations for effective and independent time and task management. Affective skills practiced through the project. Highly effective use of other self-management skills
5-6	Demonstrate substantial self-management skills.	<p>An explanation of:</p> <ul style="list-style-type: none"> Effective and often independent time and task management. Affective skills practiced through the project. Effective use of other self-management skills.
3-4	Demonstrate adequate self-management skills.	<p>A description of:</p> <ul style="list-style-type: none"> Appropriate time and task management which show some independence. Affective skills practiced through the project. Use of another self-management skill.
1-2	Demonstrate limited self-management skills.	<p>A brief account of:</p> <ul style="list-style-type: none"> Basic or inconsistent time and/or task management. Affective skills practiced through the project.

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IB Middle Years Program Personal Project Rubric with

Criterion C: Taking Action

Strand i: Create a product/outcome in response to the goal, global context, and criteria.

Criterion Points: ____/8

Level	Strand Descriptor	Task-specific Clarification
7-8	Create an excellent product/outcome in response to the goal, global context, and criteria.	<ul style="list-style-type: none"> • A high-quality product/highly-successful outcome. • An analysis and evaluation of how the student achieved the project's goal and connected it with a global context, creating a product/outcome that comprehensively meets the criteria for its success.
5-6	Create a substantial product/outcome in response to the goal, global context, and criteria.	<ul style="list-style-type: none"> • A good quality product/successful outcome. • An explanation of how the student achieved the project's goal and connected it with a global context, creating a product/outcome with clear reference to the criteria for its success.
3-4	Create a basic product/outcome in response to the goal, global context, and criteria.	<ul style="list-style-type: none"> • A simple product/outcome. • A description of how the student achieved the project's goal and connected it with the global context, creating a product/outcome with some reference to the criteria for its success
1-2	Create a limited product/outcome in response to the goal, global context, and criteria.	<ul style="list-style-type: none"> • A poorly rendered/largely unachieved product/outcome. • An outline of how the student achieved the project's goal, connected it with the global context, creating a product/outcome that has little if any reference to the criteria for its success.

Strand ii: Demonstrate thinking skills.

Criterion Points: ____/8

Level	Strand Descriptor	Task-specific Clarification
7-8	Demonstrate excellent thinking skills.	Analysis and evaluation of: <ul style="list-style-type: none"> • Critical and creative thinking skills appropriate to the project. • Transfer of learning from the research to generate new ideas or solve problems that help to achieve the project's goal.
5-6	Demonstrate substantial thinking skills.	Explanation of: <ul style="list-style-type: none"> • Critical and creative thinking skills appropriate to the project. • Transfer of learning from the research to

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		generate new ideas or solve problems that help to achieve the project's goal.
3-4	Demonstrate adequate thinking skills.	Description of: <ul style="list-style-type: none"> Critical and creative thinking skills appropriate to the project. Transfer of some learning from the research that helps to achieve the project's goal.
1-2	Demonstrate limited thinking skills.	Outline of: <ul style="list-style-type: none"> Critical and/or creative thinking skills relevant to the project.

Strand iii: Demonstrate communication and social skills

Criterion Points: ___/8

Level	Strand Descriptor	Task-specific Clarification
7-8	Demonstrate excellent communication and social skills.	Analysis and evaluation of: <ul style="list-style-type: none"> Valuable ongoing essential interaction with those relevant to the project using a variety of appropriate modes of communication. Working effectively with others (if appropriate to the project). A report that is consistently clear, coherent, and effectively (or creatively) follows the required structure.
5-6	Demonstrate substantial communication and social skills.	Explanation of: <ul style="list-style-type: none"> Effective interaction with those relevant to the project using appropriate modes of communication. Working effectively with others (if appropriate to the project). A report that is mostly clear and coherent and that follows the required structure.
3-4	Demonstrate adequate communication and social skills.	Description of: <ul style="list-style-type: none"> Interaction with some people relevant to the project. Working effectively with others (if appropriate to the project). A report that is occasionally clear and coherent and that partially follows the required structure.
1-2	Demonstrate limited communication and social skills.	Outline of: <ul style="list-style-type: none"> Limited or irrelevant interaction with people involved in the project. Little collaboration with those relevant to the project (if appropriate to the project). A report that lacks clarity and coherence and/or does not follow the required structure.

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IB Middle Years Program Personal Project Rubric

Criterion D: Reflecting Strand

i: Evaluate the quality of the product/outcome against their criteria.

Criterion Points: _____ /8

Level	Strand Descriptor	Task-specific Clarification
7-8	Present an excellent evaluation of the quality of the product/outcome against his or her criteria	The evaluation analyzes the quality of the product/outcome against all the stated criteria.
5-6	Present a substantial evaluation of the quality of the product/outcome against his or her criteria	The evaluation explains the quality of the product/outcome against most of the stated criteria.
3-4	Present a basic evaluation of the quality of the product/outcome against his or her criteria.	The evaluation describes the quality of the product/outcome against some of the stated criteria.
1-2	Present a limited evaluation of the quality of the product/outcome against his or her criteria.	The evaluation outlines the quality of the product/outcome against some of the stated criteria

Strand ii: Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context.

Criterion Points: _____ /8

Level	Strand Descriptor	Task-specific Clarification
7-8	Present excellent reflection on how completing the project has extended their knowledge and understanding of the topic/inquiry and the global context.	The reflection evaluates how the student has extended his or her knowledge and understanding of the topic and the global context, using meaningful examples, detailed descriptions, and insightful explanations.
5-6	Present substantial reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection explains how the student has extended his or her knowledge and understanding of the topic and the global context, using specific and well-chosen examples.
3-4	Present adequate reflection on how completing the project has extended their knowledge and understanding of the topic and the global context	The reflection outlines ways in which the student has extended his or her knowledge and understanding of the topic and the global context, using some examples
1-2	Present limited reflection on how completing the project has extended their knowledge and understanding of the topic and the global context.	The reflection states at least one way the student has extended his or her knowledge and understanding of the topic and/or the global context, with no examples

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Student Name:

Supervisor Mentor Name:

Strand iii: Reflect on their development as IB Learners through the project

Criterion Points: ___/8

Level	Strand Descriptor	Task-specific Clarification
7-8	Present excellent reflection on his or her development as an IB learner through the project.	The reflection evaluates the student's development as an IB learner using appropriate examples, detailed descriptions and insightful explanations.
5-6	Present substantial reflection on his or her development as an IB learner through the project.	The reflection explains how the student has developed as an IB learner using specific, well-chosen examples.
3-4	Present adequate reflection on his or her development as an IB learner through the project.	The reflection outlines ways the student has developed as an IB learner using some examples
1-2	Present limited reflection on his or her development as an IB learner through the project.	The reflection states at least one way the student has developed as an IB learner without using examples.

Student Name:

Supervisor Mentor Name:

Key terms

State	Give a specific name, value or other brief answer without explanation or calculation.
Outline	Give a brief account or summary.
Define	Improve incrementally, elaborate, or expand in detail. Evolve to a more advanced or effective state.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Describe	Give a detailed account or picture of a situation, event, pattern, or process.
Analyze	Give the precise meaning of a work, phrase, concept, or physical quantity. Break down in order to bring out the essential element or structure. (To identify parts and relationships, and interpret info to reach conclusions.)
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Develop	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Present	Offer for display, observation, examination, or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.
Describe	Give a detailed account or picture of a situation, event, pattern, or process.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Create	To evolve from one's own thought or imagination, as a work or an invention.

Specifically, students in the MYP engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups. Students also complete a long-term project where they decide what they want to learn about, identify what they already know, discover what they will need to know to complete

the project, and create a proposal or criteria for completing the selected project in the 10th grade and present at the Personal Project Showcase in the Spring of each year. Rubric for evaluating personal projects is provided as an attachment titled, “PP Student Rubric Aligned to Further Guidance for MYP Project”

Students learn best when their learning experiences have context and are connected to their lives and their knowledge of the world that they have experienced. Using global contexts, MYP students develop an understanding of their common humanity and shared guardianship of the planet through developmentally appropriate explorations of:

- Identities and Relationships
- Personal and Cultural Expression
- Orientations in Space and Time
- Scientific and Technical Innovation
- Fairness and Development
- Globalization and Sustainability.

Our students learn how to learn from their actions through the development of the Approaches to Learning (ATL) skills. ATL is a unifying thread throughout all MYP subject groups; provides the foundation for independent learning and encourages the application of their knowledge and skills in unfamiliar contexts. Developing and applying these *social, thinking, research, communication and self management* skills helps students learn how to learn. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of their community demonstrating a commitment to service—making a positive difference to the lives of others and to the environment.

PTLAH is an authorized IBDP school as of March 2020. All of our Juniors and Seniors have the ability to participate in the IB Diploma Programme (DP) because through the DP, PTLAH is able to develop students who have excellent breadth and depth of knowledge, who have flourished physically, intellectually, emotionally, and ethically as evidenced by our college ready preparation. Students study at least two languages (English and Spanish); referred to by Language A and Language B depending on the student’s primary and secondary learned language respectively; and explore the nature of knowledge through the program’s unique Theory of Knowledge (TOK) course. The IB curriculum is made up of the DP core courses and six subject group courses. The DP core aims to broaden students’ educational experiences and challenge them to apply their knowledge and skills.

The three core elements are:

- Theory of Knowledge (ToK), in which students reflect on the nature of knowledge and on how we know what we claim to know.
- The Extended Essay (EE), which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- Creativity, Activity, Service (CAS), in which students complete a project related to those three concepts.

The six subject groups are:

- Studies in Language and Literature

- Language Acquisition
- Individuals and Societies
- Sciences
- Mathematics
- The Arts

For most courses, students take written examinations at the end of the DP. In many programme areas, students complete externally assessed coursework by trained IB approved educators. This written work or projects are submitted to the International Baccalaureate Organization for scoring based on normed criteria. Components of the DP core require DP assessment of student produced coursework. DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analyzing and presenting information
- evaluating and constructing arguments
- solving problems creatively

Basic skills are also assessed, including:

- Retaining knowledge
- Understanding key concepts
- Applying standard methods

International Mindedness

In addition to academic skills, IB encourages, and PTLAH implements an international outlook and intercultural skills, wherever appropriate. Through these efforts, international minded students develop their values, attitudes, knowledge, understanding, and skills which manifest within three ways: *multilingualism, intercultural understanding, and global engagement*. These manifestations are evidenced directly with three of the IB Learner Profile characteristics that are developed throughout the Charter School community: communicator, open-minded, and knowledgeable, respectively. However, the wholeness of the dispositions could not be realized without the other seven characteristics which are divided into two categories: cognitive competence (inquirers, thinkers, and reflective practitioners) and dispositions (principled, caring, risk-takers, and balanced). These traits are evidenced in teacher units of study and in many cases through students' MYP Personal Projects that are showcased in the Spring of their 10th grade; and through Community, Activity, and Service (CAS) in the 2 years of the DP Programme.

Key concepts for international mindedness were informed from international education and global citizenship education. Key concepts that are related to K-12 learning and growth are:

- Common humanity
- Cosmopolitanism
- Cultural intelligence
- Global citizenship
- Global competence
- Global mindedness
- Intercultural understanding

- Omniculturalism
- Multiliteracies—the First Principle
- World mindedness, peace and development

IB Assessments

The 2020-21 school year will be the first year DP students participate in these assessments. Student results are determined by performance against set standards, not by each student's position in the overall rank order. Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability. They include: essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, and multiple-choice questions—though these are rarely used.

Internal assessments occur in each of the six courses. This includes: oral work in languages, fieldwork in geography, laboratory work in the sciences, investigations in mathematics, and artistic performances/presentations. Because the 2020-21 school year will be the first year as it is done in the 2nd year of DP there have been no results.

A Whole-Child Approach

PTLAH addresses the needs of the “Whole Child” embracing a holistic approach to education where students develop their curiosity and a lifelong love of learning, which allows them to flourish academically, emotionally, socially and intellectually. Furthermore, PTLAH looks at the conditions of learning, student outcomes, and engagement. PTLAH Integrates student supports in aspects of the child’s development in areas such as academic, social, emotional, physical, psychological, and moral by addressing through social emotional learning in a climate designed for safety and trusting relationships. We also partner with community members with shared-decision making power in the child’s education. We provide strong school, family, and community ties, opportunities for shared leadership.

Our staff uses the framework that allows us to move from knowing what the terms mean to measuring the success by academic achievement and focus on the following criteria to know how well we are serving our students and by providing the supports in the following areas:

- Healthy: Each student enters school healthy and learns about and practices a healthy lifestyle.
- Safe: Each student learns in an environment that is physically and emotionally safe for students and adults.
- Engaged: Each student is actively engaged in learning and is connected to the school and broader community, via observations, student and parent surveys,
- Supported: Each student has access to personalized learning and is supported by qualified, caring adults.
- Challenged: Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

Universal Design for Learning (UDL)

UDL is a framework for curriculum development that provides all students with equal opportunities to learn. This framework is in alignment with the IB organization’s philosophy on teaching and learning that enables students to learn. Training is embedded in the IB professional development provided annually.

The framework provides a blueprint for creating challenging instructional goals, methods, materials, and assessments that accurately assesses learner progress (Rose and Meyer 2011).

The development of the UDL framework has been based upon the recognition, strategic and affective neural networks of the brain.

Table 2/3.3: UDL Framework

The UDL Framework takes into account¹:

Neural networks	To provide
Diverse recognition networks	Multiple means of representation
Diverse strategic networks	Multiple means of action and expression
Diverse affective networks	Multiple means of engagement

Universal Design Learning provides multiple means of:

- Representation
- Action and Expression
- Engagement

The Seven Principles of Universal Design - The existing IB curriculum and practices align with the principles, guidelines, and checkpoints of the UDL framework which are used within MYP and DP program classrooms.

- PRINCIPLE ONE: Equitable Use.
- PRINCIPLE TWO: Flexibility in Use.
- PRINCIPLE THREE: Simple and Intuitive Use.
- PRINCIPLE FOUR: Perceptible Information.
- PRINCIPLE FIVE: Tolerance for Error.
- PRINCIPLE SIX: Low Physical Effort.
- PRINCIPLE SEVEN: Size and Space for Approach and Use.

Learning by Doing - Real World Experiences

For the students who we serve, seeing is believing. A college visit for our students is one of the things that requires seeing for our students. Several day trips to local colleges and universities are scheduled throughout the year. In fact, at PTLAH, college visits are a standing Spring Break activity. Many of our students are “first to college” students. Our staff encourages all students to take the Spring Break overnight trips to visit universities and colleges throughout the state. The result of these trips for most of our students is one of visioning, i.e., these trips provide an opportunity for our students to see themselves walking their favorite

¹ Rose Meyers (2011)

college campus. For the school personnel, it's a living fulfillment of our mission. For students on the fence about going to college, PTLAH has been in partnership with East Los Angeles College's LA College Promise to get as many undecided students to participate in their community college route when they are overwhelmed with the bigger universities.

PTLAH is proud to be the only school in the Southeast Los Angeles region to send a delegation of students to Model United Nations (MUN), representing our region, state and country for the last three years. Many of our students have never stepped into an airplane. Almost all of them have never been to New York. Most of our students have never worked with other students outside their race or language profile. Nevertheless our students have greatly succeeded in their assignments representing various countries from around the world as tier delegates in the MUN. Through mock debates prior to the event, students develop their public speaking and argumentation skills. Our students are proud of the work they are able to do and accomplish when working with students from around the world. This is one of our activities that aligns with our IB beliefs to become guardians of the planet at its highest levels of mission fulfillment. Many students return eager to impact their community through action.

Although most of our students plan to attend post high school education, some of them choose to go straight into the career pathway. PTLAH prepares our students for the trades with partnerships such as California Manufacturing Network (CMTC). The CMTC promotes a student trades show that our students attend. Along with our students, PTLAH celebrates and highlights the benefits of careers in manufacturing. The highlighted manufacturers through the network create jobs through internships that our students can partake in. Throughout the month of October, Manufacturing Day works with manufacturers in the region to open their doors and take up the important work of inspiring our students to pursue careers in manufacturing and engineering. Through Science, Technology, Math, and Art, coupled with partnerships such as Manufacturing Day and the CMTC, students have the opportunity to take part in the production and innovation in manufacturing right next door in the City of Vernon, LA's manufacturing hub.

Our scholar athletes at PTLAH have the opportunity to partake in all the various CIF sports offered at the comprehensive neighborhood Huntington Park High School (HPHS). The partnership with HPHS allows students that prefer a small school environment and the rigorous academic program to have both preferences at the same time. Our scholar athletes have gone on to play varsity football, varsity baseball and varsity soccer.

In a partnership with various organizations, such as the YMCA, PTLAH has been able to provide the opportunity to work with organizations that focus on youth development, healthy living and social responsibility. These partnerships emphasize leadership and civic involvement in our community. Our students have strengthened their community by becoming active and responsible contributors who are inspired to lead, and are empowered to create meaningful change. The following skills are taught to students to help transition and succeed with ease from middle school through college graduation. Aligned with our IB tenets, student involvement in these programs builds, strengthens and encourages life assets and positive character traits students learn:

- Leadership
- Public Speaking
- Research & Writing

- Core Values & Team Work
- Study Skills
- Critical Thinking
- Greater Understanding of Civic Engagement
- Addressing Issues on Statewide & National Levels

1.2.2 Success of the Charter

According to Education Code, Sections 47607.2(b)(2) and 47607(c)(3), in considering renewal, the authorizer shall place greater weight on the measurements of academic performance. Those academic measures are defined as ELA, Math, College/Career, and English Learner Progress.

As stated previously, when looking back at the first five years of the school's record, highlights included are the following successes:

- **PTLAH is 1 of 3 IB Diploma Programs in LAUSD.** As an IBDP World School, PTLAH Provides the Capstone IB Programme through the Diploma Programme as students progress through the IB Continuum through Alta Public Schools
- **Projected top 4 graduation rate in the region, including magnets and charter schools.** A projected 89% 4-year graduation rate, with a projected 89.1% 5-year graduation rate.
- **Projected highest college attendance rate of all regional public schools.** 61.1% of high school graduates in the Class of 2020 attending 2 or 4 year colleges/universities
- Student suspension rate of 1.5%
- Projected 37.9% of students fully prepared for Post secondary and 62.1% approaching prepared with 0% not prepared
- Attendance Rate in the Fall of 2020 during the CoronaVirus Pandemic with an average above 95%
- Internal assessment data in both Language Arts and Mathematics indicate that students within each class are growing each year, thus closing the gap and moving students toward expected performance

As noted earlier, due to COVID, PTLAH has limited State “verified” data. The only verified data available to weigh on the measurement of academic performance is the reported 2018-2019 SBAC data for ELA and Math.

Although there are gaps in “verifiable” data, “local verified data” will be used and appropriately sourced to provide an account of success of the school. The subsequent sections will provide results and analysis of academic performance in the areas of ELA, Mathematics, College and Career (CCI), English Learners, Academic Engagement (Chronic Absenteeism, Graduation Rate), Conditions and Climate (Suspension Rate) and Local Indicators (Implementation of Standards, Access to a Broad Curriculum, Basics, Parent and Family Engagement, and Climate Survey).

College and Career Indicator (CCI)

PTLAH’s mission is to prepare students for higher education. As our first graduating class was 2020, the calculation though not posted by CDE, was based CDE formula. Anticipated data results were prepared using the 2019 California Dashboard Technical Guide and steps were followed to ensure those students who are in the combined 4 and 5-year cohort are the total numbers of students in consideration. In 2020, PTLAH had a total of 66 students. Of those 66 students, 25 of them met the prepared criteria #8 (19 students through college credit and 6 through the Smarter Balanced assessment). The only state “verified” data available is for 2018-2019. PTLAH graduated its first class in 2020. Therefore, Table 1.5 below, indicates the years being compared.

Results

PTLAH is slightly above LAUSD and slightly lower than the State in students being prepared for college and careers. The College and Career Indicator at Prepared Level shows the following: All students for PTLAH 37.9%, State 44.1% and LAUSD 37.7%. Hispanic students for PTLAH 38.6%, State 36.1% and LAUSD 36.7%. Economically Disadvantaged students for PTLAH 38.5%, State 35.8% and LAUSD 37.1%. Students with Disabilities students for PTLAH 00.0%, State 10.8% and LAUSD 7.3%. ELL students for PTLAH 00.0%, State 16.8% and LAUSD 12.1%.

Table 1.2.2:1: PTLAH Anticipated College and Career Indicator at Prepared Level

		2019-2020	*2018-2019 School Year	
Group		PTLAH	State	LAUSD
College and Career Indicator at Prepared Level	ALL STUDENTS	37.9%	44.1%	37.7%
	Hispanic	38.5%	36.1%	36.7%
	Economically Disadvantaged	38.5%	35.8%	37.1%
	Students with Disabilities	0.0%	10.8%	7.3%
	ELL	0.0%	16.8%	12.1%

cde.ca.gov Dataquest September 2020 for LAUSD and State – Expected outcomes were derived from the CDE 2019 California Dashboard Guide. All results are anticipated based upon the methodology for calculation provided in the guide.

The table below further shows the percent of students who are prepared for College and Career in the “approaching prepared” at 62.1% for PTLAH, 17.1% and 21.3% for the State and LAUSD, respectively. Finally, not prepared is 0% for PTLAH, 38.8% and 41.1% for the State and LAUSD, respectively.

Table 1.2.2:2: PTLAH College and Career Indicator By Level

		2019-2020	*2018-2019 School Year	
Group		PTLAH	State	LAUSD
College and Career Indicator by Level	Prepared	37.9%	44.1%	37.7%
	Approaching Prepared	62.1%	17.1%	21.3%
	Not Prepared	0.0%	38.8%	41.1%

cde.ca.gov Dataquest September 2020 for LAUSD and State – Expected outcomes were derived from the CDE 2019 California Dashboard Guide. All results are anticipated based upon the methodology for calculation provided in the guide. Analysis
PTLAH has established A-G graduation requirements for all students, which means all students who complete will automatically fall into the Approaching Prepared level. PTLAH wants to maintain this level of performance, more than one criteria in preparation needs to be explored. Comparing the data the PTLAH has with the most recent Dashboard data, PTLAH has exceeded LAUSD with a greater percentage of students prepared. The school needs to plan to close the 7.8% gap they have with the State in terms of prepared. With the balance of PTLAH’s approaching prepared, the school can employ strategic actions to move them into prepared.

Considering significant groups of students, PTLAH is falling short with Students with Disabilities and English Learners, as shown in Table 1.5 above, special attention will be placed in the improvement plan to address the needs of students with disabilities and English learners in College and Career readiness.

Chronic Absenteeism

The data referenced here is not reported on the CDE’s Dashboard website. The expected outcomes were derived from the CDE 2019 California Dashboard Guide. All results are anticipated based upon the methodology for calculation provided in the guide. Key to PTLAH’s School Culture and Climate is parent and community involvement. PTLAH has created a culture and climate that has a true parent partnership in all aspects of their child’s educational academic achievements and well-being. To increase parental and legal guardians’ participation and involvement in our school through planned activities; such as chaperone on field trips, supporting students, etc. Parent or legal guardian of a student is strongly encouraged to perform volunteer service hours; however, it is not 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 the school.

State “Verifiable” Data Results for Chronic Absenteeism

The school posted a 0% Chronic Absenteeism Rate in 2018-2019. Table 1.2.2:3 indicates that PTLAH is well under the percentages of Chronic Absenteeism, including subgroups, than LAUSD at 13.80%, and the State at 12.10%.

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Table 1.2.2:3: 2018-2019 School Year Chronic Absenteeism

2018-2019 School Year				
	Group	PTLAH	State	LAUSD
Chronic Absenteeism	ALL STUDENTS	0.00%	12.10%	13.80%
	Hispanic	0.00%	13.40%	20.20%
	Economically Disadvantaged	0.00%	15.20%	19.60%
	Students with Disabilities	0.00%	19.50%	25.70%
	ELL	0.00%	12.50%	18.9%

<https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?agglevel=School&cds=19769920133900&year=2018-19>
Analysis

During the 2017-2018 school year, Chronic Absenteeism reflected an increased rate of 24.3%, a significant decrease was realized in the school year 2018-2019 to 0.0%. Decrease in Chronic Absenteeism was realized by creating an environment where all students were recognized, along with a strong partnership with parents, teachers and our community.

The school expects similar results for 2019-2020. Several factors contribute to the expectation to be similar.

Factor #1: School culture and success depend on a stable team. Moving from the 2019-2020 school year to present, PTLAH has a 91.3% teacher retention rate. PTLAH’s administration and central service office administration has maintained 90.9% stability for three years. The community of Prepa Tec Los Angeles High School is committed to the program identified within the School Improvement Plan. This plan has been vetted by the school’s School Site Council; as well as, the school’s governing body, the Alta Public School’s board. Further, the testament of the commitment of educators is noted through the retention rate of educators within the system.

Factor #2: The High School’s P2 in February 2020 was 317.30 (92% ADA) which was used to calculate the base funding for 2020-2021.

Factor #3: As a result of the before-school-year teacher preparation, PTLAH has had a strong beginning attendance rate in spite of distance learning instructional structure. For the first month of the school year, there was a 90.91% attendance rate for all students in our first week; 95.86% in our second week; 95.93% in our third week; and 97.48% in our fourth week, as shown in Table 1.2.2:4.

Table 1.2.2:4: PTLAH Distance Learning Attendance 2020-2021

School	Week 1	Week 2	Week 3	Week 4
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	8/11 - 8/18	8/19 - 8/25	8/26-9/01	9/02-9/08
PTLAH	90.91%	95.86%	95.93%	97.48%

PTLAH Powerschool 2020

Expected Graduation Rate

PTLAH has one of the highest Graduation Rates in the region. After reviewing the inclusion and exclusion criteria reported in the 2019 California Dashboard Technical Guide for PTLAH’s first graduating class of 2020, there are 73 total students in the cohort. Of the 73 students, 65 graduated producing a cohort graduation rate of 89.0%, 5 students continued to be 5th year seniors, representing 6.8%, and 3 students are considered drop-outs, representing a 4.1% drop-out rate, as shown in Table 1.2.2:5.

Table 1.2.2:5: PTLAH 2019-2020 4 year Expected Graduation Rate, State and LAUSD

4 Year Cohort		2019-2020	*2018-2019	
Graduation Rate	Student Groups	PTLAH	State	LAUSD
	All Students	89%	84.5%	78.0%
	Hispanic	89%	82.1%	77.7%
	Economically Disadvantaged	90.3%	81.1%	78.3%
	Students with Disabilities	66.7%	67.7%	60.9%
	ELL	80%	68.7%	52.7%

Cde.ca.gov Dataquest for LAUSD and State. For PTLAH the expected outcomes were derived from the CDE 2019 California Dashboard Guide. Expected outcomes were derived from the CDE 2019 California Dashboard Guide. All results are anticipated based upon the methodology for calculation provided in the guide.

Expected 4 and 5 Year Graduation Rate

In the Fall of 2020 when the Dashboard is released, PTLAH expects to see a Combined Cohort Graduation Rate of 89.1% calculated by 1 student in the 2018-2019 (due to the student’s entrance into PTLAH within the four years of the start of the Cohort) Cohort plus 73 students in the 2019-2020 Cohort totaling 74 students. The combined cohort for both years is equal to 74, with 66 students successfully completing within 4 or 5 years of the entrance into their cohort. When the combined cohort graduation rate is published in the Fall of 2021, the expectation is that all five students from the 2019-2020 cohort will have been successful in

graduating from PTLAH. They will be added to the 2020-2021 Cohort in order to include in the calculation for the combined cohort.

Analysis

The school is performing at or above the State in all students as well as in most significant groups. The rates for PTLAH data was calculated for the 2019-20 school year based on the CALPADS enrollment data and graduation Consideration for the Students with Disabilities about effective actions to assist the students to complete within four years.

Expected Drop-out Results

Students at PTLAH drop out at a lower rate than LAUSD and the State. The table below, Table 1.2.2:6, reflects PTLAH 2019-20 school year Dropout Rate compared to local and State 2018-19 Dropout Rates. PTLAH has a 4.1% rate is lower when compared to the State’s 9.0% and LAUSD’s 12.8% for all students; Hispanic Dropout Rate is 4.1% rate is also lower when compared to State 10.2% and LAUSD 12.6%; The SES Dropout Rate is 2.8% lower compared to the State 10.8% and LAUSD 12.2%; Special Education students also realize a lower Dropout Rate of 6.7% compared to the State’s 13.5% and LAUSD’s 16.6%; the English Learner Dropout Rate is lower at 4.0% compared to the State 18.4% and LAUSD 27.4%

Table 1.2.2:6: Expected PTLAH 2019-20 Drop-Out Rate

		2019-2020	2018-2019 School Year		
Drop Out Rate	Group	PTLAH	State	LAUSD	
		All Students	4.1%	9.0%	12.8%
		Hispanic	4.1%	10.2%	12.6%
		Economically Disadvantaged	2.8%	10.8%	12.2%
		Students with Disabilities	6.7%	13.5%	16.6%
		ELL	4.0%	18.4%	27.4%

Cde.ca.gov Dataquest for LAUSD and State For PTLAH: : Expected outcomes were derived from the CDE 2019 California Dashboard Guide. All results are anticipated based upon the methodology for calculation provided in the guide.

Analysis

PTLAH is performing better than both the State and LAUSD regarding the percentage of students dropping out in the All Students category and major significant groups. The school should maintain its efforts with a particular focus on improving outcomes for students with disabilities.

Fifth-Year Seniors Results

At the end of the 2019-20 school year, there were six (6) students that did not graduate and five (5) are continuing as 5th year seniors at PTLAH. Students are taking credit recovery and receiving support from the after school program; as well as, the college counselor and college advisor in order to meet their graduation requirements this year. The data below, Table 1.12, reflects that PTLAH has 0.4% more students than LAUSD, 0.2% less Hispanic students enrolled as 5th-year Seniors.

Table 1.2.2:7: PTLAH 2019-2020 12th Graders Enrolled as 5th Year Seniors

		2019-2020	*2018-2019 School Year	
12th Graders Enrolled as 5th Year Seniors	Group	PTLAH	State	LAUSD
	All Students	6.8%	4.1%	6.4%
	Hispanic	6.8%	5.2%	7.0%
	Economically Disadvantaged	6.9%	5.4%	6.7%
	Students with Disabilities	2.7%	9.9%	11.8%
	ELL	16.0%	8.3%	13.4%

cde.ca.gov Dataquest August 2020

Analysis

Based on proportionality, it is reasonable to state PTLAH has performed similarly to LAUSD. PTLAH will include additional safety nets, such as support period, APEX credit recovery opportunities, one-on-one intervention counseling by Counselor, Assistant Principal that includes parent participation and a signed contract for students as they move through the high school experience to assist in early identification of students at risk of not completing within the four year period of time.

Suspension Rate “Verifiable” Data Results

PTLAH suspended less students than the state and more than LAUSD. The table below, Table 1.2.2:8, references the suspension rate. The school posts a 1.5% rate as compared to the State at 3.6% and LAUSD at 0.4%.

Table 1.2.2:8: 2018-2019 School Year Suspensions

2018-2019 School Year				
	Group	PTLAH	State	LAUSD
Suspension Rate	ALL STUDENTS	1.50%	3.60%	0.40%
	Hispanic	0.30%	3.60%	0.40%
	Economically Disadvantaged	0.00%	4.40%	0.40%
	Students with Disabilities	0.00%	6.40%	1.30%
	ELL	0.00%	3.20%	0.50%

Cde.ca.gov Dataquest Dashboard August 2020

Analysis

PTLAH has reduced Suspensions by 6.6% between 2017-18 and 2018-19 to 1.3%. Through analysis of the data, the charter school leadership discussed schoolwide behavior intervention to meet the needs of our students. PTLAH is focusing on the use of school-wide Positive Behavioral Interventions and Supports (PBIS) throughout the school community. PTLAH has a team of staff who is in its 3rd year of training through LACOE and as a result of implementation of PBIS, has continued to decrease suspensions into the 2019-20 and 2020-21 school years that contribute to a positive school culture and climate supported by the progressive attendance and intervention policies. During professional development, staff are trained on how to embed PBIS in both structured and unstructured times. During professional development, teachers practice PBIS strategies and collaborate on how to uniformly develop a safe, responsible, and respectful culture. Teachers and other school staff identify students who need additional social-emotional support via the school counselor or through a referral process with a local nonprofit counseling service, with parent permission. Counseling services and mental health plans are held on campus.

Local Indicators Results with “Verified” Data

PTLAH met all indicators. The table below, Table 1.2.2:9, illustrates that the school met all local indicators as published on the 2019 California Dashboard.

Table 1.2.2:9: 2018-2019 Local Indicators California Dashboard

<u>Local Indicator</u>	<u>Standard Met</u>	<u>Standard Not Met</u>
Implementation of standards	X	
Access to a Broad Course of Study	X	
Basic Services	X	
Parent and Family Engagement	X	
Climate Survey	X	

Cde.ca.gov Dataquest Dashboard August 2020

Analysis

PTLAH should continue to meet local indicators. The 2019-2020 was the second school year in which the school met all indicators. The school expects the same result for 2020. Practices are already built into the culture of the school in order to maintain the same performance results.

College-going Culture

Since 2020 was the first graduating class, data was based on Student Information System and information obtained from students. PTLAH sends more students to college than LAUSD and the State. Alta Public Schools, PTLAH’s charter management organization, prides itself in creating a college-going culture for every student, from Transitional-Kindergarten to high school. A child going to college for many of our families is a monumental and inconceivable journey. However, PTLAH provides for accessible equity for families to realize the dream of students going to college by working closely with the college counselor, teachers and administration. College and higher education opportunities become achievable goals. Sending students to college from PTLAH is a family affair. PTLAH will provide a summer parent and student bridge for every incoming freshman. All students, with their families, will sit with the college counselor and backwards map their college graduation starting in the ninth grade.

Results

The expected outcomes were derived from the CDE 2019 California Dashboard Guide. All results are anticipated based upon the methodology for calculation provided in the guide. The percentage of PTLAH’s students going to college is 66.7%. When selecting groups to take a deeper look at the college going rate, the Hispanic population remains the same as a 66.7%, Economically Disadvantaged, 65.2%, and Students with Disabilities and English Language Learners have a 30%. As illustrated in Table 1.2.2:10 below, PTLAH, at 66.7%, exceeds the state, at 64.40%, and LAUSD, at 50.8%, in percentage of students going to college.

Table 1.2.2:10: Anticipated PTLAH College Going Rate

		2019-2020	*2017-2018		
College Going Rate	Group	PTLAH	State	LAUSD	
		ALL STUDENTS	66.7%	64.40%	50.80%
		Hispanic	66.7%	57.60%	47.70%
		Economically Disadvantaged	65.2%	57.20%	49.20%
		Students with Disabilities	30%	45.40%	31.50%
		ELL	30%	42.20%	24.70%

cde.ca.gov Dataquest August 2020 for LAUSD and State; however, PTLAH expected outcomes were derived from the notification letters provided to students and surveys conducted

Analysis

Noticing the discrepancy between the subgroups, the students with disabilities and students who are English Language Learners will have additional opportunities to raise the college going rate due to the fact that the additional partnerships will develop to increase the exposure to post high school education, additional parent meetings to educate both parents and students regarding post high school educational options, financial aid (FAFSA), equal opportunity program services, (EOPS) and students with disabilities services programs (DSPS). During the school year, the counselor and teachers will host college awareness sessions pertaining to the identified areas of colleges and universities within California and the United States, financial aid, EOPS, DSPS, scholarships, essay writing, graduation plans, and extracurricular activities. Holding these individual and small group meeting sessions will help both students and parents understand the process and pathway to college and little to low cost as well as equitable opportunities for students with disabilities and/or students who are English Language Learners.

Concurrent College Enrollment Results

PTLAH provides students the opportunity to receive early college credits through the concurrent enrollment program at East Los Angeles College. College-level general education classes provided to students include: Health 11, Robotics, Psychology, Marriage and Family Life, and Sociology. The concurrently enrolled program has a newly developed participation tracking system to help track students who complete the college course(s) work to be recorded on the student’s individual transcript, should they provide an official transcript from the college.

Table 1.2.2:11: College Courses Offered/Taken Concurrently Through ELAC

Prepa Tec Los Angeles High Petition

2017	2017	2018	2019	2019-2020	
Health 11	Robotics	Psychology	Marriage & Family Life	Sociology 1	Total Student Participation in Courses
34	23	26	26	14	123

PTLAH PowerSchool August 2020 and ELAC Record of Enrollment and Attendance

Analysis

Because there is the arrangement with East LA College, the Charter School is currently considering ways to recruit more students to engage, especially focusing on the number of students who can earn a “C” or better in two courses.

Post Secondary Options Results

Class of 2019-2020 Seniors:

- Highest Rates of College Acceptance in the Region, at 61.2% or forty-one (41) students have been accepted to various in-state and out-of-state colleges and universities.
- 3% or two (2) students have enlisted in the armed forces
- 28.4% or nineteen (19) students took 1 or more Community College Courses while in High School

All PTLAH Students:

- 100% of PTLAH’s students take a College Preparatory Scope and Sequence of UC-approved A through G courses in order to graduate with a diploma.
- The International Baccalaureate Diploma Program currently has 70 students enrolled, a 14.95% increase from the 2019-20 school year

Table 1.2.2:12 Prepa Tec Los Angeles High Comparable College-Going Results

Prepa Tec Los Angeles High Petition

College-going Culture	High School Completers	High School Completers Enrolled in College	College-Going Rate	Enrolled In-State				Enrolled Out-Of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College	2-Year College
Prepa Tec 2019*	67	41	61.19%	1	6	32	0	0	2
Huntington Park HS	376	188	50.00%	20	73	91	3	1	0
Freemont HS	370	164	44.30%	11	61	86	5	0	1
South Gate HS	549	280	51.00%	38	119	118	3	2	0
Jordan HS	83	22	26.50%	2	14	5	0	1	0
Bell HS	639	316	49.50%	51	137	115	5	7	1
Jefferson HS	130	67	51.50%	10	28	27	1	1	0
Marquez Magnet A	134	59	44.00%	7	23	26	2	1	0
Maywood Academy	268	104	38.80%	4	32	65	0	2	1
Diego Rivera Magnet	135	59	43.70%	8	29	21	0	1	0
LAUSD Median	268	104	44.30%	10	32	65	5	2	0
LAUSD	26,633	13,524	50.80%	1,721	4,395	6,164	539	637	68
State	391,565	257,788	65.80%	28,162	47,823	142,433	12,600	24,982	1,788

Dataquest, 2017-2018 College-going Rates for state and other comparison schools; however, PTLAH data was calculated for the 2019-20 school year based on the CALPADS enrollment data and graduation.

<https://dq.cde.ca.gov/dataquest/DQCensus/CGRLevels.aspx?agglevel=District&cde=1964733&year=2017-18>

Analysis

As previously stated, PTLAH added a grade level each year since charter authorization starting with the 9th grade in the 2016-2017 school year. Therefore, the high school did not have 11th graders until its third year of operation as a startup charter school. It follows that prior to the 2019-20 school year, PTLAH did not have any high school graduates. However, data indicates that the number of graduates and college-going students from PTLAH’s 2020 graduation rate surpassed the Dataquest 2017-18 graduation and college-going rates of many of the surrounding schools.

The school counselor and the senior college readiness coordinator have developed a plan that helps ensure students maintain concurrent enrollment by a variety of methods which include: classroom visits, have workshops and monthly college information nights to inform student/families regarding college requirements, concurrent enrollment opportunities and carrier options. PTLAH students will continue to concurrently enroll in community college courses in order to give them exposure to the college rigor and the experience to confidently complete college course work. Students will also continue to have the opportunity to earn college units and transfer them over to their high school for high school credits which will be memorialized on to each student’s transcripts. Likewise, students who attend college concurrently while attending high school, promote easier transition to post high school higher education as well as greater acceptance to colleges and/or universities.

Students who were attending PTLAH attended community colleges and those who graduated in 2020, applied to and/or are attending the following colleges and universities:

- Cerritos Community College
- Cypress Community College
- East Los Angeles Community College
- El Camino Community College

- Lane Community College
- Long Beach Community College
- Los Angeles Trade Tech Community College
- San Diego City College
- Santa Monica Community College
- UEI College
- California State University Dominguez Hills
- California State University Los Angeles
- University California Merced

International Baccalaureate Diploma Programme Participation

PTLAH enrolls more “low income” students in the IBDP program than the national average. A survey of more than 4,000 students conducted by the International Insight Research Group in partnership with the International Baccalaureate Organization (IBO) showed that the acceptance rate of IB students into Ivy League universities is up to 18% higher than the total population acceptance rate. The gap is even more significant for top-ranked universities outside of the Ivy League, where it is 22% higher, on average. Additionally, universities such as UCLA, grants eight quarter (5.3 semester) credit units to IB students with a grade of at least 5 in each HL subject and has an 18% acceptance rate for all students and a 41.4% acceptance rate for IB Diploma Program students.

(http://pages.crimsoneducation.org/rs/039-NBM-750/images/FL-10-2018-ib-student-acceptance-rates-at-top-us-universities.pdf?mkt_tok=eyJpIjoiWTJaalltRTJOV0kzT1)

Moreover, in the “low-income” students category, 24% of them were IBDP candidates and 26% of IBDP course students in all U.S. high schools. PTLAH reported 54% IBDP candidates and 56% course students in 2019, a sizable number above the national trend.

(<https://ibo.org/globalassets/publications/ib-research/dp/ib-and-low-income-students-report-sri-en.pdf>). For PTLAH, out of 157 eligible students in 2019, i.e., students from the 11th and 12th grade class, 44.58% of them were taking an IBDP course or chose to pursue DP candidacy. This is double the national average for “low-income” students, “low income” as determined by the Federal Free or Reduced meal program participation data. Additionally, PTLAH has continued to see an increase of students taking DP course or enrolling in the DP as candidates, as shown in Table 1.2.2:13.

Table 1.2.2:13: IBDP Student Candidates and Students Taking at Least 1 DP Class

<i>IBOP Students</i>	<i>2019</i>	<i>2020</i>
<i>Diploma Programme (DP) Candidates</i>	*	57
<i>Students taking at least 1 DP Class</i>	43	13

Percentage	38.78%	44.58%
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Retrieved from PTLAH PowerSchool Enrollment August 2020

In the Fall of 2020, out of the current 148 students eligible for taking a DP course, 100% of them are enrolled in at least one course, as illustrated in Table 1.2.2:14, Theory of Knowledge, and 100% of our students will complete CAS (Creativity, Activity and Service) DP requirement. Accessibility to the DP is given to all students regardless of their subgroup designation. This is a direct result of the strategic focus on providing equity and access for all students. This is not usual for high schools offering the DP program as they tend to operate more like an AP program, requiring all students to be enrolled as DP candidates, not a combination of DP certificate students and DP candidates.

For DP students, of the six required IBDP subject groups, students can take any or all classes offered within those subject groups and earn a Diploma Certificate for each class if they successfully complete the class and pass the associated IB Exam. The table below represents the number of students enrolled in either one to seven DP courses currently offered at PTLAH.

Table 1..2.2:14: 2020-2021 DP Class Enrollment 2020-2021 DP Class Enrollment

Class	1 Class	2 Classes	3 Classes	4 Classes	5 Classes	6 Classes	7 Classes	Total
Junior	25	1	0	0	0	0	33	59
Senior	56	4	2	1	2	1	23	89
Totals	81	5	2	1	2	1	56	148

PTLAH PowerSchool August 2020

To be an IBDP Candidate, students need to successfully master a course and associated IB Exam within all six subject groups. Further, they must meet the CAS and the Extended Essay portion. The following is baseline data. The goal is to increase numbers of students entering and successfully completing the Diploma Programme. As of 2020-2021, there are 56 junior and senior students enrolled in the full IBDP Diploma Program. This results in 38.5% enrollment within the Diploma Candidate program. Of the 102 juniors in 2019-2020, the first year of DP in the high school, 43 students were in the DP Candidate Program, representing a 42.1% enrollment.

PTLAH students were asked regarding their college acceptance letters and the college counselor held interviews with each student that showed that students needed further preparation on actual navigating college life. As we grow the PTLAH college-going culture, the numbers will increase and securely surpass the college acceptance numbers for any regional high school.

Distance From Standard (DFS):

Academic Performance in ELA

The DFS for PTLAH students in ELA on the only SBAC test administered to 11th grade students, including identified significant subgroups, in the Spring of 2019, show overall students at PTLAH at -65.7 compared to the State students' DFS of -2.5.

Table 1.1: CAASPP (SBAC) Distance From Standard – ELA 2018-2019

		2018-2019 Academic Performance		
		Group	PTLAH	State
ELA	ALL STUDENTS		-65.7	-2.5
	Hispanic		-65.4	-26.6
	Economically Disadvantaged		-71.3	-30.1
	Students with Disabilities		-149.7	-88.1
	ELL		-126.4	-45.1

caschoolsdashboard.org November, 2020

The analysis of the data concludes PTLAH underperformed the State in all groups identified for analysis. Further analysis and a plan for student academic improvement can be found later on beginning on page 75 within this document under the heading of “Root Cause Analysis ELA.”

“Local Verified Data” Results for ELA

PTLAH chose to use the NWEA, a nationally norm-referenced test to evaluate student progress, administered in the Fall and Winter. The NWEA is generally accepted as a valid source of data by the educational community in California and throughout the nation.

In order to provide a holistic look at student growth over time, PTLAH determined to compare Winter 2016-2017 results, which was the charter’s inaugural term to those results obtained in the Winter of 2019-2020. The question being considered in the evaluation is “How did selected groups' performance change from the Winter of 2016-2017 to the Winter of 2019-2020?” Within the PTLAH dataset, the comparison was based upon a matched cohort of students from year to year by graduation year.

Results

The NWEA ELA 4-year comparison shows the following: All students increased 6.2 points, Hispanic students gained 6 points, Economically Disadvantaged increased by 2.4 points, Students with Disabilities declined by 1.6, and ELL students realized a growth of 15.3, as indicated in Table 1.2.

Table 1.2: NWEA ELA - Reading 4 Year Comparison

		Group	2016-2017	2019-2020	Growth +/-
NWEA ELA – Reading 4 year Comparison	ALL STUDENTS		210.7	216.9	6.2
	Hispanic		210.9	216.9	6
	Economically Disadvantaged		212.5	214.9	2.4
	Students with Disabilities		199.0	197.4	-1.6
	ELL		189.5	205.8	15.3

Local NWEA Results August 2020

Analysis

In July 2020 NWEA released *Comparative data to Inform Instructional Decisions* in which they applied the results of the 2020 norm data research to RIT scores. Students who perform at the 50th percentile are likely to grow five (5) RIT points between their first administration in 9th grade administration and their last administration in 12th grade. Notwithstanding, the percentile of performance, the groups of All Students, Hispanic, and ELL increased their RIT score above those in the 2020 normed 50th percentile. Overall, the data reflects that students are moving at or better than the norm. The data also shows that continued focus with support for all the subgroups is necessary to effect growth in these results, which will have a significant impact on the SBAC.

Furthermore, the Economically Disadvantaged grew, although not at the rate of the aforementioned groups. With dedicated intervention and support via disaggregated data after each NWEA administration, students are identified and names are provided to teachers for in class support and afterschool intervention as well as Saturday School offerings, they will increase their progress. The Special Education group declined in performance. Consideration should be made within the IEPs for the use of designated supports while testing.

Academic Performance in Mathematics

The DFS for PTLAH students in Mathematics on the only SBAC test administered to 11th grade students, including identified significant subgroups, in the Spring of 2019, show overall students at PTLAH at -169.8 DFS as compared to the State students’ DFS of -33.5

Table 1.3: CAASPP (SBAC) Distance From Standard – Math 2018-2019

2018-2019 Mathematics Academic Performance		
Group	PTLAH	State

Math	ALL STUDENTS	-169.8	-33.5
	Hispanic	-170.2	-62.2
	Economically Disadvantaged	-175.6	-63.7
	Students with Disabilities	-257.2	-119.4
	ELL	220.8	-68.6

caschoolsdashboard.org November 2020

The analysis of the data concludes PTLAH underperformed LAUSD and the State in all groups identified for analysis. Further analysis and a plan for student academic improvement can be found beginning on page 75 within this document under the heading of “Root Cause Analysis ELA later in this document.

“Local Verified Data” Results for Mathematics

PTLAH chose to use the NWEA, a nationally norm-referenced test to evaluate student progress, administered in October 2018 and January 2019. Further, the NWEA is generally accepted as a valid source of data by the educational community in California and throughout the nation.

In order to provide a holistic look at student growth over time, PTLAH determined to compare Winter (Dec) 2016 (Jan) 2017 results, which was the charter’s inaugural term to those results obtained in the Winter of (Dec) 2019 – (Jan) 2020. The question being considered in the evaluation is “How did selected groups’ performance change from the Winter of 2016-2017 to the Winter of 2019-2020?”

Results

The NWEA Mathematics 4-year comparison shows the following: All Students grew 4.2 points, Hispanic students gained 4.2 points, Economically Disadvantaged increased by 3.2 points. Students with Disabilities students declined by -6.2, and ELL students realized a growth of 14.2, as illustrated in Table 1.4.

Table 1.4: NWEA Mathematics 4 Year Comparison

	Group	2016-2017	2019-2020	Growth +/-
NWEA Mathematics - 4 year Comparison	ALL STUDENTS	215.2	219.6	4.2
	Hispanic	215.2	219.6	4.2

Economically Disadvantaged	216.8	220	3.2
Students with Disabilities	213.0	206.8	-6.2
ELL	195.6	209.8	14.2

Cde.ca.gov Dataquest 2020

Analysis

Citing the same research as discussed in the ELA portion, students who perform at the 50th percentile are likely to grow seven (7) RIT points between their first administration in 9th grade administration and their last administration in 12th grade. Notwithstanding the percentile of performance, ELL increased their RIT score above those in the 2020 normed 50th percentile. Overall, the data reflects that students are moving at or better than the norm. The data also shows that continued focus with support for all the subgroups is necessary to effect growth in these results, which will have a significant impact on the SBAC.

Furthermore, the All Students, Hispanic, and Economically Disadvantaged grew, although not at the rate of ELs. With dedicated intervention and support, they will increase their progress. The Special Education group declined in performance. Consideration should be made within the IEPs for the use of designated supports while testing. The data reflects that students are moving towards the norm. The data also shows that continued focus with support for all the subgroups is necessary to effect growth in these results, which will have a significant impact on the SBAC.

ELA and Mathematics Performance Summary

In summary of the only state verifiable academic data demonstrates, the major areas of focus upon review and analysis of said data for PTLAH has been around an aggressive strategic approach to bring students to mastery including all of our subgroups:

- Hispanic or Latino
- Economically Disadvantaged
- Students with Disabilities
- English Learners

Given our results of the first SBAC test and our overall increase in performance as illustrated the NWEA results for 2019-2020, a strategic improvement plan has been set in the structure of Vision 2025 and in recognition that the two largest subgroups, “Economically Disadvantaged” students and “Hispanic or Latino” students tend to perform similarly to the overall school population, the school community will meet and exceed their academic goals in the near future. The details of these plans can be found later in this petition.

English Learners

California has transitioned to a new English proficiency assessment: the English Language Proficiency Assessments for California (ELPAC). Because this indicator reflects how English Learners’ are progressing

in acquiring English language proficiency, at least two years of ELPAC data are needed to calculate Status and at least three years of ELPAC data are needed to calculate “Change”. Because only two years of ELPAC data are currently available, only “Status” will be reported for the 2019 Dashboard.

State “Verified” Data Results for English Learners

With 63 students identified as English learners in 2019 at PTLAH, 42.9% are making progress towards English language proficiency. This anomaly results in a Low performance level as shown in Table 1.7 below. The ELPAC participation rate fell short of the requirement due to a shift in staffing during the testing window which prevented the Charter School from capturing all student to test before the window closed. Changes have been instituted to prevent this from occurring again, i.e. establishment of the stipend EL Coordinator and the addition of Administrative support. In addition to this data, PTLAH has been working on shifting the mindset of both the students and the staff to create and cultivate a growth mindset toward student English Language Development achievement. PTLAH’s PBIS supports the students in feeling safe to then believe in themselves to achieve success particularly in academics demonstrated by assessment goals.

Table 1.7: ELPAC Results

English Language Acquisition Status			
ELPI Level	PTLAH	State	LAUSD
Progressed at Least One ELPI Level	38.00%	42.90%	42.10%
Maintained ELPI Level 4	4.70%	5.30%	2.90%
Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	33.30%	31.50%	35.40%
Decreased at Least One ELPI Level	23.80%	20.10%	19.40%

cde.ca.gov Dataquest August 2020

Analysis

The School leadership previously integrated ELD instruction throughout the school day in every subject area by every teacher who had an EL student in the classroom. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use academic English as they learn content through English. However, this was identified as a root cause to why the performance of ELs were what they were. Beginning in the 2019-2020 school year, PTLAH determined to implement both designated and integrated ELD as prescribed in the California ELD standards. With the COVID-19 interruption, summative testing for ELs was paused in the Spring of 2020. Currently in order to provide the opportunity to see progress for the 2019-2020 school year, the ELPAC can be administered to English learners until October 30, 2020. The current climate in Los Angeles has provided permission through the L.A. County’s Department of Health to have live, in person testing in small groups. However, many parents and students are very concerned to resume any service through an in-person environment. In fact, According to discussion at a recent LACOE sponsored District Assessment and Accountability Network meeting many districts shared they did not facilitate the Optional Summative ELPAC. Nevertheless, PTLAH was able to assess some students during this optional administration. PTLAH is

carefully monitoring the situation and will make decisions on their ability to summatively test our EL population in partnership with leaders from Alta Public Schools, the school’s English Learner Advisory Committee, and parents/caregivers.

Guidance for decisions involving EL students is based on https://www.scoe.net/media/b0qduuod/summary_ela-eld_framework.pdf

Table 1.9: PTLAH Distance Learning Attendance 2020-2021

<i>School</i>	<i>Week 1</i>	<i>Week 2</i>	<i>Week 3</i>	<i>Week 4</i>
	8/11 - 8/18	8/19 - 8/25	8/26-9/01	9/02-9/08
<i>PTLAH</i>	90.91%	95.86%	95.93%	97.48%

PTLAH Powerschool 2020

AP Testing Results

PTLAH is preparing students for college with rigorous instruction and exams. Of the fifty-two (52) PTLAH students taking Advanced Placement exams, English Language and Composition scores reflect that 3% of students earned a 3, where 14% of students earned a 2, and 82% earned a 1. Spanish Language and Culture scores are as follows: 4% of students scored a 5, 12% of students scored a 4, and 32% of our students scored a 3, and 8% scored a 2, as illustrated in Table 1.16.

Table 1.16: PTLAH’s Students Scores AP Test (College Board)

AP Scores	English Language and Composition	Spanish Language and Culture	United States History
1	18/22 = 82%		19/19 = 100%
2	3/22 = 14%	2/25 = 8%	

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3	1/22 = 5%	8/25 = 32%
4		3/25 = 12%
5		1/25 = 4%

College Board Results August 2020

Analysis

The PTLAH staff's commitment is to make sure every student is provided every opportunity, the tools and support each will need to make college a reality. One way PTLAH makes college and higher education a reality is by making sure International Baccalaureate (IB) and Advance Placement (AP) courses are available and offered to all students. To clarify, students enrolled in the IB DP programme are eligible to take the AP exam for selected subjects. Over the last four years more PTLAH students have taken AP courses, as a result, 52 students have taken an AP exam in US History, Spanish and English composition. The students that choose to enroll in our school, enroll to be prepared to graduate as IB DP students who are on track to take the similar Advanced Placement (AP) Test, but take the DP assessment in lieu of or in addition to the AP exam. However, the students who choose to take the AP exams, do so as that is the path that they are in.

The Counselor and the College Readiness Coordinator provide test taking workshops for students throughout the year. In addition, Teachers are provided sample test items that are incorporated into their classes to better prepare students for testing.

ELA and Mathematics Course Grades Results

Review of Cohort student grades indicates that during the 18-19 Fall and Spring grades in English Language Arts 100% of students earned a C or above in English. In Mathematics, the same Cohort earned 97% in the fall with a 5% decrease of 92% in the Spring in math courses taken.

In alignment with the college-going culture at PTLAH, students succeeding in their A-G courses in ELA and Mathematics for 2018-2019 have increased over time, as shown on Table 1.21 below. The percent of students passing their ELA course maintained a significant increase in 2018-2019 in both the Fall and Spring of 100% earning a C or better. In Mathematics the Fall Semester had 97% and in the Spring a 5% decrease totaling 92%. Students earned a grade of C or better in order to pass core A-G ELA and Mathematics classes. For the school year 2019-2020, course grade value calculations were modified, but continued to show consistent achievement in English and Mathematics; however in the Spring, the COVID-19 pandemic created the need to provide credit/no-credit grade value for our students as supported by the uc/csu regents.

Table 1.21: 2018-2019 English Language Arts and Mathematics Course Grades

ELA Course Grades

Semester	Passing Rate (Student earning a C or Better)
18–19 Fall	100%
18–19 Spring	100%

Mathematics Course Grades

18-19 Fall	97%
18-19 Spring	92%

PowerSchool 2020, CalPads 2020

Analysis

The 2018-2019 Cohort of students who took the CAASPP/Smarter Balanced successfully completed ELA and Math courses with a C or above. PTLAH will continue to work with students to improve overall grades.

1.2.3 Areas of Challenge

The promise we’ve made to our community was to provide a world-class education to all students. Our operational answer to this promise is the creation of PTLAH’s Vision 2025. This operations vision is a plan for PTLAH derived from the report, *How the World’s Most Improved School Systems Keep Getting Better*.² The authors of this report compared systems from around the world that showed continuous, long-lasting improvement and identified key strategies these systems had in common to their success. Underlying their work, eight findings stand out:

- A system can make significant gains from wherever it starts.

² Mourshed, M., Chijioke, C. and Barber, M. (2010) *How the World’s Most Improved School Systems Keep Getting Better*.

- Improving system performance ultimately comes down to improving the learning experience of students in their classrooms.
- Each particular stage of the school system improvement journey is associated with a unique set of interventions.
- A system's context might not determine what needs to be done, until it does determine how it is done.
- Six interventions occur equally at every performance stage for all systems: building the instructional skills of teachers and management skills of principals, assessing students, improving data systems, facilitating improvement through the introduction of policy documents and education laws, revising standards and curriculum, and ensuring an appropriate reward and remuneration structure for teachers and principals.
- Systems further along the journey sustain improvement by balancing school autonomy with consistent teaching practices.
- Leaders take advantage of changed circumstances to ignite reforms. Leadership continuity is essential.³

PTLAH's leadership is committed to ensuring our students have a quality educational program for all students and through the implementation of the IB Program by teachers ensuring that students are learning through a data driven culture with a proven track record that supports all students' academic achievement.

A key component of PTLAH's initiatives is to provide staff continuous opportunities for professional development, reflective dialogue about teacher practices, and analysis of student achievement data in a supportive environment. To this end and in order to meet our overall vision of college-ready academic achievement, the following communication structures were implemented:

Action Plan

As goal one in PTLAH's Vision 2025 and Goal Two (2) in the LCAP align, there is a strategic focus on literacy and numeracy. It is the intention of this school improvement plan to address the needs of learners in all areas of instruction, however, special attention is given to the performance of students in language arts, mathematics, English language development, graduation rate, and college and career preparedness. Further, it is the intention of the following activities to improve student outcomes in all significant groups including low socio-economic, English learner, Hispanic, Students with Disabilities, Foster Youth, and Homeless Youth. This plan is also specifically designed to close the learning gaps of students with the intention to retain them throughout their high school and college career.

Vision 2025

Working with the previously analyzed findings, and an alignment to the International Baccalaureate Programme (IB), and the LCAP, APS developed Vision 2025. Table 1.22 below reflects a summary of the goals related to the implementation of 2025 as an improvement plan for all student groups.

Table 1.22: Vision 2025 Improvement Plan

³ Ibid

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Year	2020-2022	2022-2024	2024-2025	Beyond 2025	
Theme	Achieving Literacy and Numeracy	Implementing Purposeful Environments	Shaping an Internationally Minded Community	Improving through Peers and Innovation	Influencing and Inspiring Systems
Goal 1	Getting all schools to Minimum Quality standard	Pedagogical environment	School-based decision making	Creating Additional Support Mechanisms for professionals	Creating Additional Support Mechanisms for professionals
Goal 2	Providing scaffolding and motivation for low skill teachers and principals	Data and Accountability Environment	Raising the caliber of existing teachers and principals	Systems sponsored experimentation/ innovation	Systems sponsored experimentation/ innovation
Goal 3	Getting Students in Seats	Financial and Organization Environment	Raising the caliber of incoming teachers and principals.	Cultivating peer-led-learning for teachers and principals	Cultivating peer-led-learning for teachers and principals

PTLAH Vision 2025 Leadership, Parents, Administration, Teachers, Stakeholders, Board Members August 2020

The community of Prepa Tec Los Angeles High School is committed to the program identified within the School Growth Plan. This plan has been vetted by the school’s School Site Council; as well as, the school’s governing body, Alta Public School’s Board. Further, the testament of the commitment of educators is noted, as previously mentioned, through the retention rate of educators within the system. From the 2019-2020 school year to present PTLAH has a team of educators who are committed to the mission and have received professional development on the IB Programme; as well as, a strong leadership team and administration that have systems in place to ensure student academic achievement. This year PTLAH experienced a 91.3% teacher retention. In addition, the school’s administration and APS central service office administration has been 90.9% retained for three years.

Root Cause Analysis ELA

Challenges	The school did not have schoolwide ELA “Status” performance for 2018. In 2019, at -65.7 was lower than the state at -3.0.
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<p>Root Cause</p>	<p><u>EVIDENCE OF A CHALLENGE:</u> In the 2017-18 school year the school's grade span was 9th - 10th; thus no eleventh graders to test.</p> <p>The cohort group 2020 that graduated last year began their education at the Clarendon site for the 2016-17 school year. This is the same 2020 cohort group that took the very first SBAC exam at PTLAH in the 2018-19 School year.</p> <p>The first SBAC results for the 2018-19 school year for PTLAH students showed results in ELA at -65.7 lower than the -3.0 state score.</p> <p><u>CAUSE ASSUMPTIONS:</u> In their second year of the school's history, the class of 2020 cohort students were moved to a Prop 39 site at Huntington Park HS from the shared Clarendon Avenue site. After settling in the Huntington Park HS and finding the school site inadequate for occupation and learning, PTLAH moved to the permanent and private campus on Gage Avenue in the City of Bell where they remained through graduation.</p> <p>As this class moved on to their junior and third year at PTLAH, the 2018-2019 school year, students and parents began to question the promise to offer students the IB DP program and classes. Due to the lack of guidance in the development of the Diploma Program, students and families were very upset that the DP program came late and that they had their schedules revamped to fit the IB Programme mid year as the school prepared for Diploma Programme authorization; as well as, administration had to separate students who were not doing well when put together in a classroom. We know this because they had verbalized to the staff, Superintendent, and CEO how upset they were and how they did not agree with the changes, especially in light of the news they received that year that they would not be eligible for participation in the IB DP program. As a result many students began to change their attitude towards learning and they did not take the SBAC seriously, and some left the school the following year.</p> <p>During these beginning years, teachers and administration were not prepared to develop the IB Middle Years and Diploma Program at the same time the school had financial difficulties.</p> <p><u>VARIABLES THAT PERSIST:</u> We believe that there isn't enough SBAC history to call our challenge of lower than the State ELA scores as persistent. However, PTLAH does recognize that challenges that persist in schools that have lower than expected outcomes come from teacher and administration readiness to challenge and prepare the students to improve year after year.</p> <p><u>WHAT MAKES IT PERSIST?:</u> PTLAH recognizes that the lack of fidelity to systems and processes to address the variables that persist and cause lower than expected academic outcomes for</p>
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	<p>students takes clear focus and deliberate action addressing the need of teachers, administrators and students.</p> <p>As a young school, addressing what makes a world-class program attractive for teachers and administrators does also take time and persistence. This past year, a historical high number of personnel have chosen to persist in our organization which provides continuity and ensures fidelity to the IB program for students.</p> <p><u>ORIGINS:</u> The real life factors that have caused the current challenge of lower than expected SBAC scores are the high teacher and administrator turnover, slow high expectations culture building, slow high expectations culture for all personnel, financial challenges, facilities challenges, and unstable student academic life.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to our lower than expected academic challenge has already begun as our financial challenges have been settled, our academic team is trained and stable, and students and families understand that we will hold everyone to the highest expectation for academic success.</p>
<p>SMART Goal</p>	<ul style="list-style-type: none"> ● By spring 2021, all students will grow by at least one year on the NWEA assessment. Students who are more than one year below grade level will grow by 1.5 years as measured by the NWEA assessment. ● In the spring SBAC assessment, 100% of 11th graders will score at least 5 percentage points above the California State average.
<p>Activities Prior</p>	<p>Among the resources available to increase student academic achievement in Reading. Some of the strategies and initiatives that were instituted:</p> <ul style="list-style-type: none"> ● Teachers were provided ongoing training and provided guidance for instructional practices that promote student agency and learner autonomy. ● Teachers build opportunities for students to engage with grade-level content and to develop disciplinary practices and knowledge of reading comprehension. ● Teachers were trained to provide scaffolding and create tasks that lead students to build an increased understanding of complex grade-level standards ● Teachers engage students in classroom activities that bring awareness to the ways that they can improve their communication (writing, reading, speaking, listening) practices over time via varied formative and summative assessments that students prepare and present to the class ● Scaffolding vocabulary development to build academic language prior to reading the text. <p>Beginning in 2018-19</p>

	<ul style="list-style-type: none"> ● With the use of NewsELA, materials gradually advance the level of reading practices, analytical skills, and conceptual understanding of content ● Professional Development for both teachers and administrators in data analysis to make data-driven decisions. ● Common conference period was established to allow teacher collaboration and data driven instructional planning ● Instituted Professional Learning Communities, where grade levels and content area teachers follow a cycle of data use, including SBAC and NWEA data, to establish goals and determine approaches to reach those goals. ● Establishment of the use of ManageBac, an information management systems where teachers create their units that address the required elements of IB ● Professional Development in both International Baccalaureate and CA Common Core Standards, emphasizing on IB being the “how” and the CA Common Core Standards are the “what” is being taught enhanced with Learner Profile attributes and Approaches To Learning (ATL) skills development. ● Professional Development on both scaffolding and differentiation for students to be taught grade level standards and at the same time reinforcing what has been learned. ● An inclusivity policy was developed by all staff and stakeholders to be inclusive of all learners. ● Vertical Articulation was established and is continuing where teachers meet by content to ensure skills and content is addressed in sequential order via backwards planning curriculum alignment.
<p>Initiatives 2020-2021</p>	<p>In addition to continuation with the practices established in 2018-19 and 2019-20, the following initiatives were established this year:</p> <ul style="list-style-type: none"> ● This year, students were identified for targeted support based on the Winter NWEA results. At present, PTLAH staff is in the process of administering the Fall NWEA. Goals have been set for targeted support. ● After the fall 2020 NWEA results are in, the staff will disaggregate the data in order to identify student growth needs and work with the students to establish individualized goals; as well as, arrange groups of students to work with based on identified needs. ● PTLAH promotes and emphasizes that regardless of where the student’s academic achievement level is, each student will be supported to become proficient in their learning. Specifically, in addressing English Language Arts, the subgroups to be focused on are English Learners, Students with Disabilities, Hispanics and Economically Disadvantaged.

Root Cause Analysis ELA - Subgroup

<p>Challenges</p>	<p>In 2019, three of three significant student groups (EL, Latino, SED), (majority) "Status" was lower than the state. ELs (-126.4) were lower than the state at -45.6. Latino (-65.4) was lower than the state's -27.1; and SED's (-71.3) was lower than the state's -30.5.</p>
<p>Root Cause</p>	<p><u>EVIDENCE OF A CHALLENGE:</u> The cohort group 2020 that graduated last year began their education at the Clarendon site for the 2016-17 school year is the same 2020 cohort group that took the very first SBAC exam at PTLAH in the 2018-19 School year.</p> <p><u>CAUSE ASSUMPTIONS:</u></p> <p>In their second year of the school's history, the class of 2020 cohort students were moved to a Prop 39 site at Huntington Park HS from the shared Clarendon Avenue site. After settling in the Huntington Park HS and finding the school site inadequate for occupation and learning, PTLAH moved to the permanent and private campus on Gage Avenue in the City of Bell where they remained through graduation.</p> <p>As this class moved on to their junior and third year at PTLAH, the 2018-2019 school year, students and parents began to question the promise to offer students the IB DP program and classes. Due to the lack of guidance in the development of the Diploma Program in previous school years, students and families were very upset that the DP program came late and that they had their schedules revamped to fit the IB Programme during the Labor Day holiday weekend as the school prepared for Diploma Programme authorization; as well as, the new administration had to separate students who were not doing well when put together in a classroom. We know this because they had verbalized to the staff, Superintendent, and CEO how upset they were and how they did not agree with the changes, especially in light of the news they received that year that they would not be eligible for participation in the IB DP program. As a result many students began to change their attitude towards learning and they did not take the SBAC seriously, and some left the school the following year.</p> <p>In the school year of 2018- 2019, the Superintendent hired a part-time special education coordinator to help support the special education population. Another position that was filled was the academic counselor who oversaw the English Language program at PTLAH.</p> <p>Beginning in the 2019-2020 school year, ELD was embedded into their Language Arts course teachers and administration were not prepared to develop the IB Middle Years and Diploma Program at the same time because the school had financial difficulties and an academic leader not prepared for the challenges of charter school reality. During this school year, we also added a few personnel positions to better serve the subgroups such as a full</p>

	<p>time special education coordinator and data and assessment coordinator to help support the special education subgroup and support students who are in the English Language and Low socioeconomically disadvantaged groups.</p> <p><u>VARIABLES THAT PERSIST:</u> We believe that because there was a young staff . However, we do recognize that challenges that persist in schools that have lower than expected outcomes come from teacher and administration readiness to challenge and prepare the students to improve year after year.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes to address the variables that persist and cause lower than expected academic outcomes for students takes clear focus and deliberate action addressing the need of teachers, administrators and students.</p> <p>Persistence is attributed to the change in organizational and site administration with a focus on the appropriate implementation of the IB world school odel. This is evidenced by the current administration receiving full DP authorization in the first year as a team in the 2018-2019 school year. This allowed the school to offer its now seniors their first DP experience in the Fall of 2019 when they were juniors.</p> <p>As a young school, addressing what makes a world-class program attractive for teachers and administrators does also take time and persistence. This past year, a historical high number of personnel have chosen to persist in our organization which provides continuity and ensures fidelity to the program for students.</p> <p><u>ORIGINS:</u> The real life factors that have caused the current challenge of lower than expected SBAC scores are the high teacher and administrator turnover, slow high expectations culture building, slow high expectations culture for all personnel, financial challenges, facilities challenges, and unstable student academic life.</p> <p><u>OPPORTUNITIES?:</u> The opportunity for a solution to our lower than expected academic challenge has already begun as our financial challenges have been settled, our academic team is trained and stable, and students and families understand that we will hold everyone to the highest expectation for academic success.</p> <p><u>CAUSE ASSUMPTIONS:</u> Although our students have successfully participated in A-G courses and College Courses the results indicate that students are not test reading.</p> <p><u>VARIABLES:</u> Among the variables is ensuring that teachers are fully trained in the ELD Standards and the Roadmap Principals. Teachers must be</p>
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	<p>coached for implementation and use of strategies, along with fidelity to the IB Program.</p> <p><u>ORIGINS:</u> The level of Language Acquisition, fossilization of local communication and exposure within our community. Code switching and the need for assimilation.</p> <p><u>OPPORTUNITIES:</u> Teachers must be provided with cultural relevant professional development; as well as raising the expectation for student academic achievement.</p>
<p>SMART Goal</p>	<ul style="list-style-type: none"> ● By spring 2021, all EL, Latino and SED students will grow by at least one year on the NWEA assessment. Students who are more than one year below grade level will grow by 1.5 years as measured by the NWEA assessment. ● In the spring SBAC assessment, 100% of 11th grade EL, Latino and SED students will score at least 5 percentage points above the California State average for their respective subgroups.
<p>Activities Prior 2016-2020</p>	<ul style="list-style-type: none"> ● Students who are English Learners are provided specialized instruction that supports their development of proficiency in the four domains of language: speaking, reading, listening, and writing. ● Establishment of the use of ManageBac, an information management system where teachers create their units and are required to address the needs of Students with Disabilities, English Language Learners and other identified subgroups. ● Teacher guidance for consistent formative assessment and feedback strategies that support students’ language proficiencies and content understanding.
<p>Initiatives 2016-2020</p>	<p>During the 3rd year in session, PTLAH embarked upon aligning the instructional program with the IB Programme that more specifically addresses both the MYP and DP.</p> <p>This process also involves a strategic approach to instructional delivery methodology and ensuring that all teachers were offered coaching, support and training through professional development and follow-up to ensure a complete adaptation and fidelity to the IB Programmes instructional methodology, protocols and expectation were initialized and used in the classroom.</p>

	<p>During the 2019-20 school year, the results on the SBAC for Cohort 1 students who graduated again triggered a review of current practices and approaches that resulted in programmatic and instructional changes. Although data indicates that students were working toward the norm, there was a significant gap in testing results. The following systemic changes have been implemented:</p> <ul style="list-style-type: none"> ● Checking for understanding of the reading comprehension ● Using different modalities of learning to target all learners. However, using more visuals as the majority of our students are visual learners. ● Allowance of time for students to process and demonstrate understanding ● Inquire different levels of depth of knowledge questions ● Identifying similarities and differences ● Summarizing and note taking ● Reinforcing effort and providing recognition ● Continuation of learning through homework and practice ● Cooperative/collaborative learning ● Setting objectives and providing feedback ● Upon return to school physically, we will continue to provide extended time for teachers to work with students via PAWS, an advisory class. ● Currently teachers are providing targeted interventions after school ● Established a common planning period by English Language Arts for teachers to collaborate and work as a professional learning community to address student learning needs and ensure vertical articulation. ● Facilitate Data driven instruction. ● Opportunities for peer review and collaboration among teachers, administrators and staff. ● Teachers work on interdisciplinary units of study. ● Professional development is focused on increasing student academic achievement.
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PTLAH Leadership Team 2020

By outpacing national norms for RIT growth in Mathematics, PTLAH is closing the achievement gap for all of its students.

Root Cause Analysis Mathematics

Challenges	<ul style="list-style-type: none"> • In 2019, Distance from Standard (DFS) was at -169.8 was lower than the state -33.5.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> In the 2017-18 school year the school's grade span was 9th - 10th; thus no eleventh graders to test.</p>

The cohort group 2020 that graduated last year began their education at the Clarendon site for the 2016-17 school year. The same 2020 cohort group took the very first SBAC exam at PTLAH in the 2018-19 School year.

CAUSE ASSUMPTIONS:

In their second year of the school's history, the class of 2020 cohort students were moved to a Prop 39 site at Huntington Park HS from the shared Clarendon Avenue site. After settling in the Huntington Park HS and finding the school site inadequate for occupation and learning, PTLAH moved to the permanent and private campus on Gage Avenue in the City of Bell where they remained through graduation.

As this class moved on to their junior and third year at PTLAH, the 2018-2019 school year, students and parents began to question the promise to offer students the IB DP program and classes. Due to the lack of guidance in the development of the Diploma Program in previous school years, students and families were very upset that the DP program came late and that they had their schedules revamped to fit the IB Programme during the Labor Day holiday weekend as the school prepared for Diploma Programme authorization; as well as, the new administration had to separate students who were not doing well when put together in a classroom. We know this because they had verbalized to the staff, Superintendent, and CEO how upset they were and how they did not agree with the changes, especially in light of the news they received that year that they would not be eligible for participation in the IB DP program. As a result many students began to change their attitude towards learning and they did not take the SBAC seriously, and some left the school the following year.

Until the 2018-2019 school year, teachers and administration were not prepared to develop the IB Middle Years and Diploma Program at the same time because the school had financial difficulties and an academic leader not prepared for the challenges of charter school reality.

VARIABLES THAT PERSIST:

We believe that there isn't enough SBAC history to call our challenge of lower than the State ELA scores as persistent. However, we recognize that challenges that persist in schools that have lower than expected outcomes come from teacher and administration readiness.

WHAT MAKES IT PERSIST:

PTLAH recognizes that the lack of fidelity to systems and processes to address the variables that persist and caused lower than expected academic

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	<p>outcomes for students takes clear focus and deliberate action addressing the need of teachers, administrators and students.</p> <p>As a start-up school, addressing what makes a world-class program attractive for teachers and administrators does also take time and persistence. This past year, a historical high number of personnel have chosen to persist in our organization to establish fidelity to the program for students.</p> <p><u>ORIGINS:</u> The real life factors that have caused the current challenge of lower than expected SBAC scores are the high teacher and administrator turnover, slow high expectations culture building, slow high expectations culture for all personnel, financial challenges, facilities challenges, and an unstable student academic life.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to our lower than expected academic challenge has already begun as our financial challenges have been settled, our academic team is trained and stable, and students and families understand that we will hold everyone to the highest expectation for academic success.</p>
<p>SMART Goal</p>	<ul style="list-style-type: none"> ● By spring 2021, all students will grow by at least one year on the NWEA assessment. Students who are more than one year below grade level will grow by 1.5 years as measured by the NWEA assessment. ● In the spring SBAC assessment, 100% of 11th graders will score at least 5 percentage points above the California State average.
<p>Activities Prior</p>	<p>In July 2020 NWEA released Comparative data to Inform Instructional Decisions in which they applied the results of the 2020 norm data research to RIT scores.</p> <ul style="list-style-type: none"> ● Students who perform at the 50th percentile are likely to grow five (5) RIT points between their first administration in 9th grade administration and their last administration in 12th grade. ● Notwithstanding, the percentile of performance, the groups of All Students, ELL increased their RIT score above those in the 2020 normed 50th percentile. ● Overall, the data reflects that students are moving at or better than the norm, with the exception of the school year 2019-2020. The data also shows that continued focus with support for all the subgroups is necessary to effect growth in these results, which will have a significant impact on the SBAC.
<p>Initiatives 2020-2021</p>	<p>PTLAH has dedicated intervention and support for all students to increase their progress.</p>

	<ul style="list-style-type: none"> • Although the Special Education group declined in performance, considerations should be made within the IEPs for the use of designated supports while testing. • It is important to remember that MAP NWEA is just one way to measure the abilities of students. • Results indicate that many of our students, with and without learning disabilities, have test anxiety or other issues that may lead them to underperform on tests such as NWEA, SBAC, etc. • Considering the tests results that may not reflect their full capabilities and/or abilities. • PTLAH uses other measures, such as portfolios of student work, observations of students in class and other methods to assess their abilities in addition to tests. • Re-establishing opportunities for test preparation, use of MTSS and Counseling to promote positive self belief and building of self-esteem. • Ensuring that teachers are offered appropriate Professional Development, coaching, and needed support for their Instructional Delivery. • A systemic change approach and fidelity to the implementation of the IB Program.
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PTLAH Leadership Team 2020

Root Cause Analysis Mathematics Subgroup

<p>Challenges</p>	<ul style="list-style-type: none"> • In 2019, both numerically significant student groups (2 of 2), were lower than the state (Latino, SED). Latino (-170.2%) was lower than the states -62.2%; SED (- 175.6%) was lower than the states -63.7%. ^{[[[} _{ISEP]}
<p>Root Cause</p>	<p><u>EVIDENCE OF A CHALLENGE:</u> In the 2017-18 school year the school's grade span was 9th - 10th; the The 2018-2019 were the first group of Juniors who took the SBAC assessment.</p> <p><u>CAUSE ASSUMPTIONS:</u> In their second year of the school's history, the class of 2020 cohort students were moved to a Prop 39 site at Huntington Park HS, and then to Gage.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH believes that there isn't enough SBAC history to call our challenge of lower than the State ELA scores as persistent. Although PTLAH acknowledges and realizes that we must be data driven.</p>

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	<p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes has delayed outcomes. Systemic changes have taken place to ensure that all students can realize academic achievement.</p> <p><u>ORIGINS:</u> The real life factors that have caused the current challenges of putting systems into place; as well as the dedicated nature of institutionalizing an effective IB Program.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH underperformance involves maintaining a stable personnel which includes teachers, administrators and staff in addition to providing ongoing professional development, peer reviews, coaching and other researched based effective systemic strategies and protocols.</p>
<p>SMART Goal</p>	<ul style="list-style-type: none"> ● By spring 2021, all students will grow by at least one year on the NWEA assessment. Students who are more than one year below grade level will grow by 1.5 years as measured by the NWEA assessment. ● In the spring SBAC assessment, 100% of 11th graders will score at least 5 percentage points above the California State average.
<p>Activities Prior</p>	<p>Among the resources available to increase student academic achievement in Mathematics. Some of the resources were attained by edutopia.com.</p> <ul style="list-style-type: none"> ● Through Autonomy Supportive Instruction (ASI) and a Growth Mindset approach to teaching, teachers are building confidence in students to assist in succeeding in mathematics. ● Through professional development of International Baccalaureate - Middle Years Programme and Diploma Programme, teachers participate in professional development to create Inquiry based teaching and learning that encourages questioning and makes space for curiosity while students are learning mathematics. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers provide their students with authentic problems that increase students' drive to engage with mathematics because we understand applying math to real-world problems helps increase both student interest and understanding. ● Through the use of IB Learner Profile attributes, teachers share positive attitudes about math. Teachers explicitly teach students the IB Approaches to Learning Skills that enable them to tackle math with confidence.
<p>Initiatives 2020-2021</p>	<p>To facilitate mathematical instructional strategies, the process involves a strategic approach to instructional delivery methodology and ensuring that all teachers are offered and provided coaching, support and training through</p>

	<p>professional development and follow-up to ensure a complete adaptation and fidelity to the IB Programmes instructional methodology, protocols and expectation were initialized and used in the classroom.</p> <ul style="list-style-type: none"> ● Checking for understanding of the mathematical reasoning and numerical expressions, (numeracy). ● Using different modalities of learning to target all learners. However, using more visuals as the majority of our students are visual learners. ● Allowance of time for students to process and demonstrate understanding ● Inquire different levels of depth of knowledge questions ● Identifying real life situations ● Demonstrating knowledge by writing how the students arrived at the answers. ● Reinforcing effort and providing recognition ● Continuation of learning through homework and practice ● Cooperative/collaborative learning ● Setting objectives and providing specific feedback ● Upon return to school physically, we will continue to provide extended time for teachers to work with students via PAWS, an advisory class. ● Established a common planning period by English Language Arts for teachers to collaborate and work as a professional learning community to address student learning needs and ensure vertical articulation. ● Facilitate Data driven instruction. ● Opportunities for peer review and collaboration among teachers, administrators and staff. ● Teachers work on interdisciplinary units of study. ● Professional development is focused on increasing student academic achievement.
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PTLAH Leadership Team 2020

Root Cause Analysis ELPI

Challenges	In 2018, the school did not have ELPI performance data. 2019 ELPI does not designate a color.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> According to the California Department of Education, the English Learner Progress Indicator does not have a performance level (color) on the 2018 Dashboard due to transition to the English Language Proficiency Assessments for California (ELPAC). However, the Dashboard reports the percentage of students in each ELPAC performance level.</p> <p>2018 ELPI performance https://www.caschooldashboard.org/reports/19769920133900/2018/academic-performance#english-learner-progress</p> <p>2019 ELPI performance</p>

	<p>https://www.caschooldashboard.org/reports/19769920133900/2019/academic-performance#english-learner-progress</p> <p><u>CAUSE ASSUMPTIONS:</u> ELPI performance indicators began in fall 2019. English Learner Progress Indicator does not have a performance level designated color due to the transition from CELDT to ELPAC.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH believes that the transition from CELDT to ELPAC has created some of these confusions; however, PTLAH acknowledges and realizes that we must be data driven and uses the ELPAC results and English Learner Progress Indicators to inform instruction and initiatives.</p> <p><u>WHAT MAKES IT PERSIST:</u> This is the only year in which the CDE did not have a dashboard visible, made public English Language Proficiency Indicator due to the transition of the CELDT to the ELPAC.</p> <p><u>ORIGINS:</u> Historically, students who were considered to be English Learners, were measured under the CELDT, but as the state made changes to the ELPAC, scores were not reflective on DataQuest for the transition year of 2018.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH involves maintaining quality ELD teachers and administration who fully understands the needs of English Learner Students.</p>
SMART Goal	By the Spring of 2021 each EL will progress at least 5% according to the ELP indicator.
Activities Prior	<p>PTLAH provides LTELs curriculum and instruction that emphasizes writing, academic vocabulary and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs are provided explicit language and literacy development across the curriculum.</p> <p>Administration, in collaboration with the teaching team, ensures appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTEL students at PTLAH includes:</p> <ul style="list-style-type: none"> ● Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress. ● Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.

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	<ul style="list-style-type: none"> ● Monitoring of student identification and placement. ● Monitoring of availability of adequate resources. ● Provide Professional Development/Coaching and Monitoring in the use of SDAIE. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity <p><i>The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015).</i></p>
<p>Initiatives 2020-2021</p>	<p>Among the resources available to increase student academic achievement in English Language Development.</p> <ul style="list-style-type: none"> ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity ● Continued implementation of designated and integrated ELD as prescribed by the California Standards. ● Initiated a stipended English Learner Lead teacher to work with Assistant Principal in charge of monitoring EL student progress and reclassification. ● Continue Professional Development on addressing the needs of EL students ● Through Autonomy Supportive Instruction (ASI) and a Growth Mindset approach to teaching, teachers are building confidence in students to assist in succeeding in English Language Development

PTLAH Leadership Team 2020

Root Cause Analysis Progress toward Proficiency

<p>Challenges</p>	<p>Dashboard indicates 42.9% of ELs are making progress towards English proficiency, compared to the states 48.3%.</p>
<p>Root Cause</p>	<p><u>EVIDENCE OF A CHALLENGE:</u></p>

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	<p>From 2016-17 to 2018-19 there was not designated ELD Class. Students were provided embedded ELD within their ELA class with supports in other content areas.</p> <p><u>CAUSE ASSUMPTIONS:</u> The assumption of the cause of why the student population scored 5.40% less than the state is because of the external challenges the students faced with the movements that occurred throughout their freshman time that brought instability to the students and staff. Then, when their schedules were changed, the students continued to be upset and verbalized it to the staff, parents, and executive team of the organization.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH acknowledges and realizes that we must be data driven to maintain a rigorous program for student academic achievement.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes has delayed outcomes. Systemic changes have taken place to ensure that all students can realize English proficiency.</p> <p><u>ORIGINS:</u> As a start up school, limited staffing impacts the ability to provide the programmatic needs identified as a school; however, as the school grew the staffing was made available to provide designated ELD class for the 10-12th grade students; while continuing to provide embedded ELD at the 9th grade due to the IB Program course requirements.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH involves maintaining quality ELD teachers and administration who fully understands the needs of English Learner Students and supports from a new position of a teacher who is the English Language Learner Teacher Lead.</p>
<p>SMART Goal</p>	<p>All LTELs will increase language fluency proficiency equal to or above the state.</p>
<p>Activities Prior</p>	<p>PTLAH provides LTELs curriculum and instruction that emphasizes writing, academic vocabulary and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs are provided explicit language and literacy development across the curriculum.</p> <p>Administration, in collaboration with the teaching team, ensures appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at PTLAH includes:</p>

	<ul style="list-style-type: none"> ● Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress. ● Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design. ● Monitoring of student identification and placement. ● Monitoring of availability of adequate resources. ● Provide Professional Development/Coaching and Monitoring in the use of SDAIE. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity <p><i>The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015).</i></p>
<p>Initiatives 2020-2021</p>	<p>Among the resources available to increase student academic achievement in English Language Development.</p> <ul style="list-style-type: none"> ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity ● Continued implementation of designated and integrated ELD as prescribed by the California Standards. ● Initiated a stipended English Learner Lead teacher to work with Assistant Principal in charge of monitoring EL student progress and reclassification. ● Continue Professional Development on addressing the needs of EL students ● Through Autonomy Supportive Instruction (ASI) and a Growth Mindset approach to teaching, teachers are building confidence in students to assist in succeeding in English Language Development

PTLAH Leadership Team 2020

Root Cause Analysis for proficiency level “Low”

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Challenges	The proficiency level for was “Low” for PTLAHS” compared to the State’s level of “Medium”.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> From 2016-17 to 2018-19 there was not designated ELD Class. Students were provided embedded ELD within their ELA class with supports in other content areas.</p> <p><u>CAUSE ASSUMPTIONS:</u> The assumption of the cause of why the student population scored at low compared to the state that averaged medium is because of the external challenges the students faced with the movements that occurred throughout their freshman time that brought instability to the students and staff. Then, when their schedules were changed, the students continued to be upset and verbalized it to the staff, parents, and executive team of the organization.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH acknowledges and realizes that we must be data driven to maintain a rigorous program for student academic achievement.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes has delayed outcomes. Systemic changes have taken place to ensure that all students can realize English proficiency.</p> <p><u>ORIGINS:</u> As a start up school, limited staffing impacts the ability to provide the programmatic needs identified as a school; however, as the school grew the staffing was made available to provide designated ELD class for the 10-12th grade students; while continuing to provide embedded ELD at the 9th grade due to the IB Program course requirements.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH involves maintaining quality ELD teachers and administration who fully understands the needs of English Learner Students and supports from a new position of a teacher who is the English Language Learner Teacher Lead.</p>
SMART Goal	By the Spring of 2021, the proficiency level rating for ELs at PTLAHS will be medium.
Activities Prior	PTLAH provides LTELs curriculum and instruction that emphasizes writing, academic vocabulary and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs are provided explicit language and literacy development across the curriculum.

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	<p>Administration, in collaboration with the teaching team, ensures appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at PTLAH includes:</p> <ul style="list-style-type: none"> ● Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress. ● Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design. ● Monitoring of student identification and placement. ● Monitoring of availability of adequate resources. ● Provide Professional Development/Coaching and Monitoring in the use of SDAIE. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity <p><i>The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015).</i></p>
<p>Initiatives 2020-2021</p>	<p>Among the resources available to increase student academic achievement in English Language Development.</p> <ul style="list-style-type: none"> ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity ● Through Autonomy Supportive Instruction (ASI) and a Growth Mindset approach to teaching, teachers are building confidence in students to assist in succeeding in English Language Development

PTLAH Leadership Team 2020

Root Cause Analysis for Participation Rate

Challenges	The school did not meet the 2019 participation rate where 92% of students were ELPAC tested.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> Only 92% of the students took the ELPAC test. Some of the students were absent during the administration and make-up of it.</p> <p><u>CAUSE ASSUMPTIONS:</u> Considering it was the first administration of ELPAC, teacher and student preparation for the test was low. Due to loss in staff there were delays in the administration of the test thus we did not allow enough time to capture all EL students due to absences.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH believes that the testing window for ELPAC testing should be wider, hence more participation to reach the 100% goals set forth by the school.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes has delayed outcomes. Systemic changes have taken place to ensure that all students can realize English proficiency.</p> <p><u>ORIGINS:</u> As a start up school, limited staffing impacts the ability to provide the programmatic needs identified as a school; however, as the school grew the staffing was made available to provide designated ELD class for the 10-12th grade students; while continuing to provide embedded ELD at the 9th grade due to the IB Program course requirements in preparation to take the ELPAC.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH involves maintaining quality ELD teachers and administration who fully understands the needs of English Learner Students and supports from a new position of a teacher who is the English Language Learner Teacher Lead.</p>
SMART Goal	95% of EL students will be tested in ELPAC
Activities Prior	<ul style="list-style-type: none"> ● Testing was scheduled ● Teachers were provided an overview of the expectations for reclassification
Initiatives 2020-2021	PTLAH shall administer the ELPAC annually. PTLAH shall also ensure that it will provide outreach services and inform parents with limited English

	<p>proficiency with important information regarding school matters to the same extent as other parents. Assessment Calendar is set with allowable make up days</p> <ul style="list-style-type: none"> Administration and EL Lead Teacher provide Parent information meetings on the requirements of reclassification and testing requirements
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PTLAH Leadership Team 2020

Root Cause Analysis Long Term EL

Challenges	In 2019, the school had a 17.4% LTEL rate compared to the states 8.9%.
Root Cause	<p><u>EVIDENCE OF A CHALLENGE:</u> From 2016-17 to 2018-19 there was not designated ELD Class. Students were provided embedded ELD within their ELA class with supports in other content areas.</p> <p><u>CAUSE ASSUMPTIONS:</u> The assumption of the cause for the 8.5% higher than the state LTEL rate is because of the external challenges the students faced with the movements that occurred throughout their freshman time that brought instability to the students and staff. Then, when their schedules were changed, the students continued to be upset and verbalized it to the staff, parents, and executive team of the organization.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH acknowledges and realizes that we must be data driven to maintain a rigorous program for student academic achievement.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes has delayed outcomes. Systemic changes have taken place to ensure that all students can realize academic achievement.</p> <p><u>ORIGINS:</u> As a start up school, limited staffing impacts the ability to provide the programmatic needs identified as a school; however, as the school grew the staffing was made available to provide designated ELD class for the 10-12th grade students; while continuing to provide embedded ELD at the 9th grade due to the IB Program course requirements.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to PTLAH involves maintaining quality ELD teachers and administration who fully understands the needs of English</p>

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	Learner Students and supports from a new position of a teacher who is the English Language Learner Teacher Lead.
SMART Goal	By Spring of 2021, reduce the number and percent of Long Term English Learners by 5%
Activities Prior	<p>PTLAH provides LTELs curriculum and instruction that emphasizes writing, academic vocabulary and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs are provided explicit language and literacy development across the curriculum.</p> <p>Administration, in collaboration with the teaching team, ensures appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at PTLAH includes:</p> <ul style="list-style-type: none"> ● Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress. ● Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design. ● Monitoring of student identification and placement. ● Monitoring of availability of adequate resources. ● Provide Professional Development/Coaching and Monitoring in the use of SDAIE. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity <p><i>The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015).</i></p>

<p>Initiatives 2020-2021</p>	<p>Among the resources available to increase student academic achievement in English Language Development.</p> <ul style="list-style-type: none"> • Teachers are provided a list of EL/LTEL students to monitor and ensure they are receiving appropriate supports for English proficiency. • Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development • ELD teachers receive on going training to implement Read 180 with fidelity • Continued implementation of designated and integrated ELD as prescribed by the California Standards. • Initiated a stipended English Learner Lead teacher to work with Assistant Principal in charge of monitoring EL student progress and reclassification. • Continue Professional Development on addressing the needs of EL students • Through Autonomy Supportive Instruction (ASI) and a Growth Mindset approach to teaching, teachers are building confidence in students to assist in succeeding in English Language Development <p>As a result of the California State of Education initiatives PTLAH has modified its ELD program to better serve our English Learners. The following Principles are used in order to ensure that English Learners are provided the most optimal learning environment and rigorous instructional support. https://www.cde.ca.gov/sp/el/rm/. Additionally, PTLAH recognizes that The California English Learner Roadmap is an aspirational policy and was not intended for a classroom, school or district to implement the process all at once.</p> <p>The Instructional Strategies to Address Gaps include PTLAH will annually select a focus to determine priority and then design a path of improvement, which will be included in the Charter School's academic achievement plan. PTLAH will use The California English Learner Roadmap teacher Toolkit to support that process.</p>
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PTLAH Leadership Team 2020

Root Cause Analysis for Reclassification

<p>Challenges</p>	<p>In 2018 the school had 0% rate of reclassification, less than the state's 13.8%.</p>
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<p>Root Cause</p>	<p><u>EVIDENCE OF A CHALLENGE:</u> PTLAH recognizes that 0% of the EL population was reclassified. Moreover, this brings us to 13.8% lower than what the state's rate indicated.</p> <p><u>CAUSE ASSUMPTIONS:</u> PTLAH assumes the cause of this deficiency was the transition of the counselor, who was in charge of reclassification was having complications fulfilling her agreement with PTLAH therefore leaving the reclassification criteria incomplete.</p> <p><u>VARIABLES THAT PERSIST:</u> After research, PTLAH determined that reclassification was not taken care of at the level it should have and therefore put resources and strategies in place to not have the issue persist.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes to address the variables that persist and cause lower than expected academic outcomes for students takes clear focus and deliberate action addressing the need of teachers, administrators and students.</p> <p>Persistence is attributed to the change in organizational and site administration with a focus on the appropriate implementation of the IB world school model.</p> <p><u>ORIGINS:</u> As a start up school, limited staffing impacts the ability to provide the programmatic needs identified as a school; however, as the school grew the staffing was made available to provide designated ELD class for the 10-12th grade students; while continuing to provide embedded ELD at the 9th grade due to the IB Program course requirements.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to our lower than expected ELPAC reclassification rate consists of the team being trained and stable, and students and families understand that we will hold everyone to the highest expectation for academic success.</p>
<p>SMART Goal</p>	<p>In Spring 2021, increased reclassification will meet or be greater than the state's rate.</p>
<p>Activities Prior</p>	<p>PTLAH provides LTELs curriculum and instruction that emphasizes writing, academic vocabulary and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with</p>

	<p>differentiated SDAIE strategies. Identified LTELs are provided explicit language and literacy development across the curriculum.</p> <p>Administration, in collaboration with the teaching team, ensures appropriate and timely communications with parents about EL classifications. The evaluation for the program effectiveness for EL/LTELs students at PTLAH includes:</p> <ul style="list-style-type: none"> ● Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress. ● Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design. ● Monitoring of student identification and placement. ● Monitoring of availability of adequate resources. ● Provide Professional Development/Coaching and Monitoring in the use of SDAIE. ● Teachers encourage students to emphasize conceptual understanding over procedure when learning mathematics to apply them versus simply memorizing formulas. ● Teachers explicitly teach students the IB Approaches to Learning Skills that carry over into English Language Development ● ELD teachers receive on going training to implement Read 180 with fidelity <p><i>The use of the Integrating the CA ELD Standards into K-12 for Mathematics and Science Teaching and Learning, supplemental resources for Educators Implementing in Tandem the California Common Core State Standards for Mathematics and the Next Generation Science Standards for California Public Schools (California Department of Education, 2015).</i></p>
<p>Initiatives 2020-2021</p>	<p>Recognizing that students work and learn at different paces they will be paired so that students who excel in a particular subject can help students who are struggling with that subject. Research shows that people deepen understanding through the process of teaching others.</p> <ul style="list-style-type: none"> ● How the school will use the results of the ELPAC to support and accelerate student progress towards English proficiency ● How the school will provide ELs at all English language proficiency levels with meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the

	<p>use of the Common Core State Standards in English Language Arts/English Language Development Framework</p> <ul style="list-style-type: none"> • Process for annual evaluation of the school’s EL program(s) • Process and specific criteria for EL reclassification for the grades served by the charter school • Process for monitoring progress of ELs and reclassified (RFEP) students • Process for monitoring progress and effectiveness of support for Long Term English Learners (LTELs) and for students At-Risk of Becoming LTELs. <p>Long-Term English Learners (LTELS):</p> <p>Long Term English Learners have different needs as compared with other English Learners. LTELs have hit certain barriers that have prevented them from successfully progressing through language acquisition programs. Therefore, LTELs often need more individualized, targeted support. Our teachers, along with our administrative team will take the necessary time to carefully assess and strategically meet the unique needs of each LTEL student based on their results and provide a focus on active engagement, oral language, vocabulary acquisition, reading comprehension, and writing strategies.</p> <p>Monitor the success of LTEL students in mainstream classes. Individually check in with them to ensure that they are effectively developing the literacy skills to fully engage in the content.</p> <p>Meet, engage, and train parents of LTELs in supporting their students’ acquisition of literacy and language. Especially with LTELs we cannot assume that they are getting the necessary wraparound literacy supports (inside and outside of school) as English proficient students</p> <p>Provide explicit academic and literacy development across the curriculum (lessons designed around language objectives). Starting this semester, each department will be responsible for focusing on certain ELD standards that align with their core curriculum. Teachers will also be made aware of the various literacy proficiency levels and needs of each LTEL student so that they can provide these students with more intensive support.</p>
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PTLAH Leadership Team 2020

Root Cause Analysis for Reclassification Rate

Challenges	In 2019 the school had 3.8% rate of reclassification, less than the state's 13.8%.
Root Cause	<u>EVIDENCE OF A CHALLENGE:</u> ELPAC criteria for Reclassification changed requiring students to score a 4 on the ELPAC in order to be considered eligible for reclassification.

	<p>Currently, in the Fall of 2020, the school is summative testing all ELs to determine who can be reclassified and their progress reported as such for the 2019-2020 school year.</p> <p><u>CAUSE ASSUMPTIONS:</u> Beginning in the 2019-2020 school year, ELD was embedded into their Language Arts courses. Teachers and administration were not prepared to develop the IB Middle Years and Diploma Program at the same time because the school had financial difficulties and an academic leader not prepared for the challenges of charter school reality.</p> <p><u>VARIABLES THAT PERSIST:</u> PTLAH believes that because there was a young staff . However, we do recognize that challenges that persist in schools that have lower than expected outcomes come from teacher and administration readiness to challenge and prepare the students to improve year after year.</p> <p><u>WHAT MAKES IT PERSIST:</u> We recognize that the lack of fidelity to systems and processes to address the variables that persist and cause lower than expected academic outcomes for students takes clear focus and deliberate action addressing the need of teachers, administrators and students.</p> <p>Persistence is attributed to the change in organizational and site administration with a focus on the appropriate implementation of the IB world school odel. This is evidenced by the current administration receiving full DP authorization in the first year as a team in the 2018-2019 school year. This allowed the school to offer its now seniors their first DP experience in the Fall of 2019 when they were juniors.</p> <p><u>ORIGINS:</u> The real life factors that have caused the current challenge of lower than expected SBAC scores are the high teacher and administrator turnover, slow high expectations culture building, slow high expectations culture for all personnel, financial challenges, facilities challenges, and unstable student academic life.</p> <p><u>OPPORTUNITIES:</u> The opportunity for a solution to our lower than expected academic challenge has already begun as our financial challenges have been settled, our academic team is trained and stable, and students and families understand that we will hold everyone to the highest expectation for academic success.</p> <p><u>CAUSE ASSUMPTIONS:</u> Although our students have successfully participated in A-G courses and College Courses the results indicate that students are not test ready.</p>
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	<p><u>VARIABLES:</u> Among the variables is ensuring that teachers are fully trained in the ELD Standards and the Roadmap Principals. Teachers must be coached for implementation and use of strategies, along with fidelity to the IB Program.</p> <p><u>WHAT MAKES IT PERSIST:</u> The current conditions under the Pandemic is a considerable cause to the persistence of no reclassification rate. However, the school is currently testing ELs to determine who can be reclassified and attributed to the 2019-2020 school year.</p> <p><u>ORIGINS:</u> The level of Language Acquisition, fossilization of local communication and exposure within our community. Code switching and the need for assimilation.</p> <p><u>OPPORTUNITIES:</u> Teachers must be provided with cultural relevant professional development; a</p>
<p>SMART Goal</p>	<p>By Spring of 2021, increase Reclassification of ELI proficiency greater or equal to 6% and above the State..</p>
<p>Activities Prior</p>	<p>The use of ELPAC to support and accelerate student progress towards English proficiency PTLAH will use the results of the most current ELPAC results and work with the students to set goals for the Spring ELPAC summative assessment in the following</p> <ol style="list-style-type: none"> 1. Identify English Learners and the areas of need 2. To support students in establishing goals for Reclassification 3. Place students in the appropriate educational program 4. Develop lessons and units embedding the areas of language needs 5. To determine the professional development needed to support teachers in addressing the needs of English Language Learners <p>Students are provided meaningful access to the full curriculum, including but not limited to identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of ELA/ELD framework and as outlined in the Master Plan for English Learners.</p> <p>The use of the Common Core State Standards ELD instruction which guides in explicitly teaches elements and features of the English language such as vocabulary, syntax, grammar, discourse, functions and conventions, as well as the comprehension and production of discipline-specific academic language (e.g., from math, science, social studies) There is ample evidence that providing carefully planned lessons explicitly addressing specific aspects of English is far more productive than exposing students to abundant English and incidentally addressing specific forms. All teachers are supported to understand and use ELD standards and planning instructional scaffolds during core courses. Teachers are supported to use students' output (speaking and writing) to monitor student progress on a daily basis through formative assessments to strategically target student language needs.</p>

<p>Initiatives 2020-2021</p>	<p>PTLAH implements the guidelines for effective ELD instruction provided by Saunders and Goldberg (in CDE, 2010, pp.27-28):</p> <ol style="list-style-type: none"> 1. A separate block of time is devoted to daily ELD instruction. (Due to the IB MYP required eight courses, the 9th graders receive ELD within their ELA class; however from 10th grade on EL students are assigned an ELD class period.) 2. ELD instruction emphasizes listening and speaking and incorporates reading and writing 3. ELD instruction explicitly teaches elements of English (e.g., vocabulary, syntax, grammar, functions and conventions) 4. ELD instruction is planned and delivered with specific language objectives for each lesson 5. ELD instruction integrates meaning and communication to support explicit teaching of language 6. ELD instruction includes carefully planned interactive activities among students 7. ELD instruction provides students with corrective feedback on form 8. ELD teachers attend to communication and language-learning strategies during instruction 9. ELD instruction emphasizes academic language as well as conversational language 10. ELD instruction continues until students meet reclassification criteria 11. ELs are carefully grouped by language proficiency for ELD instruction; they are in mixed classrooms, not segregated by language proficiency at other times of the school day. <p>In addition, PTLAH implements the following strategies when planning instruction for English Language Learners.</p> <p style="text-align: center;">Key Features of SDAIE</p> <p>In effective SDAIE classrooms, principals, and teachers work together to ensure the use of sound practices that make content comprehensible for English Learners. These practices include: modeling</p> <ol style="list-style-type: none"> 1. Bridging 2. Contextualizing 3. Building schema 4. Reframing 5. Developing metacognition 6. Checking for comprehension 7. Monitoring/assessing 8. Questioning 9. Adjusting speech register 10. Orchestrating all modalities of learning 11. Interacting
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	<p>Technology in the classroom provides the tools, including software that allows learning that meets the needs of the individual student, which is crucial for our path forward for our EL students.</p> <p>Process for monitoring progress of ELs and Reclassified (RFEP) students</p> <ol style="list-style-type: none">1. School site administration and Instructional Leadership Team (ILT) will use data such as school samples, ICAs, Formative assessments, and performance in designated ELD to monitor progress of English Language Learners. Administration and the ILT will review data at the end of the trimester to determine identification of English Learners for extended high quality language development interventions.<ol style="list-style-type: none">a. School site administration and ILT will ensure teachers monitor student progress in core subjects and provide guidance for instructional decisions in integrated and designated ELD.b. Incorporation of weekly PLCs designed to examine trends in data, behavior, and overall student outcomes to develop collaboration around strategies to alleviate areas of concern in individual students as well as whole group trendsc. Incorporation of monthly PD in areas of need based on observation, survey, and student outcomesd. School administration and Superintendent will monitor disaggregated CAASPP data to determine effectiveness of English Learner Programs and refine program needs as data reflects needse. School Sites will review and analyze English learner data from the accountability systems listed below and develop an instructional plan of action.2. The ELPAC will be used to monitor progress towards English proficiency. We will use these assessments; as well as, internal formative assessment to determine English learner progress and provide the necessary intervention support.3. California Assessment of Student Performance and Progress [CAASPP] will be used as a comparison of basic skills for English Learners <p>PTLAH addresses student's linguistic diversity with a positive, additive orientation. PTLAH affirms, welcomes and responds to our students' diverse range of student strengths, needs, and identities, and prepares graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.</p>
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PTLAH Leadership Team 2020

Year	2020-2021		
Theme	Achieving Literacy and Numeracy		
Goal 1:	<p>Getting all schools to Minimum Quality standard</p> <ul style="list-style-type: none"> • Targets, data, and assessments: The system sets minimum proficiency targets for schools/students, weekly student learning assessments (linked to lesson objectives, one formal per week), and data processes to monitor progress • Infrastructure: The system improves school facilities and resources to a minimum threshold adequate for attendance and learning • Supporting low performing schools: The system funds targeted support for low performing schools • Textbooks and learning resources: The system provide textbooks, ChromeBooks, and learning resources to every student 		
	Demonstrating Level	Non-Negotiable Explicit Actions 20-21: To Achieve Theme	Non-Negotiable Explicit Actions 21-22
	<p>Purpose</p> <ul style="list-style-type: none"> • Assessments and proficiency targets are met by 50% of students in every grade level while clearly and consistently ensuring that students are holistically challenged to be compassionate, internationally-minded, life-long learners that are proficient in content standards. • The infrastructure and allocated resources enable the entire community to embody all attributes of the IB learner profile. 	<ul style="list-style-type: none"> ❑ NWEA will be administered a minimum of three times with advanced calendaring with Assessment Coordinator and Campus Special Education Teacher. Administration will occur in October, January and March. ❑ Daily informal assessments and data collection (digital and analog CFU (described by principals) described, Exit Tickets, Whiteboards) become SOP by 3rd Quarter. <ul style="list-style-type: none"> ❑ 1st Quarter-Principals set expectations, order, resources & training ❑ 2nd Quarter-1st Q+Alta wide focus on effective whiteboard use ❑ 3rd Quarter-1st, 2nd Q+Alta wide focus on digital CFU use ❑ 4th Quarter-All Q+ Inquiry, Action and Reflection Cycle to improve all (Central office led) ❑ Use of Smarter Balanced formatting and use of the universal tools/accomodations for those who have them must be evidenced in lesson planning. <ul style="list-style-type: none"> ❑ 1st Quarter-Specific Training on Universal Tools/Accommodations ❑ 2nd Quarter-Specific Training on effective lesson plan documentation ❑ 3rd Quarter- Inquiry, Action and Reflection Cycle to improve all (Central office led) ❑ 4th Quarter-Inquiry, Action and Reflection Cycle to improve all (Central office led) ❑ Learning Intentions/Anchor Inquiry must be posted in every classroom every day on (specify) board. Every classroom will have one board per prep provided by the central office. ❑ Recording, collection and analysis of formative assessments using EAA protocol. <ul style="list-style-type: none"> ❑ 1st Quarter-Train on collaboration, Bi-monthly recording ❑ 2nd Quarter-Continued collaboration, Weekly recording 	<ul style="list-style-type: none"> ❑ Continued achievement from 20-21 Actions and continuing expectations: ❑ Formal end of unit assessments will be desegregated by content standards, IB Learner Profile, ATL, appropriate student choice within the IB Programmatic framework. This is documented in ManageBac. ❑ Informal and formal formative and summative literacy and numeracy assessments are focused through explicit IB Programme components (command terms/action verbs, key, related concepts, etc). ❑ Weekly recording, collection and analysis of formative assessments. ❑ Proficiency targets will be set a minimum of three times. Student goal-setting must include their understanding of target areas for growth. Utilize data walls schoolwide and in each classroom to evidence student growth.

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		<ul style="list-style-type: none"> <input type="checkbox"/> 3rd Quarter-Inquiry Cycle, Weekly Recording <input type="checkbox"/> 4th Quarter-Inquiry Cycle, Weekly Recording <input type="checkbox"/> Utilize data walls schoolwide and in each classroom to evidence student growth. <input type="checkbox"/> Use EAA protocol on NWEA benchmarks, post NWEA benchmarks through advisory. <input type="checkbox"/> Use EAA protocol on school-wide assessments <input type="checkbox"/> Use ManageBac's grading feature to chart growth on formative assessments, conference with students and parents. 	
		<ul style="list-style-type: none"> <input type="checkbox"/> International-mindedness, LCAP, and common core standards are embedded through digital and print resources provided to teachers. All 	<ul style="list-style-type: none"> <input type="checkbox"/> Continued achievement from 20-21 Actions.

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		<p>purchased resources can be attributed to one or more of these components:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attitudes, Skills, and Values (about international-mindedness) <ul style="list-style-type: none"> <input type="checkbox"/> Encourage students to view global issues about people and organizations across their school, neighborhood, state, nation, and world. <input type="checkbox"/> Learning about Culture <ul style="list-style-type: none"> <input type="checkbox"/> Critically analyzing cultures (including one's own culture) as a way of recognizing the impact of one's culture upon both their individual perspective and worldview. <input type="checkbox"/> Critically self-analyze to determine the barriers and solutions to stereotyping. <input type="checkbox"/> Multiple Perspectives and Perspective Consciousness <ul style="list-style-type: none"> <input type="checkbox"/> Critically examine who is speaking, what may have influenced a speaker's perspective, and how one perspective compares with other perspectives from people from different places. <input type="checkbox"/> Global Interconnectedness <ul style="list-style-type: none"> <input type="checkbox"/> Global issues help students develop international mindedness from environmental sustainability, conflict and resolution, and human rights viewpoints. 	
		<ul style="list-style-type: none"> <input type="checkbox"/> Infrastructure enables for attendance and learning by ensuring each learning space: <ul style="list-style-type: none"> <input type="checkbox"/> Is focused on student learning space <input type="checkbox"/> Classroom library related to content/student interest/IB Programmatic components <input type="checkbox"/> Appropriate manipulatives for literacy and numeracy <input type="checkbox"/> White-boards, markers, erasers for every student <input type="checkbox"/> 1:1 technology ratio, equipment in good working order <input type="checkbox"/> Locking cabinet for personal items/sensitive data and information <input type="checkbox"/> Data Wall for tracking literacy and numeracy <input type="checkbox"/> 1:1 desk ratio or equivalent table ratio in every classroom <input type="checkbox"/> Essential Agreements, including PBIS & Learner Profile <input type="checkbox"/> Appropriate IB Programmatic Information (PYP-Unit Boards, MYP and DP-Assessment Criteria, Unit Inquiry Snapshots) <input type="checkbox"/> Authentic Student Inquiry/Student Work <input type="checkbox"/> Daily Expectations for Learning and Inquiry on Boards <input type="checkbox"/> Appropriate, academic imagery and resources visible to students <input type="checkbox"/> Secured US and California Flag in each classroom <input type="checkbox"/> Teacher laptops, access to internet, reasonable access to printers, working projector/casting tv, and speakers <input type="checkbox"/> Infrastructure enables for attendance and learning by ensuring hallways/offices and digital media: <ul style="list-style-type: none"> <input type="checkbox"/> Communicate the learner profile in English and Spanish <input type="checkbox"/> Appropriate, academic imagery and resources that promote international-mindedness and build community <input type="checkbox"/> Communicates PBIS & mission, vision. <input type="checkbox"/> Draws connections to parent/community learning regarding literacy and numeracy, and special educational rights, UCPs, along with required from Charter Authorizer 	<ul style="list-style-type: none"> <input type="checkbox"/> Continued achievement from 20-21 Actions. <ul style="list-style-type: none"> <input type="checkbox"/> Restorative justice practices build upon actions from the previous year.

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	<p>Environment-Teacher Support •Digital and physical resources and textbooks connect effectively with current IB practices and are reviewed annually. •100% of funds allocated for professional development is utilized by</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create digital and physical resource/curriculum matrix that connects to current IB practices (curriculum and framework reviews and revisions) <input type="checkbox"/> Create Adoption Process and cycle timeline outlined for needed digital/physical resources for implementation in the 2021-2022 school year 	<ul style="list-style-type: none"> <input type="checkbox"/> Maintain digital and physical resource/curriculum matrix that connects to current IB practices (curriculum and framework reviews and revisions) <input type="checkbox"/> Adoption Process and cycle timeline outlined for needed digital/physical resources for implementation in the 2022-2023 school year
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	<p>leadership and teachers. They participate in appropriate professional learning to inform their practice to achieve literacy and numeracy.</p> <ul style="list-style-type: none"> •Digital and print resources and collaboration time is used effectively throughout the academic year to implement the IB programme(s). 	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of allocated funds for professional development utilized for IB programmatic needs or needs determined by principal that relate directly to theme <input type="checkbox"/> Digital and print resources come with training/ implementation guidance that is embedded into teacher collaboration time and achieves literacy and/or numeracy by: <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Coordinator <input type="checkbox"/> 3rd Party Vendor <input type="checkbox"/> Online Training <input type="checkbox"/> Teacher/Peer Training <input type="checkbox"/> ILT/Administrative/Teacher collaboration time is monitored using an approved collaboration tool (ie. Impact Teams). <input type="checkbox"/> Principal/Coordinator <ul style="list-style-type: none"> <input type="checkbox"/> Coach and provide feedback teachers/expanded learning by using an approved collaboration tool (ie. Impact Teams) 	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of allocated funds for professional development utilized for IB programmatic needs or needs determined by principal that relate directly to achieving literacy and/or numeracy <input type="checkbox"/> Training and/or implementation of digital and print resources is embedded into collaboration time to promote authentic collaboration around effective IB implementation/achieving literacy and/or numeracy <input type="checkbox"/> ILT/Administrative/Teacher collaboration time is monitored using an approved collaboration tool (ie. Impact Teams). Teachers receive coaching and feedback to improve literacy/numeracy achievement and IB implementation through effective collaboration <input type="checkbox"/> Campus integrates expanded learning resources as a seamless addition to the instructional environment.
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<p>Goal 2</p>	<p>Providing scaffolding and motivation for emergent teachers and administrators</p> <ul style="list-style-type: none"> • Co-constructed, scripted lessons: The system creates instructional intentions, lesson plans, and learning materials for daily lessons to teachers; lessons to enable teachers executing lessons rather than devising them • Instructional time on task: The systems increase student instructional time 		
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	<p>Demonstrating Level</p>	<p>Non-Negotiable Explicit Actions 20-21</p>	<p>Non-Negotiable Explicit Actions 21-22</p>
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<p>Proficiency Levels of Curriculum and Learning</p>	<p>Coherent Curriculum and Lifelong Learning</p> <ul style="list-style-type: none"> • The school implements a coherent curriculum that organizes learning and teaching that enable students to demonstrate and reflect on their continued development of the IB learner profile attributes within and across the years of its IB programmes. This curriculum includes explicit intentions, lesson plans and learning materials that meet all IB Programmatic requirements. • Students take ownership of their learning by setting challenging goals and pursuing personal inquiries within the curriculum and pursue opportunities to explore and develop their personal and cultural identities. • Instructional time for literacy and numeracy are effectively increased through a transdisciplinary/interdisciplinary approach 	<p>Quarter 1:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written curriculum has explicit links to California's State Standards, Common Core, ELD Framework, NGSS; and meets all IB Programmatic requirements documented in ManageBac. <ul style="list-style-type: none"> <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> Quarter 4 <input type="checkbox"/> Written curriculum explicitly connects the formative assessment process to the Learner Profile and opportunities for student reflection, self-evaluation and peer evaluation. <ul style="list-style-type: none"> <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> Quarter 4 <input type="checkbox"/> Learning intentions (inquiry questions) and lesson plans are completed by each teacher according to IB Programmatic requirements on ManageBac. <ul style="list-style-type: none"> <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> Quarter 4 <input type="checkbox"/> Learning materials are varied (textbook, print, digital, video, podcast, teacher and/or student created) and are tied explicitly to IB Programmatic expectations. <input type="checkbox"/> Students set learning goals in classes and appropriate student-initiated inquiry is promoted throughout each unit at each grade level. 	<ul style="list-style-type: none"> <input type="checkbox"/> Alta's written curriculum has explicit links to California's State Standards, Common Core, ELD Framework, NGSS; and meets all IB Programmatic requirements documented in ManageBac. <input type="checkbox"/> Alta's written curriculum explicitly connects the formative assessment process to the Learner Profile and opportunities for student reflection, self-evaluation and peer evaluation. <input type="checkbox"/> Learning intentions (inquiry questions) and lesson plans are completed by each teacher according to IB Programmatic requirements on ManageBac. <input type="checkbox"/> Learning materials are varied (textbook, print, digital, video, podcast, teacher and/or student created) and are tied explicitly to IB Programmatic expectations. <input type="checkbox"/> Students set learning goals in classes and appropriate student-initiated inquiry is promoted throughout each unit at each grade level. <input type="checkbox"/> Instructional time is used effectively to maximize literacy and numeracy with appropriate scheduling of learning engagements, scaffolding, differentiation and appropriate student grouping for collaborative work. <input type="checkbox"/> Instructional time has a transdisciplinary/interdisciplinary approach and is documented in
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	coupled with strategic interventions and instructional support.	<ul style="list-style-type: none"><input type="checkbox"/> Quarter 1<input type="checkbox"/> Quarter 2<input type="checkbox"/> Quarter 3<input type="checkbox"/> Quarter 4	<p>ManageBac and in daily/weekly planning.</p> <ul style="list-style-type: none"><input type="checkbox"/> Strategic intervention are personalized by individual student need and document focus on achieving literacy and numeracy.<input type="checkbox"/> Differentiated instructional support is provided to teachers by campus leadership, presenters and programme coordinators. <p>\</p>
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		<ul style="list-style-type: none"> <input type="checkbox"/> Instructional time is used effectively to maximize literacy and numeracy with appropriate scheduling of learning engagements, scaffolding, differentiation and appropriate student grouping for collaborative work. <ul style="list-style-type: none"> <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> Quarter 4 <input type="checkbox"/> Instructional time has a transdisciplinary/interdisciplinary approach and is documented in ManageBac and in daily/weekly planning. <input type="checkbox"/> Strategic interventions- <ul style="list-style-type: none"> <input type="checkbox"/> Each campus will provide Universal Access and RTI training and expectations to staff in collaboration with Central Office <input type="checkbox"/> Interventions are documented according to agreed upon process, and are submitted to principal with the collaboration of the interventionist, special education, coordinator, and any other expert <input type="checkbox"/> Interventions are personalized by individual student <input type="checkbox"/> Differentiated instructional support is provided to teachers by campus leadership, presenters and programme coordinators. <ul style="list-style-type: none"> <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> Quarter 4 	
<p>Proficiency Levels of Teaching and Assessment</p>	<p>Approaches to teaching and assessment</p> <ul style="list-style-type: none"> • 90% of teachers effectively focus on conceptual understanding to support students in developing their ideas. • 90% of students and teachers effectively use feedback to improve learning, teaching and assessment. • The school administers assessment consistently, fairly, inclusively and transparently through the assessment policy and practices, reporting of grades (4 times per year), parental communication, and student-led conferences (minimum 2 times per year). 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction/daily planning is connected to programme requirements through conceptual understandings. This is documented in unit plans and daily/weekly plans. <ul style="list-style-type: none"> <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> Quarter 4 <input type="checkbox"/> Campus determines appropriate feedback expectations and supports teachers and students in engaging in providing effective feedback to one another. <ul style="list-style-type: none"> <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> Quarter 4 <input type="checkbox"/> Feedback strategies are discussed, supported and monitored by campus leadership. <ul style="list-style-type: none"> <input type="checkbox"/> Quarter 1 <input type="checkbox"/> Quarter 2 <input type="checkbox"/> Quarter 3 <input type="checkbox"/> Quarter 4 <input type="checkbox"/> Summative assessments are documented and assessed in ManageBac, adhere to assessment policy. <input type="checkbox"/> Parental Communication is appropriate, frequent and informative <input type="checkbox"/> Student-led conferences occur twice per academic year. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction/daily planning requirements through documented in unit plans <input type="checkbox"/> Feedback <input type="checkbox"/> strategies are discussed campus leadership. How in the implementation of <input type="checkbox"/> Campus Should this be should it be differential expectations? determine and supports teachers effective feedback to o This is explicitly tied to Formative Process. What <input type="checkbox"/> Summative assessment ManageBac, adhere to <input type="checkbox"/> Parental Communication frequent mean? and in mean? <input type="checkbox"/> Student-led conferences Maybe including what Should there be central and what is discussed?
<p>Proficiency Levels of Student Support</p>	<p>Environment-Student Support</p> <ul style="list-style-type: none"> • The school provides relevant human, natural, built and virtual resources to implement its IB programme(s) with fidelity throughout the curriculum within and across the years of its 	<ul style="list-style-type: none"> <input type="checkbox"/> Virtual resources match IB Programmatic requirements including Common Core and NGSS. <input type="checkbox"/> Human Resources are aligned to campus goals and IB Programmatic requirements. <input type="checkbox"/> Natural and built resources are utilized to ensure positive progress towards achieving literacy and numeracy. <input type="checkbox"/> Campus identifies, provides and documents the appropriate learning supports consistently implemented on campus. 	<ul style="list-style-type: none"> <input type="checkbox"/> Virtual resources match including Common Co <input type="checkbox"/> Human resources Let's and IB Programmatic r <input type="checkbox"/> Natural and built resou that we are using and a as PBIS and Restorati resources? Should we leadership can pull fro

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	<p>programmes. ▪ The school identifies and provides appropriate learning support</p>		
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	<p>consistently to ensure 90% of students meet or exceed grade level standards.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Campus integrates expanded learning resources as a seamless addition to the instructional environment. 	<p>regarding the best resources? are utilized to ensure positive progress towards achieving literacy and numeracy.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Campus identifies, provides and documents the appropriate learning supports consistently implemented on campus. What support will central office be in standardizing these processes? <input type="checkbox"/> Campus integrates expanded learning resources as a seamless addition to the instructional environment.
<p>Goal 3 Getting Students in Seats <ul style="list-style-type: none"> ▪ Expand seats: The system increases school seats to achieve universal access Fulfill students' basic needs: The school provides for student basic needs to ensure that more students attend school and that absenteeism declines</p>			
	<p>Demonstrating Level</p>	<p>Non-Negotiable Explicit Actions 20-21</p>	<p>Non-Negotiable Explicit Actions 21-22</p>
<p>Proficiency Levels of Approaches to Teaching</p>	<p>Approaches to teaching <ul style="list-style-type: none"> ▪ Teachers consistently promote effective relationships and purposeful collaboration to create a positive and dynamic learning community which meets students' basic needs, reduces absenteeism, and maintains 95% enrollment capacity. ▪ Very few barriers to learning exist. This enables every student to develop, pursue and achieve challenging personal learning goals. </p>	<ul style="list-style-type: none"> <input type="checkbox"/> Campus averages 95% This may need to be adjusted for HS as the CA average is 92% enrollment capacity each month. <input type="checkbox"/> Teachers are supported and mentored how? Should there be organizational policy/process? to promote effective professional relationships and reflect on the impact of this practice <input type="checkbox"/> Principal actively engages staff in practices that promote dynamic learning communities, assess practices through qualitative feedback once quarterly .How will central office support the process? How do we standardize this? 	<ul style="list-style-type: none"> <input type="checkbox"/> Campus identifies at least two existing barriers to learning, sets goals and works collaboratively to reduce/remove these barriers.What if there are not two? <input type="checkbox"/> Campus collaborates What is our expectation for this? How will central office support?with parents to understand and reduce barriers to learning.

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<p>Proficiency Levels of Leadership and Student Support</p>	<p>Environment-Leadership and Student Support</p> <ul style="list-style-type: none"> ▪ 100% of funds and resources sustain and further develop its IB programmes including Common Core and NGSS to maintain 95% enrollment capacity. ▪ The school embodies universal access by fostering the social, emotional, and physical well-being of its students and teachers. ▪ The school provides guidance/support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences, maintaining 95% enrollment capacity, as well as 95% holistic completion of culminating projects. 	<ul style="list-style-type: none"> ❑ Resources Is there a vetting process we should develop for these? that are purchased are aligned and develop the implementation of the IB Programme/Common Core/NGSS with a focus on literacy and/or numeracy. ❑ Resources are purchased to increase universal access by fostering the social, emotional, and physical well-being of its students and teachers.Examples? 	<ul style="list-style-type: none"> ❑ Purchased resources are implemented holistically to increase universal access by fostering the social, emotional, and physical well-being of its students, teachers and community.Isn't this the same as the one above? ❑ Campus integrates expanded learning resources as a seamless addition to the instructional environment. What is our expectation for this?
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Addressing Challenges for Students with Disabilities

To address the area of challenge for the students with disabilities, a plan has been developed to address the following areas: ELA and Mathematics NWEA testing scores. A tiered level of professional support for all staff has been developed. The school site leaders receive professional development through a weekly meeting or training put on by an outside entity that they either go to or we invite to come to us. The administrative training consists of:

- Review federal and state legislation and regulations
 - IDEA
 - Office of Civil Rights
 - LACOE SELPA
- Running of IEP meetings
- Special Education Teacher Role
- Special Education Aide Role
- Coordinate services provided to students with special needs
- Related to special services (including special education/title program/pupil services)
- Maintain open lines of communication regarding special services with all interested parties
- Respond to concerns of parents, teachers, building and central
- Facilitate research regarding trends and best practices to support appropriate recommendations for student success through rigorous, innovative, and technological programming
- Monitor compliance and Regulations
- Provide accurate and timely data for evaluating outcomes for students with disabilities of former and current students
- Conduct ongoing needs assessments, collect and improve operational functions and services;
- Evaluate special education/pupil services program
- Maintain communication network with the Director of Special Education
- Use discretion and exercise sound judgment; exceptional public relations/interpersonal skills to respond to parents and advocacy groups

Training for special education teachers consist of:

- Curriculum development
- Parent conferences
- Pre-and post testing using group standardized tests
- Involvement at the annual review-an annual meeting held by the IEP
- Committee to discuss the progress of each child with a disability and to plan the next year's Individual Education Plan
- Involvement in the triennial evaluation process-an evaluation that takes place every three years to determine if the conditions for the original classification are still present or need to be modified. The requirement here would be limited to progress reports and recommendations for the following year.
- Monitoring the IEP, modifications and accommodations

Training for special education aides consist of:

- Coordinate meetings with the IEP team
- Translate IEP documents
- Interpret at IEP meetings
- Support student's learning
- Attend professional development

In order to support with ELA and Math mastery of the California State Standards, the special education team collaborates with the general education team and parents/caregivers to provide support to all students who are in the at-risk level, special education recipients, and receiving tiered leveled support in levels 1 through 3. This collaboration is supported by the school site administration as well as the central office. While students are supported academically, character building is embedded with the IB Learner Profile attributes consisting of inquires, thinkers, knowledgeable, communicators, reflective, principled, risk-talkers, balanced, open-minded, and caring.

The Local Control Accountability Plan

The adopted Local Control and Accountability Plan adopted by the Alta Public School's Board in June 2019 articulates three goals for school wide performance:

2019-2022 Local Control Accountability Plan Goals, PTLAH

- Implement Conditions for Learning to Include Appropriate Teacher Assignment, Sufficient Instructional Materials, Facilities in Good Repair, Implementation of State Standards, and Broad Course of Study.
- Increase pupil outcomes on all statewide assessments; SBAC, ELPAC, and EL Reclassification as measured by State-wide and International Baccalaureate assessments.
- Ensure parent involvement, pupil engagement, and a positive school climate are occurring.

Utilizing both Vision 2025 and the LCAP Goals, this School Improvement Plan is designed to increase student achievement, provide a safe culture for students and families, as well as meeting the specific needs of all learners within the system.

Monitoring the Improvement Plan

The school growth plan is monitored several different ways. PTLAH utilizes various teams to identify progress toward meeting these goals. Academic achievement teams are divided into subject matter expert groups and grade level groups. For Professional Development, teachers work with the PTLAH Head of School and IB Coordinator to identify various offerings that can be made available for teachers. For school culture, the school has an MTSS team established for the implementation of the supports provided through that structure. Further, the PTLAH Head of School collaborates with

the federally funded Parent Liaison to identify ways in which engagement can be made for parents within the school context.

All of these sub teams are then evaluated and monitored by the School Leadership Team (SLT) of the site which consists of the PTLAH Head of School, Assistant Head of school and teacher leaders from various committees throughout the school. It is a team of administrators and stipended teachers who take on leadership roles at the charter school. It is this team that then identifies the glows and grows within each component of the plan's implementation. The types of data reviewed are, NWEA, behavior and academic data via PBIS team, attendance, course completion, concurrent enrollment, and graduation rate via the counselor. These data sets are reviewed by the SLT and presented to the central office administration and APS board in order to identify and receive programmatic support.

Using NWEA

PTLAH uses the NWEA, a nationally norm-referenced test to evaluate student progress throughout the year: Fall, Winter, and Spring. The school has set targets for student performance goals based on the RIT score needed to attain proficiency on the Smarter Balanced exams in the Spring of students' Junior year.

NWEA Computer Adaptive Testing (CAT) and Rasch Unit (RIT)

According to NWEA, because the MAP assessments are computer adaptive, the Rasch Unit (RIT) scores were developed for each subject matter test and are on a scale of 100 to 350. Similar to the CAASPP, developed by the Smarter Balanced Assessment Consortium (SBAC), this scale is cumulative over the student's educational journey.

NWEA Predictor of student performance on CAASPP

NWEA published its initial correlation of RIT cut scores to the CAASPP in English Language Arts and Mathematics in May 2015. These cut scores for grades 2-11 were associated with the first published performance levels of the SBAC tests in the same two subjects. When these first correlations were made, they used the best data at the time (there was not a norm referenced linking study, nor was there enough information gathered from the SBAC) to establish a predictive tool for future student performance based on RIT scores in all three seasons of testing: Fall, Winter, Spring. Please refer to Table 1.23: NWEA Baseline Data with 5 Year Goals by Significant Groups below.

In late 2015, NWEA published their linking study which took the norm referenced cut scores of 2015 and correlated them to Grades 3-8 SBAC performance levels. An analysis by Johns Hopkins School of Education in 2016 indicates that the correlation coefficient of the NWEA MAP Growth assessments to the SBAC was between 0.80-0.89, where it is generally accepted that a result of 0.70 is highly correlated. Further, the analysis determined that the MAP Growth assessments yielded an 84% and 88%

predictability on the English Language Arts and mathematics SBAC assessments, respectively.

In 2017, the Harvard University Center for Education Policy Research published the SDP Fellowship Capstone Report that included results from the winter NWEA Map Growth assessments for the West Linn-Wilsonville School District the correlation coefficient ranged from 0.65 to 0.74 indicating a high moderate to strong correlation. Later in the analysis, Yiu, et al (2017) tie the areas of greatest need within the goal areas of the NWEA MAP Growth assessments align to the SBAC claims and targets. Instructional decisions can be made based upon the analysis of the relationship between the goals, claims and targets.

In July 2020, using similar structures as it did in 2015, NWEA updated norm cut-off RIT scores to identify percentile ranks for each of the three administrations of the MAP Growth assessments. Further, NWEA has published updated correlation charts which now include college and career readiness (CCR) associated with the SAT and ACT. With this information, it is likely if a student reaches a RIT score correlated to the “proficiency” status of the SAT and ACT in 10th grade, they will also have “met standard” on the CAASPP in their junior year.

The preceding information was assembled in order to show NWEA is a valid source of data to use when looking at student performance and progress. As students grow, they are coming closer to meeting standards. We now have an effective tool to use when planning for instruction and targeting the specific needs of each student as they progress through Prepa Tec Los Angeles High School.

Assessing the Plan

The academic growth for students in reading, mathematics, and language is based upon our internal assessment, the MAP growth from NWEA. With the correlation study to the SBAC discussed earlier in the petition, the strategy for the school is to ensure that all students reach the RIT score of 225 in reading and 242 in mathematics by the Spring Assessment of students’ junior year. Further, the school is making a concerted effort that students attain 236 in Language and 227 in Science in the Spring of their junior year, as illustrated in Table 1.23 below, which represents student performance in the 84th percentile. *While this data was not previously presented, as we have learned more about NWEA, it was determined that beginning 2020-21 Charter School will administer the Language and Science components.*

Table 1.23: NWEA Baseline Data with 5 Year Goals by Significant Groups

Baseline Data with 5 year goals by Significant Groups
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Monitored Area	Significant Group	Baseline	21-22	22-23	23-24	24-25	25-26
Reading	All Students	214	216	218	220	223	225
	ELs	203.8	208	213	217	221	225
	SpEd	208	212	216	219	222	225
	Latino	213.8	216	218	220	223	225
	Econ Dis	214	216	218	220	223	225
Math	All Students	220.4	225	230	234	238	242
	ELs	212.4	218	224	230	236	242
	SpEd	207.9	214	221	228	235	242
	Latino	220.4	225	230	234	238	242
	Econ Dis	222.9	227	232	235	239	242
Language	All Students	212.6	218	222	227	231	236
	ELs	203.5	210	217	224	230	236
	SpEd	207.2	214	221	225	231	236
	Latino	212.3	218	222	227	231	236
	Econ Dis	212.8	218	222	227	231	236
Monitored Area	Significant Group	Baseline	21-22	22-23	23-24	24-25	25-26
Science	All Students	TBD	207	212	217	222	227
	ELs	TBD	207	212	217	222	227
	SpEd	TBD	207	212	217	222	227
	Latino	TBD	207	212	217	222	227
	Econ Dis	TBD	207	212	217	222	227

1.2.4 Distance Learning and Addressing the “Pandemic”

In the midst of school improvement within the past two years, our world was stricken with COVID-19. In the Spring Semester 2020, the immediate transition to full distance learning had to be put into place. Prepa Tec Los Angeles High School responded swiftly and was implementing a full curriculum beginning March 17, 2020. As of September 14, 2020, PTLAH is still continuing distance learning.

Prepa Tec Los Angeles High School (PTLAH) students are continuing to learn the International Baccalaureate Middle Years and Diploma Programmes. Alongside the IB program that has been aligned to the California State Common Core Standards, the Learner Profile attributes and Approaches to Learning skills are embedded into the curriculum and differentiated instruction occurs as needed. Adding paper packets to students who were having a difficult time with distance learning only or per the individual needs per educational program was one form of providing equitable access to the curriculum. Continued instruction in ELA/Language and Literature; English Language Development; Social Studies/Design; Mathematics; Science with laboratory; Physical Education, Art and Spanish. Although we have moved to distance learning, our standards practice continues to be optimal and differentiated by working on paper while receiving support/guidance from their teachers.

PTLAH adjusted access to learning to best fit the needs of students and parents/guardians. Resources such as white boards, erasable markers, chromebooks, journals, pens/pencils, reproducibles, e-books access, art supplies, etc. were provided to keep students engaged and to close the learning gap as well as challenging the students' learning. Teachers are using Managebac and Zoom followed by videos pre-recorded by teachers to instruct students. Teachers make contact with students and families regularly through instructional platforms, phone, and email. Continued communication occurs via website, calls to families from the staff, ParentSquare, Class Dojo, Remind; social media: Facebook, Instagram; robocalling, and survey parents. Weekly Superintendent's meetings and monthly principal meetings have kept families informed. Providing individualized and small group assistance and tutoring has been prioritized. Technological support is available daily. Parents were notified of the new distance learning schedules via an array of platforms as stated previously. All students already have a chrome book and resources to use TV and free WIFI at home. Mental health workshops occur monthly as well as referring families in need to our partnered agencies.

In March of 2019, PTLAH moved to distance learning due to the order that Governor Newsom gave and our Superintendent of Public Instruction, Tony Thurmond supported, teachers have maintained a participation daily student tracker, support is offered based on the needs of each individual. For example, students who are in need of a Chrome book and or hot spot for internet access, is provided by the Charter School and inventory is kept by the IT department. Students receive individual, small group, or preferred time instruction, specific students are checked on by teachers and aides as needed. Students that have yet

been reclassified receive ELD support which is inclusive of materials, strategies, one-on-one, or small group instruction. Teachers record themselves for students to be able to listen to spoken English as they account for English Learners. Teachers and aides have offered their personalized support via specific office hours. Resources and manipulatives as indicated above; in addition, including checking out student desks if needed have been provided for the home on a needs basis. All students have a Chromebook or receive packets based on the need they have to access the curriculum. IT has set up daily hours to help support students with technology. All communication sent home is in both English and Spanish as those are the preferred languages from our parents. Parents continue to be surveyed and meetings are held weekly to identify the needs and accommodate as needed alongside workshops to build upon their skills. Typically, the “voice of the customer” surveys are conducted twice per year, once in the winter and once in the spring. The Charter Schools’ leadership team disaggregates the survey data and creates a work plan or professional development plan based on the need of students, parents and staff. Benchmarks are created and feedback is provided weekly on progress toward goals. The parent liaisons provide outreach and resources for parents. Partnerships with mental health supports have been established and ongoing referrals and therapy occur.

Multiple steps have been taken to ensure high-quality learning opportunities continue for all significant subgroups including, English learners, Foster and Homeless youth, and students with disabilities. A handbook for distance learning was developed by several stakeholders and approved by the governing board. It includes attendance and assignment tracking processes and lessons. Then, schedules were developed to ensure overlapping of student instruction to support families with limited resources in the technology area. Each student received a chromebook with a charger. Families received a standing schedule of the subjects that would receive materials/assignments via email, ParentSquare, website, and hard copies at schools for them to pick up. Schedules of when to pick up paper packets and when to drop them off were established and communicated with parents across different platforms. Weekly meetings with the superintendent and principals take place as well as SSC and ELAC. Parent-teacher conferences are held as needed. All staff receive weekly virtual professional development by department and grade level and check in daily with the administration. Parents receive IT support as needed. Teachers record lessons and place them as archived for student review as needed, assemblies that are school spirit related, and Instagram engagement activities. As a mental health referral is needed, the school personnel connects the individual in need with the mental health agency. Mental Health needs are identified through concerns that may arise from the student, staff, and or parent/caregiver. A licenced therapist facilitates the intake process. If an individual is already a client that is receiving mental health services, they continue to do so via Telehealth. Resources are also posted on our social media and website and workshops are held in preferred language and time for the parents and community to attend. It gets recorded and archived on our social media and website for access as needed by anyone. Teachers are receiving support

within the special curricular IB program to ensure that each student is receiving access to the philosophy and approach that works to engage each individual student at a high level.

The LEA serves meals inclusive of breakfast, lunch, and dinner for 3 hours daily. To accommodate for safety, the community drives up and based on the number the driver states, are the number of meals they receive. At this time, we have served more than 37,000 meals as an organization to students and community. Care packages were made and provided to families in need. A partnership with a food bank was made and through that, families receive food. The parents receive phone calls, messages via ParentSquare, Class Dojo, Remind, and robocalling regarding food distribution. The delivery of the food schedule is on the website and on Facebook.

Teaching and Learning in Distance Learning

During the pandemic, the administration created a Distance Learning handbook and a parent handbook for how to assist in helping students participate in distance learning. Further, both educators and parents have been trained regarding their respective roles. A copy of these handbooks is available on the school's website and by contacting the school's administration.

As planning occurs for distance learning, teachers are reminded that each unit shall contain the following:

- All developed units will associate to the IB philosophy of planning and delivery including, but not limited to: international mindedness, ATLs, IB Learner Profile, and all policies associated with the IB.
- The standards incorporated within IB units will be derived from Priority Instructional Content in ELA/Literacy and Mathematics by Achieve the Core.
- The use of Addressing Unfinished Learning After COVID-19 School Closures will be implemented when developing lesson plans to address the strategies and supports.
- Weekly formative assessment experiences shall include practice situations/prompts directly related to the NWEA and Smarter Balanced Assessments. Resources for these items can be found within the SBAC Digital Library (including, but not limited to ICAs, IABs and Targeted IABs) and nwea.org
- Units will identify Academic Vocabulary, both content specific and general and provide an opportunity for students to engage in the learning and demonstration of this vocabulary.
- Units will ensure that student engagements are aligned with Higher Order thinking questions moving students to process at higher DOK levels. In the implementation of these questions, teachers will ensure that students answer using complete sentences.
- Units will incorporate academic writing within the unit. Teachers can choose from the three genres of writing (Personal Narrative, Opinion, and

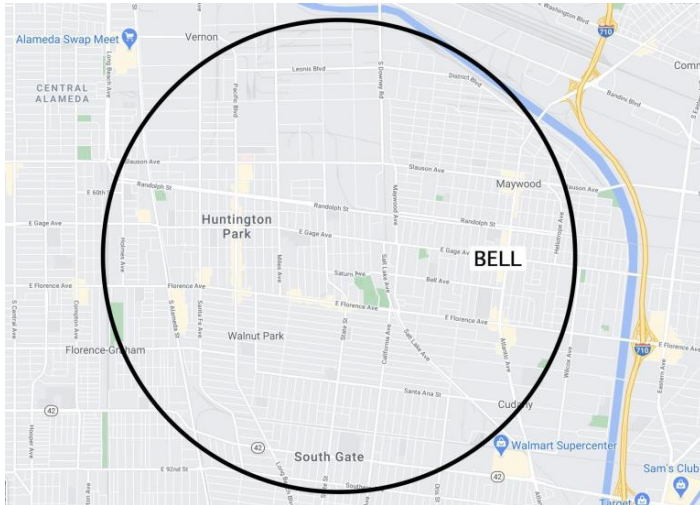
Expository) to engage students in developing their skills. Student writing does not have to be only within the summative assessment. To meet this unit requirement, practices can be incorporated at the teacher's discretion.

- IB Units should be completed in Managebac for all sites. With the exception of the first unit, all subsequent units shall be completed and entered into Managebac at least 10 school days prior to the start of the unit. Each unit will contain weekly formative assessments, a summative assessment, learning activities to ensure inquiry and skill-set development, and differentiation (including experiences for students identified in Tier 2 and Tier 3 of MTSS) for special populations including students with disabilities, English learners, foster youth, homeless youth, gifted youth, and low socioeconomic disadvantaged youth.
- Teachers will create their weekly learning engagements and upload these to their ManageBac classrooms or GoogleClassroom before the close of business on Thursdays.
- Embed social emotional learning within teaching practices that are inclusive of the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions as connected with IB.

Attendance during Distance Learning

Unlike districts that are taking attendance if the student makes just one contact per teacher via email, phone, or zoom (Bloom, 2020), Prepa Tec Los Angeles high school has eight classes in a student's schedule with four distinct attendance periods each day during the synchronous learning time from 9:00 AM to 1 PM each day. PTLAH is tracking each student, the amount of time that is spent in class, their daily attendance to all classes for the allotted time, and ensuring they attend 60% of the offered **synchronous** minutes. This goes above and beyond State Senate Bill 98, which counts full attendance by a combination of asynchronous and synchronous learning. PTLAH values the time that teachers spend with students by ensuring students are present when classes are offered.

1.3 Student Population to be Served



PTLAH is a school that models the lessons of the IB MYP/DP curriculum of Inclusiveness and recognition of a common humanity. With this model in mind, we seek to be a school that serves one and all that walk through our doors. We seek to serve a representation of the ethnically, culturally and socio-economically diverse populations of Los Angeles County and the contiguous and adjacent Southeast cities of Bell, South Gate, Walnut Park, Huntington Park, and

Cudahy.

PTLAH attracts students from all three cities encompassing private and public school students that prefer a learning experience in a non-traditional, personalized learning environment that focuses on academics, character-development and creating world citizens.

PTLAH will continue to recruit and serve all types of learners. In our second term we expect that we will continue to have a relatively high percentage of students coming from low performing schools where structure and a culture of study may be a challenge, as well as Title I students. PTLAH currently has a 76% enrollment of Free and Reduced Lunch students.

Meeting the Needs of the Community

Over the years, more of our families have been with us since Elementary or Middle School and are accustomed to the rigors or the IB curriculum, PTLAH's high expectations, and the opportunity for students to achieve college acceptance and career preparedness through academic aptitude.

PTLAH was specifically founded to serve the academic needs of the community that has historically been underserved. Our community has a large number of children and families demographically in poverty and our program was established in order to inspire them to continue into higher education⁴ as a vehicle out of cyclical poverty. As such, many of our students attend PTLAH, which allows them equitable access to an

⁴ US Census, Bell, CA
<https://data.census.gov/cedsci/table?q=Bell%20city,%20California%20Income%20and%20Poverty&tid=ACST5Y2018.S1701&hidePreview=false>

education that provides the opportunity to live and fulfill their possibilities of being valued as world citizens and guardians of the planet.

PTLAH's mission is aligned with community values and we serve a large number of students in "poverty", PTLAH prides itself in hiring staff that believe in its mission and believe all students can learn when we adhere to high academic and personal responsibility for learning.

As a result of serving families in our target community, some of which have multiple siblings, Alta Public Schools Board of Directors encourage all age-appropriate family members to apply to enroll, if enrollment capacity will allow. Culturally, we welcome the added family involvement and culture created when siblings attend the same school.⁵ There are no sibling priorities, but all are encouraged to fill out an interest and lottery form.

Demographics of the Community We Serve

PTLAH's two buildings are located in the City of Bell, the "Bell site", and in the City of Huntington Park, the "Stafford site", each approximately within a 2.1 miles from each other or a 5-minute drive by car. The school serves largely Spanish-speaking, immigrant, transient-renter, and long-established homeowner families in the community but with a 7.5% population of post high school educated people. This means that many of our families have strong ties to the local community and the other segment are transient renters moving every five years. This community profile is not unusual in LAUSD schools.

To meet the community need, PTLAH has invested heavily in an English Language Learner program dedicated to transition students out of EL classification within two years with intensive English language acquisition. This is particularly important for PTLAH because a majority of our ELL students are classified as Long Term English Language Learners Students (LTELS).

Prepa Tec Los Angeles High has an enrollment of 340, as of August 2020, of students grades 9 to 12, in which 90.4% socioeconomically disadvantaged, 24.4% English Language Learners, 0.7% Foster Youth, and 11.4% Students with Disabilities.⁶

Interestingly, in terms of geographic location, PTLAH sits at the crossroads of our local communities. Our students come from South and Southeast Los Angeles County, namely from the cities of Huntington Park, South Gate, Cudahy, Maywood and the unincorporated L.A. County communities of Florence-Firestone and Walnut Park. The data in Table 1.24 indicates that the community we serve is a very young community and has a low college achieving attainment. As well as a significantly high

⁵ PTLAH Renewal Petition, Element 7.

⁶ PTLAH Powerschool August 2020.

Prepa Tec Los Angeles High Petition

poverty rate, as well as being an immigrant population with close to all persons speaking Spanish at home.

Table 1.24: Demographics of APS Service Area

APS Service Area Demographics	Population	Median Household Income	Poverty Rate	Employment Rate	Under 5-year olds	Spanish spoken at Home	High School Attainment	Bachelors
Huntington Park	58,694	40,638	26.1	58.9	7.6	91.2	23.5	4.6
South Gate	95,103	50,246	18.8	59.2	6.8	86.6	25.3	6.7
Bell	35,809	42,548	23.9	58.5	8.4	87	24	6.5
Cudahy	24,016	43,381	28	58.4	8.3	90.7	23.3	5.2
Maywood	27,542	39,738	25.7	61.4	9	92.9	28.2	4.3
Florence-Graham	64,162	38,952	27.8	55.9	8.3	87.4	23.5	3.9
CALIFORNIA	39M	75,277	12.8	60	6.1	28.9	20.7	21.9

2019, <https://data.census.gov/cedsci/profile?g=1600000US0624477>

1.4 Enrollment Projections 2021-2026

PTLAH 's enrollment at capacity will be 504 students in grades 9 through 12 by the fifth year of the charter (2025-2026). Beginning in Year 1 (2021-2022) serving 80 9th graders, 86 10th graders, 84 11th graders, and 84 12th graders. Projected growth would start with students moving on from the 2020-2021 school year. Table 1.25 below, illustrates our enrollment plan.

Table 1.25: Enrollment Projections for 2021 through 2026

Grade	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Grade 9	91	95	95	95	120
Grade 10	93	95	95	95	120
Grade 11	93	95	95	95	120
Grade 12	91	95	95	95	120
	370	380	380	380	480

In terms of students arriving at our school from private and or religious schools from the surrounding community, we draw students from catholic, christian and muslim schools in the area.

Private school academic performance and educational program information have not been made available to us and we will not know the individual student’s academic profile until our school conducts academic performance measures at the beginning of the students junior year at PTLAH or through internal assessments, such as NWEA.

1.5 Mission and Philosophy

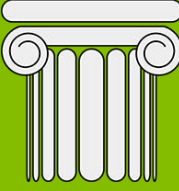
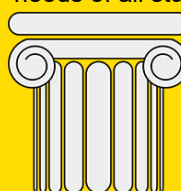
Prepa Tec Los Angeles High School’s stakeholders are committed to identifying the impediments to student success before failure occurs, thereby increasing the benchmarks of success for all students. We believe college readiness starts before Kindergarten and college persistence and graduation is born from the grit the IB outlines for all students.

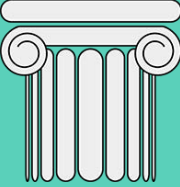

Prepa Tec Los Angeles High School’s mission is to provide a world-class education to every student through an inquiry and investigation school model that will prepare students to meet the challenges of a global 21st century - this was the original statement of purpose.

Prepa Tec Los Angeles High School provides an environment where students have optimal opportunities to fulfill their educational and character goals. We support this evolving process of greater educational attainment; purposeful and action-oriented character development, while providing educational and career pathways.

We fulfill our mission by being “LRFL”:

- 1) **Learn** - High Academic Achievement ALWAYS
- 2) **Rigor** - Standards-Based Instruction ALWAYS
- 3) **Family** - Community Participation ALWAYS
- 4) **Lead** - Positive Student Character Development ALWAYS

<p>1. High Academic Achievement Students develop a deep understanding, mastery and application of important concepts that propel inquisitive life-long learning and will reach high levels of academic achievement. <u>LEARN</u></p> 	<p>2. Standards-Based Instruction Provide a school model where students acquire and practice a range of essential skills that are common core standards based, and implement the International Baccalaureate® (IB) scope and sequences, merging the CCSS and district policies, to develop and use the best instructional practices that meet the varied needs of all students. <u>RIGOR</u></p> 
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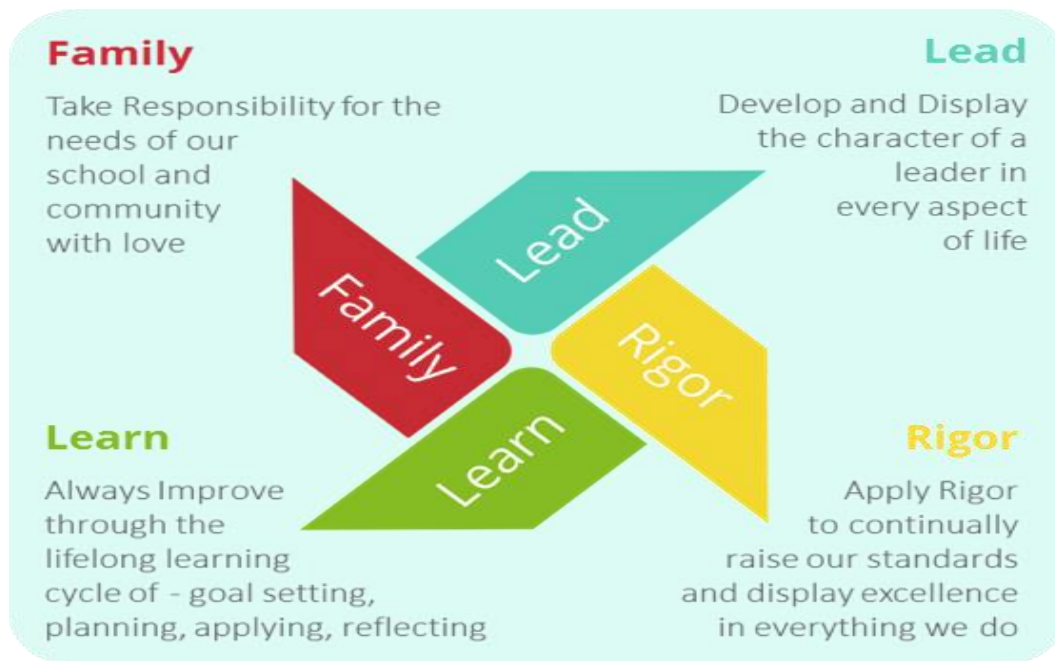
<p>4. Community Participation</p> <p>Provide a space where students have the opportunity for involvement in responsible actions and social service in their local and world community implementing the IB program, which "focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development" with the assistance of staff, parents, and the larger community. <u>FAMILY</u></p> 	<p>3. Positive Student Character Development</p> <p>Conduct structured inquiry into matters of local and global significance that provides for better understanding of oneself and others as the IB program is implemented.</p> <p>Provide a program where students are encouraged to develop positive attitudes towards learning, the environment and other people as the IB program is implemented. <u>LEAD</u></p> 
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Four Pillars of Academic Achievement Alta Public School 2016

1. High Academic Achievement
 - Students develop a deep understanding, mastery and application of important concepts that propel inquisitive life-long learning and will reach high levels of academic achievement
2. Standards-based Instruction
 - Provide a school model where students acquire and practice a range of essential skills that are CA Common Core State Standards based
 - Implement the College Prep- IBMYP/DP scope and sequence, merging the Common Core State Standards (CCSS) and district policies, to develop and use the best instructional practices that meet the varied needs of all students
3. Positive Student Character Development
 - Conduct structured inquiry into matters of local and global significance that provides for better understanding of oneself and others as the IB program is implemented
 - Provide a program where students are encouraged to develop positive attitudes towards learning, the environment and other people as the College Prep- International Baccalaureate Middle Years and Diploma Programme is implemented
4. Community Participation
 - Provide a space where students have the opportunity for involvement in responsible actions and social service in their local and world community
 - Begin implementing the IB MYP/DP, which "focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development" with the assistance of staff, parents, and the larger community

The inclusion of all stakeholders, not only students, into the Prepa Tec Los Angeles High School's purpose and vision is one of our intentional group developments. This idea that students, teachers, families, administration and the community are all part

of the learning-life process is represented in our brand. APS, an organization that opens socioeconomic doors of opportunity to all students, is represented by our logo and brand. Our core values representing our “why” are suggested in the image below - it is a flywheel, like the wheel of life, that includes Learning, Rigor, Family, and Leadership - we call it being “LRFL” as a way of life.



Alta Public School Developed 2016

All stakeholders in our learning community are committed to demonstrate Leadership, Rigor, Family and Lifelong Learning in our daily lives - this is being LRFL. These commitments are embodied in each color that represents a core value we all live by every day. When all the values work together in the lives of each person on the team, we create a “flywheel effect” where we all continuously move to improve together.

1.5.1 Vision

PTLAH’s vision is to create a center for higher learning in Southeast Los Angeles where students learn to exceed expectations, to be self-aware and aware of others, to be responsible, inquisitive, prepared, passionate, inspired, engaged, independent, and love to have fun.

PTLAH will apply the International Baccalaureate philosophy and methods to be a school where partnerships for continuous improvement between teachers, parents, community and students are authentic, and seek to prepare each student in grades nine through twelve for the challenges of the 21st century.

PTLAH will be a model school of life-long learning through the International Baccalaureate Middle Years (IBMYP) and Diploma Programme (IBDP) in the United States. We will create a dynamic environment where all staff cultivate, model, nurture, and promote our organizational values of real-world learning and application, servant leadership, inclusiveness, discovery, continuous improvement and accountability.

1.6 What it means to be an Educated Person in the 21st Century

In order to make learning meaningful, PTLAH understands the need for international awareness and learning within a global context. . PTLAH believes a truly educated person in the 21st Century must possess a set of critical skills necessary to engage in continuous learning, which is essential to thrive in a constantly changing economic and social environment. Reports by the National Center on Education and the Economy⁷ and the Association of American Colleges and Universities ⁸ identify the following essential skills for the 21st century:

- Creativity and innovation.
- Self-discipline and organization.
- Leadership.
- Teamwork.
- Cross-disciplinary knowledge.
- Communication skills.
- Analytical reasoning.
- Real-world problem-solving skills.

These skills are evident in the IB Learner Profile. The following 10 IB Learner Profile attributes are what PTLAH seeks to develop in students:

- ***Inquirers***: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- ***Knowledgeable***: They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- ***Thinkers***: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

⁷ (<https://ncee.org>, 2020)

⁸ (<https://www.aacu.org>, 2020)

- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The characteristics of an “educated person” in the 21st Century are a learner with the necessary skills to thrive in today’s society. PTLAH aims to follow the International Baccalaureate’s (IB) mission to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. PTLAH has a primary focus on encouraging students to increase their level of intercultural understanding and respect in order to collaborate with and learn from an array of people from different backgrounds and cultures in order to truly thrive and enjoy their lives.

College and Career Readiness

Along with the characteristics mentioned above, being an “Educated Person” in the 21st century also includes being College and career-ready. Through a transdisciplinary approach embedded in the IB program, Common Core ELA and Math Standards, Next Generation Science Standards, and History-Social Science Standards are aligned to create Units of Study. In addition, the contents of Physical Education, World Language, and Visual and Performing Arts Standards are also

taught. Mastery of rigorous knowledge and skills in academic disciplines at PTLAH provide students with the foundation of being literate individuals where they will be able to communicate effectively, problem solve, critically think, and analyze information and data.

Use of Technology

The characteristic of being technologically literate ensures that a person is educated in the 21st century. Students at Prepa Tec Los Angeles High use technology on a consistent basis. Each grade level and classroom has 1:1 computer access for students. Students get to use various educational programs such as GoogleClassrom and ManageBac that support core instruction on a daily basis. Students are informed about various databases to conduct research. They are also taught numerous multimedia programs and applications to develop presentations, projects, and other assignments. Before and after school students have access to a librarian, and computers. In the afterschool program, students are exposed to 3D printing, robotics, and other technological content that require the use of technology knowledge.

Character Development

Prepa Tec Los Angeles High strives to educate citizens of the 21st century by implementing the International Baccalaureate Program. IB Learner Profile character traits and the Approaches to Learning skills are critical components of the IB program which help shape character development in our students. The IBMYP/DP program asks the student to consider issues and problems in their widest scope and to realize that good solutions often draw upon insights one has acquired from various sources. This means facilitating our students to recognize relationships between school subjects and the world outside. Further providing PTLAH students to learn to combine relevant knowledge, experience and critical thinking skills to solve authentic problems.

Lifelong Learners

Educated persons of the 21st century have a love of learning that will enable them to be lifelong independent learners, so they can adapt quickly and easily to changes in core knowledge. They must be able to work productively and cooperatively in a multicultural environment. By encouraging students to consider multiple perspectives and intercultural awareness, tolerance, respect and empathy are fostered. In addition, Prepa Tec Los Angeles High students must be effective language users adept at writing and speaking, and they must be committed to the intellectual virtues of objectivity, respect for the truth, social and moral awareness.

1.7 How Learning Best Occurs

Students learn best when their physical, social, intellectual, aesthetic and cultural needs are met and nurtured. PTLAH, through the implementation of the International Baccalaureate Programme ensures that student learning is engaging, relevant, challenging and significant while nurturing our students. This is achieved through a commitment to student learning in a transdisciplinary context, embedded in the

essential elements of the Middle Years Programme and the Diploma Programme's curriculum framework.⁹ These essential elements are knowledge, concepts, skills, attitudes, action; all of which contribute to a learning experience that transcends the limitations of the subject areas to connect students to the real world.¹⁰

The PTLAH classroom is a dynamic learning environment. The students move from individual work to group work, changing roles as they engage in different activities, working as a leader, initiator, a collaborating partner, and contributing member of a group. The teacher's role is to facilitate this changing dynamic so that each student's learning is observed, monitored and effectively supported when working individually and in groups. Mixed-ability grouping based on shared interests frequently supports collaborative learning during the transdisciplinary units of inquiry. It provides opportunities for students to work with others who provide different skill sets and perspectives.¹¹

Special Education, Language Learners and Gifted Students

Learning is a social act that reflects the community in which it is taking place. Prepa Tec Los Angeles High's community is supportive; reflects an integrated spectrum of learners; and is committed to lifelong learning, "The most important aspect of education is not the imparting of specific knowledge, but rather the learning of how to find knowledge when it is needed, how to assimilate that knowledge, how to integrate that knowledge, and how to synthesize new ideas and solve problems," (Ertas 2000)¹². This approach to community and learning is necessary to be effective for the student makeup at Prepa Tec Los Angeles High. PTLAH employs several strategies to reach its diverse population of learners, including the inquiry based model of IB, collaborative discussions about strategies, RTI, PBIS, learning targets and effective monitoring.

The Middle Years Programme is largely constructivist in nature and operates under the belief that humans construct knowledge and meaning from their experiences. The International Schools Curriculum Project, the group of educators that initiated the MYP/DP, relied heavily on their own experiences; having been trained within a variety of national systems, most of whom had taught within those systems before moving into the field of international education as practiced in international schools. These initial educators looked to theorists such as Vygotsky, Piaget, Bruner, Gardner, to provide philosophies that were in alignment with their expertise and perspectives.

⁹ IB (International Baccalaureate). 2009. Making the MYP happen: A curriculum framework for international primary education. 2009. Cardiff, UK. IB.

¹⁰ Bruner, J. 1990. Acts of Meaning. Cambridge, Massachusetts, USA. Harvard University Press

¹¹ Williams, B and Woods, M. 1997. "Building on urban learners' experiences". Educational Leadership. Vol 54, number 7. Pp 29–32. Association for Supervision and Curriculum Development.

¹² Ertas, A. December 2000. "The Academy of Transdisciplinary Education and Research (ACTER)". Journal of Integrated Design and Process Science. Vol 4, number 4. Pp 13–19.

Piaget's theory of constructivist learning has had a wide ranging impact on learning theories and teaching methods in education.¹³

Growth Mindset

Recent research shows that students with a growth mindset rather than a fixed mindset are more likely to be effective learners and attain good academic outcomes.¹⁴ A growth mindset involves the belief that it is possible to be a successful student based on effort and not just innate qualities, such as intelligence. Additionally, academic mindsets are the “beliefs, attitudes, or ways of perceiving oneself in relation to learning and intellectual work that support academic performance”.¹⁵ Several studies examined the ways in which International Baccalaureate (IB) schools and classrooms foster and develop students’ non-cognitive skills and, specifically, positive academic mindsets. Based on the study’s findings, and its alignment to the IB practices, PTLAH fosters students’ growth mindset via the incorporation of the IB Learner Profile attributes and the Approaches to Learning skills development to bring about a sense of belonging and self-confidence that firmly cement the Growth Mindset in our students.

Alignment of Theory and the Needs of the Population

Beginning with building strong relationships, the deployment of the theories described above aligns with PTLAH’s population’s needs. Students need educators who facilitate discovery learning through inquiry. This process builds student’s ability to gain real world skills, which will assist them as they grow into adulthood. Further, relying on a growth mindset and the idea that believing in one’s self will equip Prepa Tec Los Angeles High’s learners with a sense of the “I can do it” attitude. Finally, building assessment capable learners through self and peer assessment allow students to develop the necessary skills to self-check their work and collaborate with peers.

1.8 Charter School Annual Goals and Actions to Achieve State Priorities

Pursuant to Education Code Section §47605(b)(5)(A)(ii), In the Table 1.26 below includes PTLAH’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section §52060(d), and specific annual actions to achieve those goals.

Goal 1: Implement Conditions for Learning to Include Appropriate Teacher Assignment, Sufficient Instructional Materials, Facilities in Good Repair, Implementation of State Standards, and Broad Course of Study.

¹³ Boyer, EL. 1995. The Basic School: A Community of Learning. San Francisco, USA. The Carnegie Foundation for the Advancement of Teaching.

¹⁴ Dweck, CS. 2006. Mindset: The new psychology of success. New York, NY, USA. Ballantine Books.

¹⁵ Farrington, et.al (2012)

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Goal 2: Increase pupil outcomes on all statewide assessments; SBAC, ELPAC, and EL Reclassification as measured by Statewide and International Baccalaureate assessments.

Goal 3: Ensure parent involvement, pupil engagement, and a positive school climate are occurring.

Table 1.26: PTLAH LCAP Summary

LCFF STATE PRIORITIES	
GOAL #1	
<p>Basic Services</p> <p>A. The quality of teachers has an impact on student success. Prepa Tec Los Angeles High promotes student success by ensuring all teachers are fully credentialed, appropriately assigned; meet all other requirements for placement in the classroom.</p> <p>B. Pupils at PTLAH have 100% access to the standards-aligned instructional materials;</p> <p>C. School facilities are maintained in good repair.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/></p> <p>4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/></p> <p>2 <input type="checkbox"/> 5</p> <p><input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/></p> <p>6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> ● Determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance ● Students are receiving access to Common Core State Standards (CCSS) in English Language Arts (ELA) and Mathematics (M), English Language Development (ELD), Next Generation Science Standards (NGSS), History-Social Science (HSS), Physical Education (PE), Visual and Performing Arts (VAPA), and World Language (WL). Training on standards implementation will be embedded into professional development sessions throughout the year. ● Provide a broad course of study for all students which includes access to performing arts, 21st Century Skills, and skills necessary to be college and career ready. ● Site is maintained in good working order and repairs are conducted in a timely manner. ● <i>The site will identify, monitor, and provide additional support for EL students who are not making adequate progress towards reclassification.</i> ● Teachers will provide ELD instruction 30 minutes daily to English learners that focuses on the explicit teaching of English syntax, grammar, vocabulary, and text structures correlated to CCSS. ● Provide students access to the ELD standards ● Maintain available ELD materials to effectively maintain the EL program ● The site will maintain an action plan to provide increased CCSS and ELD-standards aligned resources and materials to facilitate effective Designated and Integrated ELD instruction. ● The site will maintain partnerships with individuals and organizations to provide services for foster youth students. ● The District will maintain an RFEP monitoring system to monitor student progress. Teachers will utilize adopted curricular resources and materials for all state content standards, including CCSS ELA and math. 	

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- The site will plan for additional staff development outside regular school hours regarding many topics, including CCSS, ELD, IB-MYP, IB-DP, literacy intervention, and data driven instruction. Progress will be monitored toward student mastery by teachers, IB Coordinator and site administration. Professional development sessions build skills and collaboration with fellow educators.
- The site will maintain curricular materials to support literacy instruction.
- The site will maintain a library that enhances the IB-MYP/DP curriculum and ensures all students have opportunities to access books at a variety of text complexity levels.
- Site will maintain student and staff access to up to date 1:1 technology devices.
- Site will maintain current level of access to Internet connected devices and provide additional access to account for growth

Expected Annual Measurable Outcomes						
Outcome #1: 100% of teachers will be fully credentialed and appropriately assigned. 100% Compliance with ESSA and Authorizer requirements for credentialing and certification Metric/Method for Measuring: Verification of credential/certification using the Commission on Teacher Credentialing, and PTLAH’s Master Schedule.						
Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Asian	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Filipino	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
White Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students of Two or More Races	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

Outcome #2: Provide pupils with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs will have access to standards-aligned materials and additional instructional materials as outlined in the PTLAH Charter. Metric/Method for Measuring: Teacher and student materials check out/assignment sheet, purchase orders, invoices, and textbooks and materials in the classrooms.						
Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026

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All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Asian	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Filipino	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students of Two or More Races	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
White Students <ul style="list-style-type: none"> Not numerically significant at this time. 	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
<p>Outcome #3: School facilities are maintained in good repair Metric/Method for Measuring: Facilities Needs Assessment conducted by the CEO and contracted facilities professionals. documents</p>						
Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-2019 Good	Good	Good	Good	Good	Good
English Learners	2018-2019 Good	Good	Good	Good	Good	Good
Socioecon. Disadv./Low Income Students	2018-2019 Good	Good	Good	Good	Good	Good
Foster Youth	2018-2019 Good	Good	Good	Good	Good	Good
Students with Disabilities	2018-2019 Good	Good	Good	Good	Good	Good
African American Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

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Asian	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Filipino	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Latino Students	2018-19 Good	Good	Good	Good	Good	Good
Native Hawaiian/Pacific Islander Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students of Two or More Races	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
White Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

Outcome #4: Curriculum is an important component in the effective implementation of CCSS. PTLAH will provide and/or maintain the following:

- Supplemental curriculum and materials supporting CCSS
- Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, supporting NEXT Generation Science Standards program, and accompanying digital curricula, platforms, and e-texts.
- Supported by the International Baccalaureate programme, and protocols.

Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving PTLAH's unduplicated students and students with special needs. As part of our whole child approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as evidenced by Student Schedules, enrichment program participation reports, and transcripts.

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-2019 CAASPP Baseline DFS levels of ELA -65.7 Math -169.8	+5% <i>above baseline</i>	+6% <i>above baseline</i>	+8% <i>above baseline</i>	+10% <i>above baseline</i>	+12% <i>above baseline</i>
English Learners	ELA 126.4 Math -220.8	+5% <i>above baseline</i>	+6% <i>above baseline</i>	+8% <i>above baseline</i>	+10% <i>above baseline</i>	+12% <i>above baseline</i>
Socioecon. Disadv./Low Income Students	ELA -71.3 Math -175.6	+5% <i>above baseline</i>	+6% <i>above baseline</i>	+8% <i>above baseline</i>	+10% <i>above baseline</i>	+12% <i>above baseline</i>
Foster Youth	N/A*	*	*	*	*	*
Students with Disabilities	ELA -149.7	+5%	+6%	+8%	+10%	+12%

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	Math -257.2	<i>above baseline</i>	<i>above baseline</i>	<i>above baseline</i>	<i>above baseline</i>	<i>above baseline</i>
African American Students	N/A*	*	*	*	*	*
Asian	N/A*	*	*	*	*	*
Filipino	N/A*	*	*	*	*	*
Latino Students	ELA -65.4 Math -170.2	+5% <i>above baseline</i>	+6% <i>above baseline</i>	+8% <i>above baseline</i>	+10% <i>above baseline</i>	+12% <i>above baseline</i>
Native Hawaiian/Pacific Islander Students	N/A*	*	*	*	*	*
Students of Two or More Races	N/A*	*	*	*	*	*
White Students	N/A*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #2

Increase pupil outcomes on all statewide assessments; SBAC, ELPAC, and EL Reclassification as measured by Statewide assessments.

Implementation of California Common Core State Standards English Language Arts, English Language Development, Mathematics, History and NEXT Generation Science.

Related State Priorities:

- 1 4 7
- 2 5 8
- 3 6

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

- Determine annually through a review of personnel data that all teachers are fully credentialed and appropriately assigned.
- The site will maintain class size of 28 students per teacher focused on addressing the needs of students.
- The sites will maintain a tiered academic intervention program and special education program for students needing strategic and intensive interventions, including English learners.
- Site will maintain standards based curricular materials to support literacy and content instruction.
- Teachers will utilize adopted curricular resources and materials for all state content standards, including CCSS ELA and math.
- Teacher will ensure that all content standards are incorporated into IB Units of Study
- Site will maintain a process to regularly review the progress of ELs and LTELs to implement a master plan.
- Site will identify, monitor, and provide additional support for EL students who are not making adequate progress towards reclassification.
- Site will maintain an action plan to provide increased CCSS and ELD-standards aligned resources and materials to facilitate effective Designated and Integrated ELD instruction.

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- Integrated ELD instruction focuses on literacy across the content areas and is incorporated into IB Units of Study.
- Site will provide teachers with ELA and math scope and sequences.
- Professional Development on Essential Standards and Objectives
- New Scope and Sequences are embedded into IB Units of Study.
- Site will plan for and expand opportunities for extended school year services on non-traditional school days (e.g. targeted summer school), if funding becomes available

Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving Prepa Tec Los Angeles High unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.

Expected Annual Measurable Outcomes

Outcome #1: **CAASPP – Reduce the DFS for ELA**

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-2019 CAASPP Baseline DFS levels of ELA -65.7	+5% <i>above baseline</i>	+6% <i>above baseline</i>	+8% <i>above baseline</i>	+10% <i>above baseline</i>	+12% <i>above baseline</i>
English Learners	ELA -126.4	+5% <i>above baseline</i>	+6% <i>above baseline</i>	+8% <i>above baseline</i>	+10% <i>above baseline</i>	+12% <i>above baseline</i>
Socioecon. Disadv./Low Income Students	ELA -71.3	+5% <i>above baseline</i>	+6% <i>above baseline</i>	+8% <i>above baseline</i>	+10% <i>above baseline</i>	+12% <i>above baseline</i>
Foster Youth	N/A*	*	*	*	*	*
Students with Disabilities	ELA -149.7	+5% <i>above baseline</i>	+6% <i>above baseline</i>	+8% <i>above baseline</i>	+10% <i>above baseline</i>	+12% <i>above baseline</i>
Latino Students	ELA -65.4	+5% <i>above baseline</i>	+6% <i>above baseline</i>	+8% <i>above baseline</i>	+10% <i>above baseline</i>	+12% <i>above baseline</i>
Native Hawaiian/Pacific Islander Students	N/A*	*	*	*	*	*
Students of Two or More Races	N/A*	*	*	*	*	*
White Students	N/A*	*	*	*	*	*

Outcome #2: **CAASPP – Reduce the DFS for Mathematics**

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Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-2019 CAASPP Baseline DFS levels of Math -169.8	+5% above baseline	+6% above baseline	+8% above baseline	+10% above baseline	+12% above baseline
English Learners	Math -220.8	+5% above baseline	+6% above baseline	+8% above baseline	+10% above baseline	+12% above baseline
Socioecon. Disadv./Low Income Students	Math -175.6	+5% above baseline	+6% above baseline	+8% above baseline	+10% above baseline	+12% above baseline
Foster Youth	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students with Disabilities	Math -257.2	+5% above baseline	+6% above baseline	+8% above baseline	+10% above baseline	+12% above baseline
Latino Students	Math -170.2	+5% above baseline	+6% above baseline	+8% above baseline	+10% above baseline	+12% above baseline
Native Hawaiian/Pacific Islander Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students of Two or More Races	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
White Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

LCFF STATE PRIORITIES	
GOAL #3	
<p>Ensure parent involvement, pupil engagement, and a positive school climate are occurring.</p> <p>School will provide ongoing monthly, quarterly and yearly opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/></p> <p>4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/></p> <p>5 <input type="checkbox"/> 8</p> <p><input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>

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Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Site will train staff and implement level 1 of a positive behavior program that provides alternatives to suspension for the site • Site will provide timely interventions when students reach the threshold for absenteeism and tardiness. • Sites will utilize intervention resources including administration, community counseling services, intervention specialists • Provide Positive behavioral interventions to address student behavioral needs <p>Site will maintain a plan that improves internal and external communication systems with the specific goal of creating open, two-way communication and increased involvement between administration, staff, students, parents/guardians and the community.</p>						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Parent Involvement: Provide parents access to opportunities for participation and input on decision-making 85% of parents and increase to 90% of parents will participate in at least 2 parent event per year. Events include 6 family nights (back to school night, parent workshops, awards nights, parent conferences, etc.) Parents on SSC, ELAC will attend 6 of the 8 meetings.. Metric/Method for Measuring: Agendas, Parent Sign-in Sheets, and other supporting items.</p>						
Applicable Student Groups	Baseline 2019-2020	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	PTLAH Parent Participation 88.9%	90%	90%	90%	90%	90%
English Learners	88.9%	90%	90%	90%	90%	90%
Socioecon. Disadv./Low Income Students	88.9%	90%	90%	90%	90%	90%
Foster Youth	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students with Disabilities	88.9%	90%	90%	90%	90%	90%
African American Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Asian	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Filipino	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Latino Students	88.9%	90%	90%	90%	90%	90%
Native Hawaiian/Pacific Islander Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students of Two or More Races	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
White Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

Outcome #2:
Metric/Method for Measuring: At least 85% of parents will attend at least 2 parent events per year. Events include 6 family nights (back to school night, parent workshops, awards nights, parent conferences, etc.)

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	88.9%	90%	90%	90%	90%	90%
English Learners	88.9%	90%	90%	90%	90%	90%
Socioecon. Disadv./Low Income Students	88.9%	90%	90%	90%	90%	90%
Foster Youth	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students with Disabilities	88.9%	90%	90%	90%	90%	90%
African American Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Asian	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Filipino	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Latino Students	88.9%	90%	90%	90%	90%	90%
Native Hawaiian/Pacific Islander Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students of Two or More Races	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
White Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Outcome #3: Metric/Method for Measuring: 90% will attend Parent-Teacher and/or Student Led Conferences.						

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2019-20 88.9%	90%	90%	90%	90%	90%
English Learners	88.9%	90%	90%	90%	90%	90%
Socioecon. Disadv./Low Income Students	88.9%	90%	90%	90%	90%	90%
Foster Youth	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students with Disabilities	88.9%	90%	90%	90%	90%	90%
African American Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Asian	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Filipino	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

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Latino Students	88.9%	90%	90%	90%	90%	90%
Native Hawaiian/Pacific Islander Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students of Two or More Races	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
White Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

Outcome #4: Pupil Engagement Metric/Method for Measuring:: NEED CURRENT RATES						
A. School attendance rates;						
B. Chronic absenteeism rates,						
C. School dropout rates;						
D. High school graduation rates						
E.						
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Attendance Clerk will monitor student attendance and communicate with families. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. School will implement Social emotional curriculum SW PBIS Training. Teachers will be trained in the Schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will continue to work with teachers and families to manage student behavior issues and concerns. Alternatives to Suspension will be considered prior to administering consequences. School will use the Family Support Team process that mirrors the School Support Team model. 						
Expected Annual Measurable Outcomes						
Outcome #4: School will continue to maintain a high ADA rate above 96%. Metric/Method for Measuring: Student Information System Attendance reports. Attendance Plan of Action, calling home by the attendance clerk and the parent/community liaison; and home visits are conducted by parent Liaison and Assistant Principals						
Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2019-2020 Baseline level ADA 94.1%	≥95%	≥95%	≥95%	≥95%	≥95%
English Learners	94.1%	≥96%	≥96%	≥96%	≥96%	≥96%
Socioecon. Disadv./Low Income Students	94.1%	≥96%	≥96%	≥96%	≥96%	≥96%
Foster Youth	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students with Disabilities	94.1%	≥96%	≥96%	≥96%	≥96%	≥96%
African American Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

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Asian	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Filipinos	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Latino Students	94.1%	≥96%	≥96%	≥96%	≥96%	≥96%
Native Hawaiian/Pacific Islander Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students of Two or More Races	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
White Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

<p>Outcome #5: Chronic absenteeism rates use of SARC, ADA-PowerSchool, CALPADS Metric/Method for Measuring: Attendance reports and related documents <i>will be generated via Student Information system which extracts the data and imports to CALPADS to generate the outcomes.</i> Frequent and repeated Family contacts in a timely manner by Parent/Community Liaison, Office Manager, Office Clerk, and Assistant Principals.</p>						
Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2019-2020 19.1%	≤ 17%	≤ 15%	≤ 13%	≤ 11%	≤ 10%
English Learners	19.1%	≤ 17%	≤ 15%	≤ 13%	≤ 11%	≤ 10%
Socioecon. Disadv./Low Income Students	19.1%	≤ 17%	≤ 15%	≤ 13%	≤ 11%	≤ 10%
Foster Youth	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students with Disabilities	19.1%	≤ 17%	≤ 15%	≤ 13%	≤ 11%	≤ 10%
African American Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Asian	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Filipinos	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Latino Students	19.1%	≤ 17%	≤ 15%	≤ 13%	≤ 11%	≤ 10%
Native Hawaiian/Pacific Islander Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students of Two or More Races	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
White Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
<p>Outcome #6: School will decrease dropout rates below baseline number Metric/Method for Measuring: Enrollment reports on number of students that have left and where students have gone, including the SARC</p>						

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Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2019-2020 Baseline levels of Performance 0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
English Learners	0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Socioecon. Disadv./Low Income Students	0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Foster Youth	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students with Disabilities	0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
African American Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Asian	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Filipino	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Latino Students	0	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Native Hawaiian/Pacific Islander Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students of Two or More Races	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
White Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

Outcome #7: Suspension Rate

Pupil suspension rates below baseline numbers ≤ 1%
Metric/Method for Measuring: SARC Report and pupil suspension report. Fully implementation of Restorative Justice model and the overall PBIS system including greater use of SST protocols to look at diverse behavior intervention strategies for incorporation.

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2018-2019 Baseline levels of Performance 1.5%	≤ 2%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
English Learners	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Socioecon. Disadv./Low Income Students	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Foster Youth	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students with Disabilities	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
African American Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Asian	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

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Filipino	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Latino Students	0.3%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Native Hawaiian/Pacific Islander Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students of Two or More Races	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
White Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

Outcome #8: Pupil expulsion rate below baseline goals of ≤ 1%						
Metric/Method for Measuring: SARC Report and pupil expulsion report.						
Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	Baseline levels of Performance 0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
English Learners	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Socioecon. Disadv./Low Income Students	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Foster Youth	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students with Disabilities	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
African American Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Asian	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Filipino	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Latino Students	0%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%
Native Hawaiian/Pacific Islander Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students of Two or More Races	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
White Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

Outcome #9: Safety and school connectedness at or above baseline goals 96% for each group, i.e. parents, students and teachers indicated school safety and connectedness.
Metric/Method for Measuring: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	96%	96%	96%	96%	96%	96%
English Learners	96%	96%	96%	96%	96%	96%

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Socioecon. Disadv./Low Income Students	96%	96%	96%	96%	96%	96%
Foster Youth	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students with Disabilities	96%	96%	96%	96%	96%	96%
African American Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Asian Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Filipino Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Latino Students	96%	96%	96%	96%	96%	96%
Native Hawaiian/Pacific Islander Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students of Two or More Races	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
White Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

Outcome # 10: Course access addresses the extent to which pupils have access to and are enrolled in:
A. Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs

Specific Annual Actions to Achieve Goal

Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).

Expected Annual Measurable Outcomes

Outcome #1: Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).
Programs and services developed and provided to unduplicated pupils; and
Programs and services developed and provided to individuals with exceptional needs.
Metric/Method for Measuring: Student Schedules, Reports on number of students taking each of the courses offered.

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2019-2020 Baseline levels of Performance 100%	≥95%	≥95%	≥95%	≥95%	≥95%
English Learners	100%	≥95%	≥95%	≥95%	≥95%	≥95%
Socioecon. Disadv./Low Income Students	100%	≥95%	≥95%	≥95%	≥95%	≥95%

Foster Youth	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students with Disabilities	100%	≥95%	≥95%	≥95%	≥95%	≥95%
African American Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Asian Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Filipino Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Latino Students	100%	≥95%	≥95%	≥95%	≥95%	≥95%
Native Hawaiian/Pacific Islander Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Students of Two or More Races	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
White Students	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*

PTLAH LCAP 2019-2020 and 2020-2021 Goals and Outcomes

1.9 Students as Self-Motivated Life-Long Learners

PTLAH will create a culture of independent thinkers and lifelong learners through the development of the IB Learner Profile Character Traits and the Approaches to Learning Skills (ATLs) as manifested by the IB Diploma Programme’s required Extended Essay. The Essay provides:

“Practical preparation for the kinds of undergraduate research required at tertiary level [and] an opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject.”

Participation in this process develops the capacity to analyze, synthesize, and evaluate knowledge. Each of these capacities builds the foundation of the intellectual tools needed to sustain life-long learning.

In addition to the development of the IB Learner Profiles Character Traits and the ATLs, PTLAH motivates students as life-long learners in several ways. Teachers create environments, which are interactive, inviting, safe, challenging, personalized, and supportive. The environment allows questioning, patience, fosters open-mindedness and allows students to develop a high level of trust and confidence.

Teachers are able to clearly identify essential knowledge, understanding, concepts, and skills for their grade levels. Teachers create environments which encourage collaboration, teamwork, creativity, innovation, and understanding through the International Baccalaureate Programme framework. The skills that students are able to develop in order to become competent and motivated through the curriculum at PTLAH are problem solving, communication, teamwork and technology innovation.

Goal 1

By the end of June 2026, all 9th through 11thgrade student subgroups will show a 5% increase in the first year and 12% by the 5th year of the charter in their proficiency of ELA and mathematics as measured by the Smarter Balanced Assessment.

Goal 2

By the end of June 2026, all students designated as English Learners will increase in their proficiency of English Language Development by one level each year as measured by the ELPAC Assessment.

Goal 3

By the end of June 2026, the student reclassification rate will increase by 20% and each year as measured by the Reclassification Criteria found in the EL Master Plan.

1.10 Instructional Design

Whole Program Continuum

The International Baccalaureate Programme is the beginning of a three program continuum. This IB continuum of international education for 3-19 year olds is unique due to its academic and personal rigor. PTLAH challenges students to excel in their studies and in their personal growth while aiming to inspire a quest for learning throughout life that is marked by enthusiasm and empathy. PTLAH aspires to help develop well-rounded students with character: students who can respond to challenges with optimism and an open-mind; students confident in their own identities; students who make ethical decisions; students who join with others in celebrating our common humanity; students who are prepared to apply what they learn in real world, complex and unpredictable situations.

Educational Philosophy

A standards-based sequential curriculum which follows the IB MYP and DP sequence of courses will drive the educational philosophy of PTLAH. Instruction will be inquiry and investigation-based and a holistic learning environment will be provided. Students will experience a learning environment with rigorous academic standards enriched with higher-level questioning and global mindedness. PTLAH has a rigorous learning environment that enables students to become self-motivated, competent, life-long learners, but will also provide a learning experience where students learn to be world citizens and guardians of the planet.

The following key elements, described below, comprise PTLAH's approach to instruction, which also reflects our school's core goals that will fulfill our mission to provide a world-class education to every student:

1. High academic achievement through the College Prep-IB MYP/Diploma Programme
2. Standards-based instruction through backwards design
3. Character Development
4. Community Participation

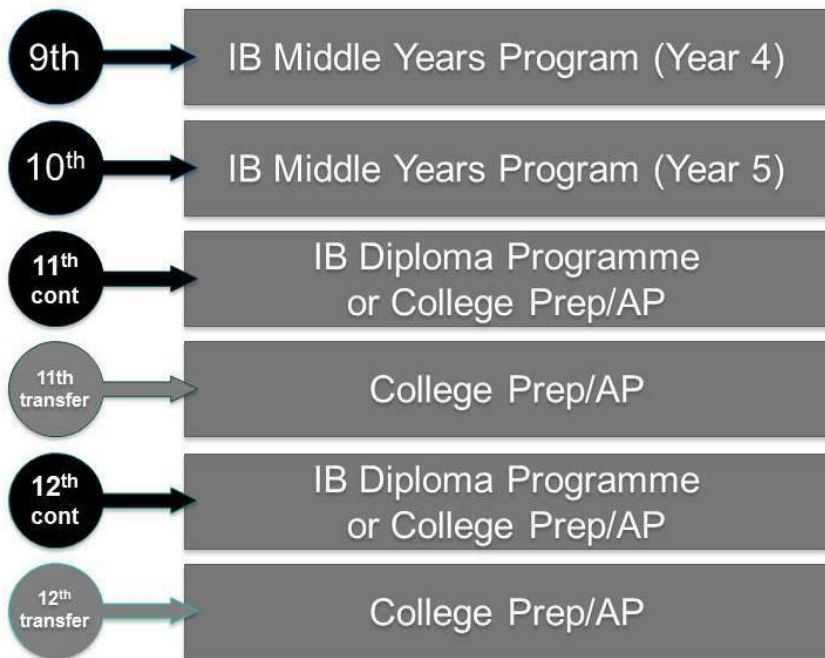
Alongside a College Preparatory program, PTLAH has adopted the internationally recognized International Baccalaureate Middle Years (MYP) - in Candidacy state, and Diploma Programme (IBDP) Authorized as of March 2020, as our school model due to its *close alignment with our mission and vision, as it focuses on meeting the needs of our target students and their community*. Teachers and Administrators are trained by the IB Organization or its affiliates each year and on-going training occurs throughout the year via the Charter School's early release days which includes vertical articulation for assurance of program continuity. The IBDP program focuses on the development of the whole child. It is a trans-disciplinary curriculum, which draws individual disciplines together into a coherent whole, while preserving the essence of each subject, striving to develop a global perspective. The IBMYP also focuses on the whole child education as it looks into the development in each community of academics, behavior, healthy, safe, engaged, supported, and challenged. PTLAH also ensures the cycle of teaching to the whole child is a seamless relationship between the development of academics, behavior to fulfill a comprehensive program to meet the students where they are to develop them post high school.

Pathways to Graduation: IB and College Prep/AP

PTLAH will provide a comprehensive course of study offering high school students two pathways to graduation. All students in grades 9 and 10 will study under the IB Middle Years Program (IBMYP). As students successfully matriculate to grade 11, they will have the option of continuing their IB coursework under the more rigorous IB Diploma Programme (IBDP) or electing to continue in the College Preparatory/Advanced Placement pathway.



Generally speaking, students who transfer into PTLAH in grade 11 will enroll in the College Prep/AP pathway as they may not have studied under a program that is as academically demanding as the IBMYP during their freshman and sophomore years. However, upon enrollment at PTLAH, all transfer 11th grade students will meet, once again, with the college counselor to assess their preparation and readiness for the Diploma Programme. Because the IB Diploma Programme is a two-year course of study, students who transfer to PTLAH in grade 12 will generally be offered the College Prep/AP course of study unless they are transferring from an IB World School where they were enrolled in the Diploma Programme. The following figure illustrates the pathways to graduation for continuing and transfer students:



A student's course of study under either Pathway 1 (IBDP) or Pathway 2 (College Prep/AP) will meet or exceed the UC/CSU A-G requirements.

1.10.1 Instructional Methods and Strategies

Method 1.0 - IB Middle Years Program (IBMYP) Grades 9-10, High Academic Achievement

PTLAH is currently in Candidacy state and is to be visited in the spring as a continuum of 6-10 grade MYP The educational program for students in grades 9 and 10 is framed by the International Baccalaureate Middle Years Program (IBMYP). The International Baccalaureate Organization (IBO) states it clearly with the following summary:

“Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The International Baccalaureate (IB) Middle Years Program is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning. The IB Middle Years Program, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers”

The IBMYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The IBMYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global leaders. Through the IBMYP, PTLAH provides students in grades 9 and 10 with a well-rounded course of study that:

- Addresses holistically students' intellectual, social, emotional and physical well –being
- Provides students opportunities to develop the knowledge, attitudes and skills they need in order to manage complexity and take responsible action for the future
- Ensures breadth and depth of understanding through study in eight subject groups
- Requires the study of at least two languages (language of instruction and additional language of choice) to support students in understanding their own cultures and those of others
- Empowers students to participate in service within the community
- Helps to prepare students for further education, the workplace

As a result, the DP program is increasing it's numbers of participants each year. The overall philosophy of the program is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are based on (1) intercultural awareness; (2) holistic learning; and (3) communication.

The Middle Years Program is based on thematic, inquiry-based units of instruction focused on structured questioning methods that promote higher-level questioning and global mindedness as indicated in the ManageBac unit development program. The program consists of eight subject groups:

Language Acquisition

1. Language and Literature
2. Individuals and Societies
3. Sciences
4. Mathematics
5. Arts
6. Physical and Health education
7. Design

Areas of Interaction

The eight subject groups are integrated through five Areas of Interaction: Approaches to Learning; Community and Service; *Homo Faber* (Human Ingenuity); Environment; and Health and Social Education as follows:

1. Approaches to Learning is concerned with developing the intellectual discipline, attitudes, strategies and skills that will result in critical, coherent and independent thought and the capacity for problem solving and decision-making. These are:

- How do I learn best?
- How do I know?
- How do I communicate my understanding?

Through Approaches to Learning, students are provided with the strategies to enable them to take responsibility for their own learning. Central to this is "learning how to learn" and developing in individuals an awareness of how they learn best, of thought processes and of learning strategies. The Approaches to Learning include the following five elements:

- Organizational skills and attitudes towards work
- Collaborative skills
- Communication Information literacy
- Reflection
- Problem-solving and thinking skills
- Subject-specific and interdisciplinary conceptual understanding

Recognizing and helping students develop the range of their capacities, positive attitudes and effective habits of mind is the shared responsibility of teachers, and is at the core of all curriculum development and delivery.

2. Community Activity and Service starts in the classroom and extends beyond it, requiring students to participate in the communities in which they live. The emphasis

is on developing community awareness and concern, a sense of responsibility, and the skills and attitudes needed to make an effective contribution to society. These are:

- How do we live in relation to others?
- How can I contribute to the community?
- How can I help others?

Because giving importance to the sense of community throughout the program encourages responsible citizenship as it seeks to deepen the adolescent's knowledge and understanding of the world around them. At PTLAH the emphasis is on developing community awareness and concern, and the skills needed to make an effective contribution to society. A teacher serving as the CAS coordinator, students are encouraged to make connections between their intellectual and social growth, thereby refining their affective, creative and ethical as well as cognitive development. This is achieved through a process of discovery of self and community, and reflections inside as well as outside the classroom such as organizing a food drive, feeding the homeless, writing books and reading to elementary students

3. *Homo Faber* (Human Ingenuity) allows students to focus on the evolution, processes and products of human creativity. It considers their impact on society and on the mind. Students learn to appreciate the human capacity to influence, transform, enjoy and improve the quality of life. This area of interaction encourages students to explore the relationships between science, aesthetics, technology and ethics. These are:

- Why and how do we create?
- What are the consequences?

Teachers incorporate this area of interaction in their classroom which allows students to explore in multiple ways the processes and products of human creativity, and to consider their impact on society and the mind. Human Ingenuity allows students to focus on the evolution, process and products of human creativity and their impact on life and society. Human ingenuity provides opportunities for students to appreciate and develop in themselves the human capacity to create, transform, enjoy and improve the quality of life. In particular, teachers engage their students through the inquiry process to learn how human ingenuity stresses the way humans can initiate change, whether for good or bad, and examines the consequences, and emphasizes both the importance of researching the developments made by people across space, time and cultures, and the importance of taking time to reflect on these developments. In this way, human ingenuity goes beyond the act of creation alone, leading students to examine, experience and reflect on the creative process.

4. Environment aims to make students aware of their interdependence with the environment so that they become aware of their responsibility, and may take positive, responsible action for maintaining an environment fit for the future. These are:

- Where do we live?

- What resources do we have or need?
- What are my responsibilities?

This area of interaction aims to develop students' awareness of their interdependence with the environment so that they understand and accept their responsibilities. Through the incorporation of the IB Global Contexts teachers enable students to discover:

- the importance of the local and global environment
- the concepts of sustainable development in a context of increasing environmental threats
- related problems of a socio-economic nature

The study of Environments assists students in (1) **understanding** the links between economic, political and social issues, and how these affect the environment; (2) **developing** positive and responsible attitudes towards their environment; (3) **gaining** the skills and commitment to contribute to their environments.

Through coursework and activities, teachers can help students to gain an understanding of related concepts and issues at the personal, local and global levels by guiding their investigations through the perspectives of awareness, responsibility, action, and reflection.

5. Health and Social Education prepares students for a physically and mentally healthy life, aware of potential hazards and able to make informed choices. It develops in students a sense of responsibility for their own well-being and for the physical and social environment. These are:

- How do I think and act?
- How am I changing?
- How can I look after myself and others?

This area of interaction deals with key aspects of development leading to complete and healthy lives. It encompasses physical, social and emotional health and intelligence. The aim is to develop in students a sense of responsibility for their own well-being and for their physical and social environment.

In particular, the exploration of this area in the subject groups allows students to discuss and reflect on the following aspects of health:

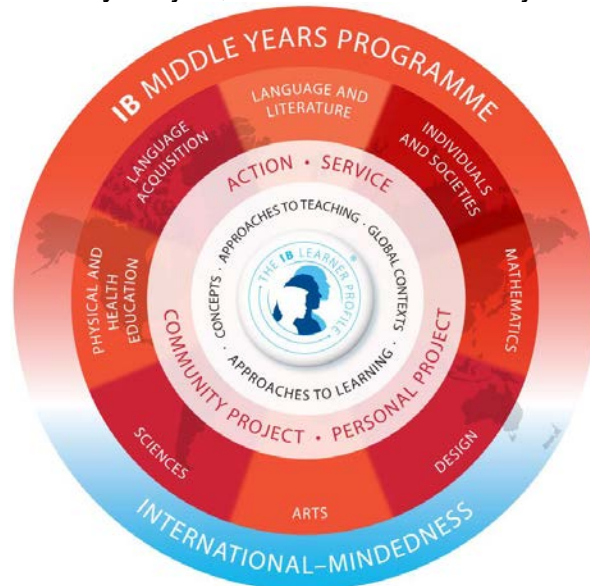
- physical
- psychological
- sociological
- economic
- legal

Comparisons can also be made across times and cultures. The scope of this area of interaction goes beyond the acquisition of content knowledge. It necessitates structured learning in terms of knowledge, skills, attitudes, and values.

1.10.2 IB Program Requirements

Student study is supported by a minimum of 50 hours of instruction per subject group in each academic year. In Years 4 and 5 (Grades 9 and 10), students have the option to take courses from six of the eight subject groups, which provides greater flexibility.

In the final year of the program (Grade 10), students also engage in a community or personal project, which allows them to demonstrate the understanding and skills they have developed throughout the program. The curriculum is illustrated by a wheel with eight academic areas or subject groups surrounding the four core activities—Action, Service, Community Project, and the Personal Project.



1.10.3 Capstone Projects

IBMYP projects provide students the opportunity to demonstrate what they have learned in the IBMYP. As a continuum school that includes IBMYP Years 1-5, all students must complete the personal project in grade 10 and present to the school community and stakeholders.

The Personal Project (Grade 10) is developed by each student independently and reflects a student’s ability to create a body of work on his or her own. Each project must reflect a personal understanding of the areas of interaction and approaches to learning.

The Personal Project is carefully monitored by an IBMYP teacher mentor, and in some instances, an additional mentor who is an expert on the project topic. The student's in depth study is carefully assessed with the Personal Project Assessment Criteria set forth by the IB. The project must demonstrate knowledge of the subject; as well as demonstrate mastery of at least one of the five areas of interaction. The student's engagement in the extensive Design Cycle (investigate, design, plan, create, evaluate) is carefully documented in a process journal, which is a component of the project itself.

The final project may be represented in various forms, such as: a research paper presented to a community organization, a play written and presented to a local middle school, or a visual arts piece.

All Personal Projects must be approved and supported by the IBMYP Coordinator and the teacher mentor prior to commencement. This project will demonstrate the student's overall development and serve as preparation for the self-initiated, independent study necessary for the Diploma Programme.

1.10.4 IB Diploma Programme (Core)

The overarching umbrella that shapes our educational program into a cohesive, viable model is the International Baccalaureate Diploma Programme (IBDP). The International Baccalaureate Organization (IBO) states it clearly with the following summary:

"Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The International Baccalaureate (IB) Diploma Programme is designed to help them find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning. The IB Diploma Programme, for students aged 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers"¹⁶

The IB Diploma Program is a rigorous pre-university course of study which leads to externally assessed examinations, an independently designed research project, and 150 hours of community service. IB is a two-year course of study for students in grades eleven and twelve. IB students take six two-year courses (one from each of six subject categories) and a two-year Theory of Knowledge (TOK) course which examines the connections between all content areas. Each of these two-year courses provides a greater subject matter depth than traditional non-IB courses. In addition, students write a research paper of approximately 4000 words and develop and implement a creative volunteer project. Lastly, the IB Program offers students

¹⁶ International Baccalaureate Program website

the opportunity to become a part of a small, intensive community of leaders on campus.

A student's IB diploma score is determined by a compilation of scores earned through a variety of assessments. Every student enrolled in an IB class engages in a series of internal and external assessments. Internal assessments include oral commentaries, portfolios, projects, essays, and research. External assessments are written exams at the end of the course (usually at the end of year two). Once completed, the external assessments are mailed to IB reviewers who are experts in their field and are scored according to a standardized rubric which is the same for all students worldwide. Each exam is scored between a one (low) and a seven (high). Students must earn a minimum of 24 combined exam points and complete the extended essay, Theory of Knowledge class, and community service project.



The IBDP curriculum is organized around six themes or units of inquiry:

1. Who are we?
2. Where are we in place and time?
3. How do we express ourselves?
4. How does the world work?
5. How do we organize ourselves?
6. How do we share the planet

Through these themes, students develop a deep understanding of important concepts; they conduct research into knowledge, which has local and global significance; they acquire and practice a range of essential skills; they are encouraged to develop positive attitudes toward learning, the environment and other

people; and, they have the opportunity for involvement in responsible action and social service.

Its premise is based on thematic, inquiry-based units of instruction focused on structured questioning methods that promote higher-level questioning and global mindedness.

The program consists of six subject groups integrated through five areas of interaction (health and social education, community and service, human ingenuity, approaches to learning, and environments) that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology (the eight subject groups). In the final year of the program, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the program.

An octagon with eight academic areas or subject groups surrounding the five areas of interaction illustrates the curriculum. The personal project appears at the center.

The emphasis is on the fluidity of the curricular framework and the interrelatedness of the subjects. Aspects of the areas of interaction are addressed naturally through the distinct disciplines. In particular, the framework is flexible enough to allow a school to include other subjects not determined by the IB but which may be required by state or national authorities.

The overall philosophy of the program is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. Comparisons can also be made across times and cultures. The scope of this area of interaction goes beyond the acquisition of content knowledge. It necessitates structured learning in terms of:

- Knowledge
- Skills
- Attitudes
- Values

For example, a group of students in year 1 of the program could learn about pure substances and mixtures in sciences (chemistry). As part of their laboratory activities, students apply simple techniques to separate different types of mixtures, including techniques for separating impurities from water.

The skills to be developed would include:

- Using simple equipment
- Making straightforward observations and measurements
- Drawing scientific diagrams.

The teacher could then lead the students to explore issues linked to **Environment** and ***Homo Faber*** by posing questions such as:

- How pure is pure?
- Can the energy costs involved in the production of pure substances be justified?
- Why is only a fraction of the world's water directly drinkable?
- How can we produce enough drinkable water to meet our needs?

The teacher could use these questions as a focus for discussion, for written responses or to lead into a further topic. They provide an authentic means of looking critically at an increasingly relevant resource problem with ethical dimensions.

1.11 Diploma Programme Curriculum - Core Elements

IB Organization requires schools to follow set curriculum in course guidelines in order to ensure continuity of program across schools, states, and countries with slight modification to allow for alignment to each state's standards and are a-g approved through UCOP

IB Diploma Programme students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Students may choose either an arts subject from group 6, or a second subject from groups 1 to 5.

At least three and not more than four subjects are taken at higher level (240 teaching hours), while the other subjects are taken at standard level (150 teaching hours). Students can study and take examinations, in English, French or Spanish.

In addition to disciplinary and interdisciplinary study, the Diploma Programme features three core elements that broaden students' educational experience and challenge them to apply their knowledge and skills.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- Develop physically, intellectually, emotionally and ethically
- Acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups
- Develop the skills and a positive attitude toward learning that will prepare them for higher education
- Study at least two languages and increase understanding of cultures, including their own
- Make connections across traditional academic disciplines and explore the nature of knowledge through the program's unique theory of knowledge course

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- Undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- Enhance their personal and interpersonal development through creativity, action and service

The International Baccalaureate (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses. Starting with the end in mind, The DP goals provide students with:

- A broad and balanced, yet academically demanding, program of study
- The development of critical-thinking and reflective skills
- The development of research skills
- The development of independent learning skills
- The development of intercultural understanding
- A globally recognized university entrance qualification.

Diploma Programme assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- Analyzing and presenting information
- Evaluating and constructing arguments
- Solving problems creatively.

Basic skills are also assessed, including:

- Retaining knowledge
- Understanding key concepts
- Applying standard methods.

The core of the curriculum model consists of three elements: the Extended Essay; Theory of Knowledge; and CAS (Creativity, Action, Service)

- 1) The **Extended Essay** of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest related to one of the student's six Diploma Programme (DP) subjects/disciplines. An extended essay can also be undertaken in world studies. The world studies extended essay provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, utilizing two IB diploma disciplines. Both types of extended essay (single-disciplinary and interdisciplinary essays) are intended to promote high-level research and writing skills, intellectual discovery and creativity expected at university. They provide students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or issue chosen. This

leads to a major piece of formally presented, structured writing in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject. It is recommended that students follow the completion of the written essay with a short, concluding interview - viva voce - with the supervisor.

The extended essay is an independent, self-directed piece of research, culminating in a research paper. As a required component, it provides:

- Practical preparation for the kinds of undergraduate research required at tertiary level
- An opportunity for students to engage in an in-depth study of a topic of interest within a chosen subject.

Emphasis is placed on the research process:

- Formulating an appropriate research question
- Engaging in a personal exploration of the topic
- Communicating ideas
- Developing an argument

Participation in this process develops the capacity to:

- Analyze
- Synthesize, and
- Evaluate knowledge

Students are supported throughout the process with advice and guidance from a supervisor (usually a teacher at the school).

2. Theory of Knowledge (TOK) plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

The fundamental question of TOK is “How do we know that?” Students are encouraged to think about how knowledge is arrived at in different disciplines, what the disciplines have in common and the differences between the disciplines. TOK therefore both supports and is supported by the study of other DP subjects, as students are required to explore knowledge questions against the backdrop of their experiences in their other DP subjects. Discussion and critical reflection form the backbone of the TOK course, centering around discussions of questions such as:

- What counts as evidence for X?
- What makes a good explanation in subject Y?
- How do we judge which is the best model of Z?

- How can we be sure of W?
- What does theory T mean in the real world?
- How do we know whether it is right to do S?

Through discussions of these types of questions students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives. The TOK course is assessed through an oral presentation and a 1600 word essay. The TOK presentation assesses the ability of the student to apply TOK thinking to a real-life situation, while the TOK essay takes a more conceptual starting point; for example asking students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

TOK is a demanding and challenging course, but one which plays a crucial role in effectively preparing students for the complex and rapidly changing world they will encounter both during their DP experience and beyond.

The theory of knowledge (TOK) requirement is central to the educational philosophy of the Diploma Programme.

It offers students and their teachers the opportunity to:

- Reflect critically on diverse ways of knowing and on areas of knowledge
- Consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, it prompts students to:

- Be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- Recognize the need to act responsibly in an increasingly interconnected but uncertain world.

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions.

It is a stated aim of TOK that students should become aware of the interpretative nature of knowledge, including personal ideological biases, regardless of whether, ultimately, these biases are retained, revised or rejected. TOK also has an important role to play in providing coherence for the student as it transcends and links academic subject areas, thus demonstrating the ways in which they can apply their knowledge with greater awareness and credibility.

3. **Creativity, Action, Service (CAS)** is at the heart of the Diploma Programme. CAS enables students to live the IB learner profile in real and practical ways, to grow

as unique individuals and to recognize their role in relation to others. CAS is organized around the three strands of Creativity, Action and Service defined as:

- Creativity - arts and other experiences that involve creative thinking
- Action-physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Programme
- Service-an unpaid and voluntary exchange that has a learning benefit for the student.

Students develop skills and attitudes through a variety of individual and group activities that provide students with opportunities to express their passions, personalities and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

Students are also required to undertake a CAS Project that challenges students to show initiative, demonstrate perseverance, and develop skills such as those of collaboration, problem solving, and decision making.

The school and students must give CAS as much importance as any other element of the Diploma Programme and ensure sufficient time is allocated for engagement in the CAS programme. Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence of achieving the eight learning outcomes.

The CAS requirement is a fundamental part of the programme and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies.

CAS aims to develop students who are:

- Reflective thinkers—they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- Willing to accept new challenges and new roles
- Aware of themselves as members of communities with responsibilities towards each other and the environment
- Active participants in sustained, collaborative projects
- Balanced—they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

PTLAH will appoint a CAS supervisor who is responsible for assisting students in implementing and developing their personal CAS programs. A good CAS program should be both challenging and enjoyable, a personal journey of self-discovery. Students are expected to be involved in CAS activities each week during the two

years of the Diploma Programme and are encouraged to reflect on their CAS activities on a regular basis.

Table 1.27: IB Diploma Program Road Map

IB DIPLOMA PROGRAMME ROAD MAP
GROUP 1: IB DP Language A - Language and Literature (SL/HL)
GROUP 2: IB DP Language B - (Spanish SL/HL)
GROUP 3: IB DP History of the Americas (SL/HL)
GROUP 4: IB DP Chemistry (SL/HL)
GROUP 5: IB DP Mathematics (SL/HL)
GROUP 6: IB DP Music, Theatre, Visual Arts (optional area)
THEORY OF KNOWLEDGE (TOK) with Extended Essay and CREATIVITY, ACTIVITY, SERVICE (CAS)
TOK required as well as one course from each group 1-5, plus one additional course from groups 1-6, with 3 High Level (HL), and 3 Standard Level (SL) courses necessary to earn the IB Diploma.

Group 1: Language A - Studies in Language and Literature [English Language Arts]

It is a requirement of the program that students study at least one subject from Group 1.

In Group 1, students will study literature, including selections of literature in translation, and may choose to combine this with language or performance studies, depending on their choice of course. Students will choose to study their group 1 subject(s) in a language in which they are academically competent.

In studying the Group 1 courses, students are able to develop:

- A personal appreciation of language and literature
- Skills in literary criticism
- An understanding of the formal, stylistic and aesthetic qualities of texts
- Strong powers of expression, both written and oral
- An appreciation of cultural differences in perspective

The range of texts studied in Language A courses is broad, and students grow to appreciate a language’s complexity, wealth and subtleties in a variety of contexts. A

specific aim is to engender a lifelong interest in literature and a love for the elegance and richness of human expression.

The Language A: literature course introduces students to the analysis of literary texts. It is the course through which the IB's policy of mother-tongue entitlement is delivered, and may be studied in any language with sufficiently developed written literature.

The course is organized into four parts, each focused on a group of literary works. Together, the four parts of the course add up to a comprehensive exploration of literature from a variety of cultures, genres and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

Literature and Performance (SL) – This course aims to explore the relationship between literature and theatre. The main focus of the course is the interaction between the literary skills of close reading, critical writing and discussion and the practical, aesthetic and symbolic elements of performance.

The course is organized into three parts, each focused on a different aspect of literature and performance. Together, the three parts of the course cover the critical study of literary texts, the exploration of chosen approaches to a text, and the realization of texts in performance. Students engage with a wide variety of textual genres to explore the concept of transformation, examining the ways in which the contexts of production and reception shape meaning.

Language Acquisition - It is a requirement of the program that students study at least one subject from group 2.

The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

Three subjects are available to accommodate students' interest in and previous experience of language study. The first two subjects are offered in various languages.

Modern Languages - Language A courses are for beginners (that is, students who have little or no previous experience of learning the language they have chosen). These courses are only available at standard level.

The Language Ab Initio course is a language acquisition course for students with little or no experience of the language.

The course is organized into three themes: individual and society, leisure and work, and urban and rural environment. Each theme comprises a list of topics that provide

students with opportunities to practice and explore the language and to develop intercultural understanding.

Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

Group 2: Language B (Core) [World Languages]

Language B – these courses are intended for students who have had some previous experience of learning the language. While studying the language, students also explore the culture(s) connected with it.

Higher and standard levels are differentiated by the recommended teaching hours, the depth of syllabus coverage, the required study or literature at HL, and the level of difficulty and requirements of the assessment tasks and criteria.

The range of purposes and situations for using language in the Language B courses extends well beyond those for Language Ab Initio.

The course is organized into themes. Three core themes are required: communication and media, global issues, and social relationships. In addition, at both HL and SL, teachers select two more themes from five options provided. Finally, two works of literature are studied at HL only.

Group 3: Individuals and Societies (Core) [History-Social Science]

Students are required to choose one subject from each of the six academic areas, including one from Individuals and societies. They can choose a second subject from each academic area except the arts.

Economics - The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a dynamic social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

At both standard level and higher level, candidates are required to study four topics: microeconomics, macroeconomics, international economics and development economics with some subtopics within these reserved solely for higher level. These sections are assessed by two examinations at standard level and three examinations at higher level.

In addition to the examinations, candidates must submit an internal assessment. Both standard level and higher level economics students must produce a portfolio of three commentaries based on articles from published news media.

History - History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present.

The Diploma Programme history course aims to promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. It also helps students to gain a better understanding of the present through critical reflection upon the past. It is hoped that many students who follow the course will become fascinated with the discipline, developing a lasting interest in it whether or not they continue to study it formally.

Students and teachers have a choice of two routes through the Diploma Programme history course. The route one history course explores the main developments in the history of Europe and the Islamic world from 500 to 1570, while the route two history courses focuses on 20th century world history.

Whichever route is selected the course provides both structure and flexibility, fostering an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations, whether they be political, economic or social. It invites comparisons between, but not judgments of, different cultures, political systems and national tradition

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Table 1.28: Route One Summary

Prescribed subjects (one to be studied)	History of Europe and the Islamic world—prescribed subjects 1. The origins and rise of Islam c500–661 2. The kingdom of Sicily 1130–1302	SL and HL
Topics (two to be studied)	History of Europe and the Islamic world—topics 1. Dynasties and rulers 2. Society and economy 3. Wars and warfare 4. Intellectual, cultural and artistic developments 5. Religion and the state	SL and HL
Higher Level	Aspects of the history of medieval Europe and the Islamic world	HL only

Table 1.29: Route Two Summary

20th century world history—prescribed subjects (one to be studied)	1. Peacemaking, peacekeeping—international relations 1918–36 2. The Arab–Israeli conflict 1945–79 3. Communism in crisis 1976–89	SL and HL
20th century world history—topics (two to be studied)	1. Causes, practices and effects of wars 2. Democratic states—challenges and responses 3. Origins and development of authoritarian and single-party states 4. Nationalist and independence movements in Africa and Asia and post-1945 Central and Eastern European states 5. The Cold War	SL and HL
Higher Level options (one to be studied)	1. Aspects of the history of Africa 2. Aspects of the history of the Americas 3. Aspects of the history of Asia and Oceania	HL only

	4. Aspects of the history of Europe and the Middle East	
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Group 4: Sciences (Core)

It is a requirement of the program that students study at least one subject from Group 4.

Biology - Biologists investigate the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale biologists investigate the interactions that make whole ecosystems function. Many discoveries remain to be made and great progress is expected in the 21st century.

Through studying a science subject students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis is on a practical approach. In addition, through the overarching theme of the “Nature of Science” this knowledge and skills will be put into the context of the way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavor.

The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

The external assessment of biology consists of three written papers. In paper 1 there are 30 (at SL) or 40 (at HL) multiple-choice questions. Paper 2 contains short-answer and extended-response questions on the core (and Additional Higher Level (AHL) material at HL). Paper 3 has two sections; Section A contains one data-based question and several short-answer questions on experimental work on the core (and AHL material at HL). Section B contains short-answer and extended-response questions from each of the four options.

Computer Science - Computer science is regarded as an experimental science, alongside biology, chemistry, design technology, physics and environmental systems and societies. DP students can now use computer science as their group 4

subject rather than having to select it in addition to mathematics as was previously the case.

The IB computer science course is a rigorous and practical problem-solving discipline. Features and benefits of the curriculum and assessment of are as follows:

Table 1.30: Computer Science Courses

Features	Benefits
Two course levels are offered; standard level (SL) and higher level (HL).	Computer science candidates are not limited by a defined study level so can opt for this course in the same way as their other subjects.
Computational thinking lies at the heart of the course and is integrated with other topics. This will be supported by practical activities including programming.	Candidates will learn programming skills as a critical element of developing higher-level skills applicable to virtually all fields of study.
Four course options are available; databases, modeling and simulation, web science, object oriented programming	These options will allow a particular subject of interest to be studied as defined by the subject teacher
Algorithmic thinking will only be externally assessed at the level of pseudo-code.	This means the external assessment will focus on the student's algorithmic thinking, not on their mastery of the syntax of a particular programming language.
Practical programming experience will be an essential element of developing higher-level thinking skills; this may be assessed as a part of the internal assessment. There is no designated language.	This allows teachers to select the programming language(s) which they feel are most appropriate for teaching the practical elements of the course
Syllabus content will be reviewed regularly	This will ensure course content remains current
A new component has been introduced (HL only) that is linked to the annually issued case study, to expand students' knowledge of a new subject-related topic through investigative study.	This will allow students to investigate in greater depth current issues in computer science that are not included in the syllabus.
The internal assessment has changed from a being based on a Java-related task to a more open problem-solving exercise.	This will expand the choice of programming languages and better support the development of learners who match the IB learner profile
All computer science students will work with other students of group 4 subjects (physics, chemistry, biology and design technology).	Collaborative working will be emphasized through combined activity with like-minded students.

Chemistry - Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science as chemical principles underpin both the physical environment in which we

live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science.

Through studying a science subject students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis is on a practical approach. In addition, through the overarching theme of the “Nature of Science” this knowledge and skills will be put into the context of the way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavor.

The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

The external assessment of chemistry consists of three written papers. In paper 1 there are 30 (at SL) or 40 (at HL) multiple-choice questions. Paper 2 contains short-answer and extended-response questions on the core (and Additional Higher Level (AHL) material at HL). Paper 3 has two sections; Section A contains one data-based question and several short-answer questions on experimental work on the core (and AHL material at HL). Section B contains short-answer and extended-response questions from each of the four options

Physics - Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. Despite the exciting and extraordinary development of ideas throughout the history of physics, observations remain essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations.

Through studying a science subject students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis is on a practical approach. In addition, through the overarching theme of the “Nature of Science” this knowledge and skills will be put into the context of the way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavor.

The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. Students

develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

This investigation may involve a hands-on approach, use of data-bases, modeling, simulation or a hybrid. Student work is internally assessed by the teacher and externally moderated by the IB. The external assessment of physics consists of three written papers. In paper 1 there are 30 (at SL) or 40 (at HL) multiple-choice questions. Paper 2 contains short-answer and extended-response questions on the core (and Additional Higher Level (AHL) material at HL). Paper 3 has two sections; Section A contains one data-based question and several short-answer questions on experimental work on the core (and AHL material at HL). Section B contains short-answer and extended-response questions from each of the four options.

Sports, Exercise and Health Science (SEHS) - The Sports, exercise and health science course is currently a standard level (SL) subject. Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

Group 5: Mathematics (Core)

It is a requirement of the program that students study at least one course in mathematics; computer science is an elective.

Because individual students have different needs, interests and abilities, four courses in mathematics are available:

- Mathematical studies Standard Level
- Mathematics SL
- Mathematics Higher Level
- Further mathematics Higher Level

These courses are designed for different types of students: those who wish to study mathematics in depth, either as a subject in its own right or to pursue their interests in areas related to mathematics; those who wish to gain a degree of understanding and competence better to understand their approach to other subjects; and those who may not as yet be aware how mathematics may be relevant to their studies and in their daily lives. Each course is designed to meet the needs of a particular group of students. Therefore, great care should be taken to select the course that is most appropriate for an individual student.

In making this selection, individual students will be advised to take account of the following types of factors.

- Their own abilities in mathematics and the type of mathematics in which they can be successful
- Their own interest in mathematics, and those particular areas of the subject that may hold the most interest for them
- Their other choices of subjects within the framework of the Diploma Programme
- Their academic plans, in particular the subjects they wish to study in future
- Their choice of career

Teachers are expected to assist with the selection process and to offer advice to students about how to choose the most appropriate course from the four mathematics courses available.

Mathematical Studies SL— The class is organized and structured with the following tenets in mind: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively.

The course includes project work, a feature unique to mathematical studies SL within group 5. Each student completes a project, based on his or her own research; this is guided and supervised by the teacher. The project provides an opportunity for students to carry out a mathematical study of their choice using their own experience, knowledge and skills acquired during the course. This process allows students to take sole responsibility for a part of their studies in mathematics.

The students most likely to select this course are those whose main interests lie outside the field of mathematics, and for many students this course will be their final experience of being taught formal mathematics. All parts of the syllabus have therefore been carefully selected to ensure that an approach starting from first principles can be used. As a consequence, students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and remembered formulae. Students likely to need mathematics for the achievement of further qualifications should be advised to consider an alternative mathematics course.

Mathematics HL - The course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. This is achieved by means of a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Development of each topic should feature justification and proof of results. Students embarking on this course should expect to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between

concepts in different topic areas. They should also be encouraged to develop the skills needed to continue their mathematical growth in other learning environments.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

This course is a demanding one, requiring students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth.

Group 6: The Arts (Core)

It is a requirement of the program that students choose one subject from each of the academic areas 1 – 5. Alongside these five courses, a student can choose to study a group 6 subject, or to study an additional subject from Groups 1 – 5.

The subjects in group 6 allow a high degree of adaptability to different cultural contexts. The emphasis is on creativity in the context of disciplined, practical research into the relevant genres.

In addition, each subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and express themselves with confidence and competence.

Music (SL and HL) - Through the music course students develop their knowledge and potential as musicians, both personally and collaboratively. Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment. Both standard level (SL) and higher level (HL) music students are required to study musical perception.

DP SL students in music are then required to choose one of three options:

- Creating (SLC)
- Solo performing (SLS)
- Group performing (SLG).

DP HL students are required to present both creating and solo performing.

Through a variety of teaching approaches, all students, whether SL or HL, will be encouraged to develop their creative and critical abilities and to enhance their appreciation and enjoyment of music.

Visual Arts (SL and HL) - The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have sociopolitical impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others.

We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

Key features of the curriculum model

To fully prepare students for the demands of the assessment tasks, teachers should ensure that their planning addresses each of the syllabus activities outlined below, the content and focus of which is not prescribed. Students are required to investigate the core syllabus areas through a variety of different art-making and conceptual forms which are aligned to the California State Content Standards.

Table 1.31: Visual Arts Context and Methods

	Visual arts in context	Visual arts methods	Communicating visual arts
<i>Theoretical practice</i>	Students examine and compare the work of artists from different cultural contexts. Students consider the contexts influencing their own work and the work of others.	Students look at different techniques for making art. Students investigate and compare how and why different techniques have evolved and the processes involved.	Students explore ways of communicating through visual and written means. Students make artistic choices about how to most effectively communicate knowledge and understanding.
<i>Art-making practice</i>	Students make art through a process of investigation, thinking critically and experimenting with techniques. Students apply identified techniques to their own developing work.	Students experiment with diverse media and explore techniques for making art. Students develop concepts through processes that are informed by skills, techniques and media.	Students produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.
<i>Curatorial practice</i>	Students develop an informed response to work and exhibitions they have seen and experienced. Students begin to formulate personal intentions for creating and displaying their own artworks.	Students evaluate how their ongoing work communicates meaning and purpose. Students consider the nature of “exhibition” and think about the process of selection and the potential impact of their work on different audiences.	Students select and present resolved works for exhibition. Students explain the ways in which the works are connected. Students discuss how artistic judgments impact the overall presentation.

Instructional Methodology 2: Standards-Based Instruction

PTLAH acknowledges the importance of the traditional disciplines of particular subject domains: language; mathematics; social studies; arts; science and technology; and physical education. The knowledge and skills that constitute the

essence of each of these subject domains becomes the framework, or scope and sequence which set out the overall expectations for each subject within each grade level each year.

PTLAH scope and sequence is designed around the school's Program of Inquiry under the framework of the International Baccalaureate program and is aligned with Common Core State Standards. As the Common Core Standards are updated, PTLAH will phase in and replace the Common Core State Standards. In all content areas, the pacing plan is developed based on a systematic prioritization and clustering of the Common Core State Standards. As teachers develop their Program of Inquiry within and across grade-levels, special concern is given to plan and introduce concepts at the most appropriate grade level. It is the goal of PTLAH to ensure true depth of understanding rather than just provide minimally required coverage of topics. Therefore, when planning a unit of inquiry, teachers look at their own grade level standards, in addition to the standards of the grades above and below them. (See the section on professional development for a description of how teachers are trained and supported to do this work.)

Specifically, faculty is trained to: (1) design CCSS-based instruction (using the principles of backwards design), (2) align appropriate assessments to the standards, (3) implement instructional activities that are aligned to standards and reflect research-based best practices including strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock, and 4) analyze student achievement outcomes to determine effectiveness. Marzano (2003) cites research reported by D. Reynolds and C. Tedley indicates that these strategies have proven to be successful in closing the achievement gap between higher and lower socio-economically disadvantaged students as well as our target population. The following provides a detailed description of the standards-based instructional design process to be implemented at PTLAH .

Backward Design is an instructional design method with a strong research base currently being employed in reform efforts across the nation, originally published in "Understanding by Design," by Grant Wiggins and Jay McTighe. This method of instructional planning is one in which teachers start with the desired results (goals or enduring understandings), derive the curriculum from the evidence of learning (performances or assessments), and then teach those lessons necessary for students to perform successfully. There are four distinct stages to the backwards design process that PTLAH will use. The four stages are as follows:

Stage 1: Unpacking and Prioritizing State Content Standards

Teachers and administrators will apply specific tools necessary to "unpack" and prioritize content standards. This is a necessary prerequisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
 - Level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the standard (this will be tied to creating assessments)
 - Percentage of students taking the Smarter Balanced test (composed of Computer Adaptive Testing "CAT" and Performance Tasks "PTs") that relate to the CCSS in 11th Grade.
 - Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).

Stage 2: Aligning Assessments (formative and summative) to content standards

Teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative)
- Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment)
- Match an appropriate assessment method to each standard
- Establish and articulate clear criteria for reaching proficient performance on standards

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers will design innovative instructional units by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs)
- Writing effective standards-based lesson plans
- Exploring how all learners (including ELs and special needs students) vary in their readiness, interests and learning profiles).

- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson)

All coursework will involve a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in *Classroom Instruction that Works* (Marzano, Pickering, Pollock, 2001). Sample instructional strategies will include:

- Collaborative investigations and demonstrations
- Mini-lessons that address specific skills within the context of larger projects
- Giving guidance and adequate time to self-reflect and self-assess
- Authentic assessments
- Direct instruction
- Research based projects
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined “Learning Targets” for all students by all teachers
- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Peer study groups

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness

Teachers will analyze achievement outcomes by:

- Using professional learning communities to collaborate on lesson planning and delivery
- Examining student work
- Analyzing achievement data from in-house and state-mandated tests

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers will use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process will serve as the vehicle for ongoing conversations among and between grade levels at PTLAH. Specifically; all teachers will be charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

The backward design process enables teachers to design and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed.

Instructional Technology

Technology will be used as a tool throughout students’ courses to provide them access to information and multiple methods of expressing their understanding. In a college and career ready curriculum, students use technology to create and publish assignments and presentations, communicate with their teachers, manage their schedules, and apply information literacy skills.

Teachers also have the appropriate skills to utilize technology in their instruction. 21st century teachers are expected to facilitate and inspire student learning and creativity, design and develop digital-age learning experiences, and promote digital citizenship and responsibility to train and guide students in their use of technology. The National Educational Technology Standards for students, teachers and administrators is the basis of specific learning and internet safety goals that support the school’s mission and objectives. Instructional methods include the use of teacher laptops, LCD projectors classroom web-based and software resources, science labs, teacher web pages and blogs, college and career websites, computer, laptop and tablet access in classrooms.

Curriculum and Instruction Materials

Curriculum, materials, and instructional activities are selected based on rigor and relevance to support our goal of achieving proficient to advanced performance on state standards, meeting A-G course requirements, ensuring student success in the College Prep and IB Diploma Programme, and preparing students to be college and career ready.

Every PTLAH student is provided access to current textbooks and instructional materials in each subject area consistent with the Common Core State Standards and cycles of the curriculum frameworks adopted by the California Department of Education. Each spring, the Principal and teacher committees, identify areas of need and order texts and materials for the following year.

1.12. Comprehensive Courses Core

Table 1.32:Prepa Tec Los Angeles High School A-G Course Offerings

Department	A-G Course Offerings			
Grade Level	9th	10th	11th	12th

Prepa Tec Los Angeles High Petition

<p>English <u>UCOP Subject Area – B</u></p>	<p>Language and Literature 9 A/B (English 9 A/B)</p>	<p>Language and Literature 10 A/B (English 10 A/B)</p>	<p>Language & Literature 11 (English 11 A/B) Language and Literature IB HL 1 AP English Language and Composition</p>	<p>Language and Literature 12 A/B (Lang & Lit IB HL 2) AP English Literature and Composition</p>
<p>Foreign Language <u>UCOP Subject Area - E</u></p>	<p>Spanish 1 A/B</p>	<p>Spanish 2 A/B</p>	<p>French Pamoja AB Initio Y1 Spanish IB HL1 Spanish IB SL Spanish 11 or Spanish 3</p>	<p>French Pamoja AB Initio Y2 Spanish IB HL2 Spanish IB SL2</p>
<p>Social Sciences <u>UCOP Subject Area – A</u></p>	<p>World Geography A/B</p>	<p>World History A/B</p>	<p>US History or History 11 A/B History IB HL 1</p>	<p>Government Economics (Mr Chung Units) History of the Americas IB HL2 (History IB HL 2)</p>
<p>Interdisciplinary Studies</p>			<p>Environmental Science (Edgenuity) Environmental Systems and Societies Environmental Systems and Societies IB SL Sports, Exercise and Health Science IB SL 1 AP Environmental Science</p>	<p>Environmental Systems and Society IB SL 2 Sports Exercise and Health Science IB SL 2 AP Environmental Science</p>
<p>Life Sciences with Lab <u>UCOP Subject Area – D</u></p>	<p>Biology 1 A/B</p>		<p>Biology IB SL</p>	<p>Biology IB SL 2</p>

Prepa Tec Los Angeles High Petition

Physical Sciences with Lab <u>UCOP Subject Area – D</u>		Chemistry	Chemistry Physics	Physics
Mathematics <u>UCOP Subject Area – C</u>	Algebra 1 A/B Geometry A/B Algebra 2 A/B	Algebra 1 A/B Geometry A/B Algebra 2 A/B	Geometry A/B Algebra 2 A/B Mathematics 11 A/B Mathematics IB SL Mathematics IB HL 1 Pre-Calculus AP Calculus A/B	Algebra 2 A/B Mathematics IB SL 2 Mathematics IB HL 2 AP Calculus A/B Pre-Calculus
Visual and Performing Arts <u>UCOP Subject Area – F</u>	Art 1A/B	Art 2A/B	Film IB Pamoja SL Photography A/B Visual Art IB HL Visual Art IB SL	Film IB Pamoja SL Y2 Photography A/B Visual Art IB HL 2 Visual Art IB SL 2
Electives <u>UCOP Subject Area – G</u>	Botany English Language Development	Botany English Language Development	Botany Business Management IB SL English Language Development Personal Finance Model United Nations Theory of Knowledge IB Y1 Theory of Knowledge Psychology IB SL Pamoja	Botany Business Management IB SL 2 English Language Development Personal Finance Model United Nations Psychology IB SL Pamoja 2 Theory of Knowledge IB Y2 Theory of Knowledge 12
College Electives		College Prep/ Design 10 A/B	World Religions IB SL Y1	World Religions IB SL 2

A-1st Semester

B-2nd Semester

Physical Education 2-years-not A-G Course

ELD is conducted in all classes and supported by identified ELD designated block-support

Course Descriptions For All Core
“a” through “g” Approved Courses (UCOP)
WASC Accredited

The IB Organization requires school to follow set curriculum in course guidelines in order to ensure continuity of program across schools, states, and countries with slight modification to allow for state standards

ENGLISH “b”

Language & Literature 9

English 9 A/B / 304/314

English 9

Course Overview: Language & Literature 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry, and novellas, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To improve their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. Students build their writing and speaking skills in journal responses, discussions, frequent free-response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative and expository styles. Throughout the course, students are evaluated through a diversity of assessments and writing practices specifically designed to prepare them for the content, form, and depth of the Common Core assessments as well as the 10th grade courses.

Language and Literature 10 A/B

Department: English

Grade: 10

Prerequisites:

Language & Literature 9, English 9 A/B (Recommended)

Course Overview: Language & Literature 10 builds on skills taught in Language & Literature 9. In this course, students refine skill in literary analysis, focusing with greater depth on the techniques and effects of both informational and literary genres. Through texts that range from essays, speeches,

articles and historical documents to a novel, a play, poetry, and short stories, students analyze the use of elements of literature and nonfiction. Student writing also advances through the development of more sophisticated argumentation. As they develop their writing skills and respond to claims, students formulate more nuanced and sophisticated arguments using a range of textual

and multimedia evidence and, when appropriate, personal experience to support their position. To improve their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

Students build their writing and speaking skills in journal responses, discussions, frequent free-response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative and informative styles. Throughout the course, students are evaluated through a diversity of assessments and writing practices.

Language & Literature 11 A/B

Department: English

Grade: 11

Prerequisites:

Language & Literature 9, English 9 A/B (Required)

Language & Literature 10, English 10 A/B (Recommended)

Course Description:

Course Description: In the language A: language and literature course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. Throughout the course, students will explore the various ways in which language choices,

text types, literary forms and contextual elements all effect meaning. Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up the possibilities of texts. With its focus on a wide variety of communicative acts, the course is meant to develop sensitivity to the foundational nature, and pervasive influence, of language in the world at large.

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

AP English Language and Composition

Department: English

Grade: 11

Prerequisites:

Language & Literature 9 (Required)

Language & Literature 10 (Required)

UC Honors Designation: Yes

Course Description:

(From College Board): Learn about the elements of argument and composition as you develop your critical-reading and writing skills. You'll read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an

idea, argue a point, or persuade your reader of something.

Language and Literature IB HL 1

Department: English

Grade: 11

UC Honors Designation: Yes

Prerequisites:

Language & Literature 9, English 9 A/B (Required)

Language & Literature 10, English 10 A/B (Required)

Course Description: Introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and non literary text-types.

Language and Literature 11 A/B

Department: English

Grade: 11

Language & Literature 11 expands on core skills taught in Language & Literature 10 primarily focused on American Literature. In this course, students refine their skill in literary analysis, focusing with greater depth on the techniques and effects of both informational and literary genres. Through texts that range from essays, speeches, articles and historical documents to novels, graphic novels, a play, poetry, and short stories, students analyze the use of elements of literature and nonfiction. Student writing continues to advance through the development of more sophisticated argumentation. As they develop their writing skills and respond to claims, students formulate nuanced and sophisticated arguments using a range of textual and multimedia evidence and, when appropriate, personal experience to support their position. To improve their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. Students build their writing and speaking skills in journal responses, discussions, frequent free-response exercises, and essays or presentations, learning to

communicate clearly and credibly in narrative, argumentative and informative styles. Throughout the course, students are evaluated through a diversity of assessments and writing practices specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

AP English Literature and Composition

Department: English

Grade: 12th

UC Honors Designation: Yes

Prerequisites:

Language & Literature 10 (Recommended)

Language & Literature 11 (Recommended)

Course Description:

(From College Board): Learn about the elements of argument and composition as you develop your critical-reading and writing skills. You'll read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade your reader of something.

English IB HL2

Department: English

Grade: 12

UC Honors Designation: Yes

Prerequisites:

Language & Literature 9, English 9 A/B (Required)

Language & Literature 10, English 10 A/B (Required)

Language & Literature 11 (Required)

Course Description: Introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and non literary text-types.

Language and Literature 12 A/B

Department: English

Grade: 12

Prerequisites:

Language & Literature 9, English 9 A/B (Required)

Language & Literature 10, English 10 A/B (Required)

Language & Literature 11, English 11 A/B (Recommended)

Course Overview: This course stresses the continued development of writing skills, especially argumentative and informational writing; the study of English grammar and usage, and the study of British Literature through selected authors and works including a Shakespearean play. Students will make oral presentations, complete argumentative - responses to literature, and write a research paper (informational). Reading comprehension, vocabulary development, listening, discussing, understanding media and utilization of technological skills will be applied to help students enhance their language arts skills to become lifelong learners adept with creative and critical thinking skills necessary for college-level courses. Students will be given challenging real-world projects and assignments to demonstrate their mastery.

Foreign Language "e"

Spanish 1 A/B

Department: Foreign Language

Grade: 9, 10, 11

Course Overview: Spanish 1 is an introductory course for students who wish to learn a second language as well as for those with limited Spanish speaking skills. It is intended to develop proficiency in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on the development of the ability to speak fluently with accurate pronunciation and intonation while fostering an appreciation for the Spanish-speaking cultures.

Spanish 2 A/B

Department: Foreign Language

Grade: 9, 10, 11, 12

Prerequisites:

Spanish 1 A/B, Spanish 1 or equivalent (Required)

Course Overview: This is the second course of Spanish, in which students build upon the foundations of Spanish 1. The objective of

this course is to expose students to different types of Spanish literature and build upon grammar and vocabulary that was learned during the Spanish 1 course. Students will study and learn about different cultures and traditions from all the Spanish speaking countries around the world. Students will read and analyze several short stories as well as novels. Students will listen to several Spanish pieces and be asked to discuss what they have heard. Students will focus on grammar, learning past tense, and future tense for verbs. Students will be expected to work in groups for both classwork and special projects. Students will give short presentations in Spanish. By the end of the course, students should be able to hold a conversation in Spanish and correctly write several paragraphs and short essays.

French Pamoja AB Initio

Department: Foreign Language

Grade: 11

Course Overview: French ab initio is recommended for students who have little or no experience of learning French. Our online course is designed to be challenging, engaging and a positive educational experience for each student. Taking French ab initio online will enable students to develop their receptive, productive and interactive skills; learn with students and teachers from around the world; and function successfully in a French-speaking environment.

The course covers the following topics:

Year 1

Aperçu du cours

Ma famille et moi

Apparence et caractère

Amitiés et relations personnelles

La vie quotidienne et l'école

Le monde culinaire

Ma ville et mon quartier

Le shopping

Les vacances et les voyages

Révision et l'examen de fin d'année

Les célébrations et les traditions

Spanish IB HL1

Department: Foreign Language

Grade: 11

UC Honors Designation: Yes

Course Description: The DP Spanish Language Acquisitions program is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This course also aims to allow the learner to go beyond the confines of the classroom, expanding their awareness of the world as a whole and fostering respect for cultural diversity.

In this course, students develop receptive, productive and interactive communicative skills that will allow students to communicate in the target language in familiar and unfamiliar contexts. Students will work on skills that will allow students to be receptive in the target language, which will allow students to understand, both verbally and in writing, information given in varying levels of complexity, ranging from basic sentences and some more complex sentences relating to the five themes and related topics that will be covered in the class. They understand simple authentic and adapted written and audio texts and related questions in the target language. Productive: Students will use language to express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They communicate orally and respond appropriately to most questions on the five prescribed themes and related topics. Interactive: Students understand and respond clearly to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations. They use strategies to negotiate meaning and foster communication.

Spanish IB SL

Department: Foreign Language

Grade: 11, 12

UC Honors Designation: Yes

Course Overview: The DP Spanish Language Acquisitions program is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This course also aims to allow the learner to go beyond the confines of the classroom, expanding their awareness of the world as a whole and fostering respect for cultural diversity.

Spanish 3 or Spanish 11

Department: Foreign Language

Grade: 10, 11, 12

Course Overview: Spanish 3 is a communication-centered course where students will develop cognitive and linguistic abilities in the target language. Students will continue to develop their understanding of grammatical structures and vocabulary of the Spanish language and will establish a strong foundation upon which future Spanish language acquisition will build. Students will broaden their knowledge of Spanish-speaking cultures, both internationally and within the United States, and how those cultures vary.

The course will have four broad themes: (1) content, (2) structure, (3) culture and (4) communication. Technology will be utilized to facilitate a more profound use of the language. The ultimate goal of learning to communicate in the target language will be the ability to function in an increasingly diverse community and an increasingly demanding world market. The student will receive additional training in language skills and further exposure to the culture of the people who speak the target language.

French Pamoja AB Initio Y2

Department: Foreign Language

Grade: 12

Course Overview: French ab initio is recommended for students who have little or no experience of learning French. Our online course is designed to be challenging, engaging and a positive educational

experience for each student. Taking French ab initio online will enable students to develop their receptive, productive and interactive skills; learn with students and teachers from around the world; and function successfully in a French-speaking environment.

Year 2

Les loisirs et le sport

La santé

Les études et le travail

La technologie

Comment faire un bon oral ?

Les médias et le divertissement

Préparation aux épreuves 1 et 2

Les problèmes de l'environnement

Les questions mondiales

Révision et entraînement à l'examen

Spanish IB HL2

Department: Foreign Language

Grade: 12

UC Honors Designation: Yes

Course Overview: The DP Spanish Language Acquisitions program is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This course also aims to allow the learner to go beyond the confines of the classroom, expanding their awareness of the world as a whole and fostering respect for cultural diversity..

Spanish IB SL 2

Department: Foreign Language

Grade: 12

Course Overview: The DP Spanish Language Acquisitions program is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This course also aims to allow the learner to go beyond the confines of the classroom, expanding their awareness of the world as a whole and fostering respect for cultural diversity.

Social Sciences “a”

World Geography A/B

Department: Social Sciences

Grade: 9

Course Overview: This course aims to encourage and enable students to understand the concept of a global community through different areas of studies such as Asia, Middle-East- Islam, Europe, North and South America, and Sub-Sahara Africa.

Students will...

learn about cultural components, cultural values, and major issues facing these regions.

learn and understand different geographical components and geographical vocabulary.

demonstrate knowledge in research through a variety of activities such as oral presentations, writing assignments, novel reading, and group discussions.

World History A/B

Department: Social Sciences

Grade: 9, 10

Course Overview: History is a dynamic, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation, and significance. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. The World History course is based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop

historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

History 11 A/B

Department: Social Science

Grade: 11

Course Overview:History is a dynamic, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation, and significance. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing the opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. The US history course is based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

History IB HL 1

Department: Social Sciences

Grade: 11

UC Honors Designation: Yes

Course Overview: The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It

involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past and how it is reflected in our present.

Government

Department: Social Science

Grade: 12

Prerequisites:

World History (Required)

US History (Recommended)

Course Overview: Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship. The content of this course will be both rigorous and relevant to their life and the lives of people like them.

Economics

Department: Social Sciences

Grade: 12

Course Overview: This one-semester course provides a solid foundation of the basic institutions, concepts, principles and practices of economics. Instruction focuses on economic concepts that underlie the

United States market system and its operations. The course includes an analysis of the American free enterprise system through a study of comparative economics. They will then compare our economic system to those of other countries and make reasoned judgements about economic questions. They will learn to apply both basic Micro and Macroeconomics concepts, and use the proper vocabulary to express them. Students will be exposed to measurement concepts and methods involving tables, charts, graphs and index numbers in order to comprehend the relationship between economic variables. At the conclusion of this course, students will have gained an overview of basic economic principles and theories within a historical context that addresses basic economic problems, the nature of economic growth, economic fluctuations, and national income distribution. The ability to understand economics enables students to be informed, critical citizens that can participate in the American economic process.

History of the Americas IB HL2 (History IB HL 2)

Department: Social Sciences

Grade: 12

UC Honors Designation: Yes

Course Overview: The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past and how it is reflected in our present.

Interdisciplinary Studies**Environmental Science**

Department: Interdisciplinary Studies

Grade: 11

Prerequisites:

Life Science (Recommended)

Physical Science (Recommended)

Biology (Required)

Course Overview: The goal of the course is to facilitate students' engagement with science and engineering practices to investigate the dynamic interactions that occur between the chemical, physical, and biological components of the Earth's environment; and, to explore how humans interact, influence, and depend upon it.

Environmental Systems and Societies

Department: Interdisciplinary Studies

Grade: 11

Course Overview: ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course requires a systems approach to environmental understanding and problem-solving, and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Students should be encouraged to develop solutions from personal, community and global scales.

Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in a range of environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. The complexity of these interactions challenges those working towards understanding the actions required for effective guardianship of the planet and sustainable and equitable use of shared resources.

Environmental Systems and Society IB SL

Department: Interdisciplinary Sciences

Grade: 11

Prerequisites:

Biology, Honors Biology, or Biology IB SL or HL1 (Required)

Chemistry or Honors Chemistry or Chemistry IB SL or HL1 (Recommended)

Earth and Space Science lab course (Recommended)

Algebra 1 or Mathematics 1 (Required)

Geometry or Mathematics 2 (Required)

Algebra II or Mathematics 3 (Recommended)

UC Honors Designation: Yes

Course Overview: ESS is an interdisciplinary group 3 and 4 course that is offered only at standard level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with group 4 (sciences) with those associated with group 3 (individuals and societies). Because it is an interdisciplinary course, students can study ESS and have it count as either a group 3 or a group 4 course, or as both. If students choose the latter option, this leaves the opportunity to study an additional subject from any other group, including an additional group 3 or group 4 subject.

ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural,

economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world.

Sports Exercise and Health Science IB SL 1

Department: Interdisciplinary Studies

Grade: 11

Course Overview: Sports, exercise and health science (SEHS) is an experimental science course combining academic study with practical and investigative skills. SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. The course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. The course offers a deeper understanding of the issues related to sports, exercise and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context. Apart from being worthy of study in its own right, SEHS is good prepa- ration for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries.

AP Environmental Science

Department: Interdisciplinary Science

Grade: 11, 12

Prerequisites:

Biology (Required)

Chemistry (Recommended)

Algebra 1 (Required)

Course Overview:

(From College Board): Explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made.

You'll take part in laboratory investigations and field work.

Environmental Systems and Society IB SL 2

Department: Interdisciplinary Sciences

Grade: 12

Course Overview: ESS is an interdisciplinary group 3 and 4 course that is offered only at standard level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with group 4 (sciences) with those associated with group 3 (individuals and societies). Because it is an interdisciplinary course, students can study ESS and have it count as either a group 3 or a group 4 course, or as both. If students choose the latter option, this leaves the opportunity to study an additional subject from any other group, including an additional group 3 or group 4 subject.

ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment.

Sports Exercise and Health Science IB SL 2

Department: Interdisciplinary Studies

Grade: 12

Course Overview: Sports, exercise and health science (SEHS) is an experimental science course combining academic study with practical and investigative skills. SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. The course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. The course

offers a deeper understanding of the issues related to sports, exercise and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context. Apart from being worthy of study in its own right, SEHS is good prepa- ration for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries.

Life Science w/Lab “d”

Biology 1 A/B

Department: Life Sciences with a Lab

Grade: 9, 10

Co-requisites: Algebra 1 (Required)

Course Overview: Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. Estimates vary, but over the course of evolution, 4 billion species could have been produced. Most of these flourished for a period of time and then became extinct as new, better-adapted species took their place. This diversity makes biology both an endless source of fascination and a considerable challenge. An interest in life is natural for humans; not only are we living organisms ourselves, but we depend on many species for our survival, are threatened by some and co-exist with many more. From the earliest cave paintings to the modern wildlife documentary, this interest is as obvious as it is ubiquitous, as biology continues to fascinate young and old all over the world. Biologists attempt to understand the living world at all levels using many different approaches and techniques.

Biology IB SL

Department: Life Sciences with a Lab

Grade: 11, 12

UC Honors Designation: Yes

Course Overview: In the DP Biology course, students will immerse themselves in the

world of life on Earth. During the two years of study, students will have the ability to bring their own understanding of their world around them to better connect to the essential ideas in Biology . Students will engage in inquiry and collaborative activities, such as, practical laboratory experiments, interactive studies, develop inquiry questions and investigations through the applications of the scientific method, and foster appreciation for the immense biodiversity on planet Earth. Furthermore, students will gain an understanding and awareness of global concerns by connecting the IB global contexts to their learning.

Biology IB SL 2

Department: Life Sciences with a Lab

Grade: 12

UC Honors Designation: Yes

Course Overview: In the DP Biology course, students will immerse themselves in the world of life on Earth. During the two years of study, students will have the ability to bring their own understanding of their world around them to better connect to the essential ideas in Biology . Students will engage in inquiry and collaborative activities, such as, practical laboratory experiments, interactive studies, develop inquiry questions and investigations through the applications of the scientific method, and foster appreciation for the immense biodiversity on planet Earth. Furthermore, students will gain an understanding and awareness of global concerns by connecting the IB global contexts to their learning.

Physical Science w/Lab ”d”

Chemistry

Department: Physical Sciences

Grade: 10, 11

Prerequisites:

Algebra I (Required)

Biology, Honors Biology, or Biology IB SL or HL1 (Recommended)

Course Overview: The Chemistry course* provides students with strong foundational

knowledge and conceptual understanding of chemistry and has a substantial laboratory component. Topics covered in the course include investigation and experimentation, atomic and molecular structure, chemical bonds, conservation of matter and stoichiometry, gases and their properties, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic and biochemistry, and nuclear processes. With inquiry at the core, the course aims to guide students to independently and collaboratively investigate scientific problems through keen observation, research, and experimentation, and develop their critical thinking and ethical reasoning skills to enable them to make informed decisions on various issues around the world.

Physics

Department: Science

Grade: 11, 12

Prerequisites:

ALgebra1 (Required)

Pre-Calculus (Recommended)

Course Overview: Inspiring students to relate knowledge to real-world applications, the course connects basic principles to more complex ideas in many fascinating areas: thermal energy, vibrations and waves, light and refraction, sound, electricity, and magnetism

Mathematics “c”

Algebra 1 A/B

Department: Mathematics

Grade: 9, 10

Prerequisite: Pre-Algebra or Equivalent (Required)

Course Overview: This is a beginning course in Algebra, in which students will learn to reason symbolically. The course is based on the Common Core Mathematics standards adopted by California. The following topics are included: algebraic operations; rules of exponents; solving and graphing linear equations, inequalities, and quadratics;

solving systems of equations; parallel and perpendicular lines; functions and relations; application problems. Algebraic skills are applied in a wide variety of problem-solving situations.

Geometry A/B

Department: Mathematics

Grade: 9, 10, 11

Prerequisites: Algebra 1 (Recommended)

Course Overview: In this course, students will continue to apply and develop their math skills. Students will communicate clearly and confidently in a variety of contexts and develop logical, critical, and creative thinking skills. Students will use two and three-dimensional geometric shapes (points, lines, planes, triangles, polygons, circles, and solids) and examine their properties, measurements, and mutual relations in space. Lastly, students will learn how to approach and apply abstract ideas to find and predict patterns. These will be skills necessary for more advanced levels of mathematics and for solving a wide range of real-life situations.

Algebra 2 A/B

Department: Mathematics

Grade: 9, 10, 11, 12

Prerequisites: Algebra 1 (Required), Geometry (Recommended)

Course Overview: In this course, students will continue to apply, develop, and advance their math skills. Students will communicate clearly and confidently in a variety of contexts and develop logical, critical, and creative thinking skills. A major goal of this course is to develop students' skills in manipulating and solving linear, quadratic, exponential, polynomial, radical, rational, and logarithmic equations. Lastly, students will learn to approach and apply abstract ideas to find and predict patterns. These applications will be skills necessary for more advanced levels of mathematics and for solving a wide range of real-life situations.

Mathematics 11 A/B

Department: Mathematics

Grade: 11

Course Overview: This course will offer students a “big picture” understanding of mathematics. This includes understanding how the different areas of mathematics are related, and how mathematics makes sense, is relevant, and is useful in understanding the real world. When students understand this aspect of a math course, they are able to then gain confidence in learning problem solving techniques, using mathematical models to represent various real world situations, and making and testing conjectures. Students will become critical thinkers and gain tools necessary in any field that requires problem solving. Students leaving this course will also be proficient in communicating mathematics both verbally and symbolically; they will understand the why's of the mathematics they are doing; and will be able to perform all levels of skills based mathematics-including manipulating algebraic expressions, using algorithms, and solving basic computations. In addition, the student will be able to explain how these work and be able to answer the question, "Why?"

Mathematics IB SL 1

Department: Mathematics

Grade: 11

Course Overview: Mathematics has been described as the study of structure, order and relation that has evolved from the practices of counting, measuring and describing objects. Mathematics provides a unique language to describe, explore and communicate the nature of the world we live in as well as being a constantly building body of knowledge and truth in itself that is distinctive in its certainty. These two aspects of mathematics, a discipline that is studied for its intrinsic pleasure and a means to explore and understand the world we live in, are both separate yet closely linked.

Mathematics IB HL 1

Department: Mathematics

Grade: 11

Course Overview: Mathematics has been described as the study of structure, order and relation that has evolved from the practices of counting, measuring and describing objects. Mathematics provides a unique language to describe, explore and communicate the nature of the world we live in as well as being a constantly building body of knowledge and truth in itself that is distinctive in its certainty. These two aspects of mathematics, a discipline that is studied for its intrinsic pleasure and a means to explore and understand the world we live in, are both separate yet closely linked. The mathematics course available to Diploma Programme (DP) students express both the differences that exist in mathematics described above and the connections between them.

Mathematics IB SL 2

Department: Mathematics

Grade: 12

Course Overview: Mathematics has been described as the study of structure, order and relation that has evolved from the practices of counting, measuring and describing objects. Mathematics provides a unique language to describe, explore and communicate the nature of the world we live in as well as being a constantly building body of knowledge and truth in itself that is distinctive in its certainty. These two aspects of mathematics, a discipline that is studied for its intrinsic pleasure and a means to explore and understand the world we live in, are both separate yet closely linked.

Mathematics is driven by abstract concepts and generalization. This mathematics is drawn out of ideas, and develops through linking these ideas and developing new ones. These mathematical ideas may have no immediate practical application. Doing such mathematics is about digging deeper to increase mathematical knowledge and truth. The new knowledge is presented in the form of theorems that have been built from axioms

and logical mathematical arguments and a theorem is only accepted as true when it has been proven. The body of knowledge that makes up mathematics is not fixed; it has grown during human history and is growing at an increasing rate.

Mathematics IB HL 2

Department: Mathematics

Grade: 12

Course Overview: Mathematics has been described as the study of structure, order and relation that has evolved from the practices of counting, measuring and describing objects. Mathematics provides a unique language to describe, explore and communicate the nature of the world we live in as well as being a constantly building body of knowledge and truth in itself that is distinctive in its certainty. These two aspects of mathematics, a discipline that is studied for its intrinsic pleasure and a means to explore and understand the world we live in, are both separate yet closely linked. .

Pre-Calculus

Department: Mathematics

Grade: 11, 12

Prerequisites: Algebra 2 (Required)

Overview: Pre-Calculus is the study of graphic, numeric, and analytical approaches to the study of pre-calculus concepts from college algebra and analytic trigonometry. Topics include the real number system; algebraic, exponential, and logarithmic functions and their inverses; graphing techniques for polynomial, rational and trigonometric functions; complex numbers; theory of equations; trigonometric functions and their inverses with emphasis on circular functions; trigonometric equations and identities; vectors; partial fractions; polar coordinates; mathematical induction; sequences and series; matrices; and the binomial theorem.

AP Calculus A/B

Department: Mathematics

Grade: 11, 12

Prerequisites: Algebra 1 (Required) , Geometry (Required), Algebra 2 (Required), Precalculus or a comparable fourth year mathematics course (Required)

UC Honors Designations: Yes

Overview:

(From College Board): Explore the concepts, methods, and applications of differential and integral calculus. You'll work to understand the theoretical basis and solve problems by applying your knowledge and skills.

Visual And Performing Arts “f”

Art 1A/B

Department: Visual and Performing Arts

Grade: 9

Course Overview: In this yearlong course, students have opportunities to function as artists, as well as learners of the arts. Artists have to be curious by developing curiosity about themselves, others, and the world. Students become effective learners, inquirers, and creative problem-solvers. Students develop through creating, performing, and presenting art in ways that engage and convey feelings, experiences and ideas. It is through this practice that students acquire new skills and master those skills developed in prior learning.

Art 2A/B

Department: Visual and Performing Arts

Grade: 10

Course Overview: Art 2 is designed for all students who are proficient in traditional and non-traditional materials and developing accomplished art skills. This course will be more rigorous than Art 1. The focuses for the course will be exploring various art styles and discussing complex ideas to refine art techniques. Emphasis is skill building and transitioning to higher level art courses to complete a pathway towards college and career in the arts. Students will be required to keep a sketchbook/digital sketchbook. Content specific vocabulary will be embedded into the curriculum.

Film IB SL - (Film SL - Pamoja)

Department: Visual and Performing Arts

Grade: 11

Co-requisites: English IB SL or HL
(Recommended)

UC Honors Designation: Yes

Course Overview: Film SL develops students' skills so that they become adept in interpreting and making film texts. Through the analysis of film texts and exercises in film-making, the course explores film history and theory. It also develops students' critical abilities, enabling them to appreciate the variety of cultural and historical perspectives in film. The course covers the following topics:

Year 1

The Magic Lantern

There Was This Guy

The Dark Side

A Funny Thing Happened

Single Vision

Lenses of Truth

We've Got Rhythm

Shafts of Light

Photography A/B

Department: Visual and Performing Arts

Grade: 11, 12

Course Overview: This year-long course covers basic concepts and practices of digital photography, including understanding and use of the camera, lenses, and other basic photographic equipment. The course will address aesthetic principles as they relate to composition, space, exposure, light, and color. Technological requirements of digital formats will be addressed, such as formats and resolution. Basic digital manipulations of images will be taught in preparation for creating a photo portfolio of images. This course will include 50 hours of an MYP Design Project relating to Photography (creation of a portfolio).

Visual Art IB HL

Department: Visual and Performing Arts

Grade: 11

Course Overview: The IB visual art is a course for students who are seriously interested in the visual arts. The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language in use globally. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world.

Visual Art IB SL

Department: Visual and Performing Arts

Grade: 11

Course Overview: The IB visual art is a course for students who are seriously interested in the visual arts. The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language in use globally. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world.

Film IB Pamoja SL 2

Department: Visual and Performing Arts

Grade: 12

Course Overview: Film SL develops students' skills so that they become adept in interpreting and making film texts. Through the analysis of film texts and exercises in film-making, the course explores film history and theory. It also develops students' critical abilities, enabling them to appreciate the variety of cultural and historical perspectives in film.

The course covers the following topics:

Year 2

Shafts of Light

ME Watching You

Breaking all the Rules

The Human Heart

This Town Ain't Big Enough

A New Set of Eyes

To the Stars

Final Take

Visual Art IB HL 2

Department: Visual and Performing Arts

Grade: 12

Course Overview: The IB visual art is a course for students who are seriously interested in the visual arts. The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language in use globally. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world.

Visual Art IB SL 2

Department: Visual and Performing Arts

Grade: 12

Course Overview: The IB visual art is a course for students who are seriously interested in the visual arts. The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language in use globally. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world.

ELECTIVES "g"

English Language Development

Department: Electives

Grade: 9, 10, 11, 12

Course Overview: English Language Development is an intensive course of academic and university preparatory English instruction that enables students to succeed in grade level mainstream English. To be ready for college, career, and life in a technological society, students will engage in close readings of complex texts across a range of types and disciplines in order to build knowledge, broaden experiences, and expand worldviews. It is delivered through research-based instructional strategies appropriate for English learners in the Expanding to Bridging levels of language proficiency.

Botany

Department: Electives

Grade: 11, 12

Course Overview: Botany is the study of plants. It includes their anatomy and physiology, ecology and adaptations and evolution of plants. The course also looks at

applications of plant science including: indoor plant care, soil and pest management, genetics, propagation, agriculture and landscape design. Students will grow representative houseplants for themselves and native plants and a few bedding plants.

Business Management IB SL - Pamoja

Department: Electives

Grade: 11

Course Overview: Business Management SL is a rigorous and dynamic course that explores how business decision-making processes impact on internal and external environments. In turn, it will explore how decision-making processes themselves are affected by internal and external environments.

The course covers the following topics:

Year 1

Course Overview

Business Basics

Stakeholders and Environments

Growth and Planning Tools

Basics of Marketing

Marketing Mix and More

Sources of Finance

Financial Accounts

Assessments

Personal Finance

Department: Electives

Grade: 11, 12

Prerequisites: Algebra (Required)

Course Overview: The Personal Finance course is designed to introduce students to common financial institutions that will play a role in their lives. The goal is to equip students with the knowledge needed to make sound financial decisions and guide them in their decision making as young adults living in a vast and complex financial system. Students will investigate the different types of expenditures including living, transportation and educational expenses. They will compare the cost of economical versus premium apartment units, including the impact on cost based on the location. Students will understand the cost of car

ownership, ranging from loan payments to insurance. They will analyze an amortization schedule, and be able to identify the different car-insurance coverage. They will explore career paths that are high-paying to low-paying and compare their respective work to life balance. Students will create a personal budget that incorporates the expenses and income that was previously studied. The budget will have a timeframe for when they are two years out of high school as it is during this time when they will first encounter many of the items studied. Students will complete their budget by presenting it to the class as an oral presentation. Students will explore the stock market as a method of investment, and participate in a simulated long-term buy/sell exchange of stocks. They will identify how their financial decisions affect their credit score, and learn how to manage a checking account. The course concludes with the study of financial scams and fraud, and different strategies to avoid them.

Model United Nations

Department: Electives

Grade: 11,12

Course Overview: Model United Nations provides an engaging activity for students to develop these skills. As a compliment to Windward's Global Studies program, this elective guides students through detailed investigations of different countries' cultures and perspectives on pressing global issues in preparation to participate as delegates in MUN conferences. This is a team oriented, student-centered course, so the topics covered will be largely influenced by student interest in conjunction with predetermined assignments from the hosting organization for each Model UN conference attended as well as thematic units designed by the teacher to be completed between conference preparation times. We will draw from and build upon theories about team building and performance, international relations and diplomacy, as well as utilize best practices in historical research in preparation for each Model UN conference.

Theory of Knowledge IB

Department: Electives

Grade: 11

Course Overview: TOK plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasize connections between areas of knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge he or she shares. TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationships between them.

The raw material of TOK is knowledge itself. Students think about how knowledge is arrived at in the various disciplines, what the disciplines have in common and the differences between them. The fundamental question of TOK is “how do we know that?” The answer might depend on the discipline and the purpose to which the knowledge is put. TOK explores methods of inquiry and tries to establish what it is about these methods that makes them effective as knowledge tools. In this sense, TOK is concerned with knowing about knowing.

The individual knower has to try to make sense of the world and understand his or her relationship to it. He or she has at his or her disposal the resources of the areas of knowledge, for example, the academic disciplines studied in the Diploma Programme. He or she also has access to ways of knowing such as memory, intuition, reason and sense perception that help us navigate our way in a complex world.

Theory of Knowledge

Department: Electives

Grade: 11

Course Overview: TOK plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasize connections between areas of

knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge he or she shares. TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationships between them.

Psychology IB SL Pamoja

Department: Electives

Grade: 11

Course Overview: Psychology is the systematic study of behaviour and mental processes. Psychology has a variety of research designs and applications, and provides a unique approach to understanding modern society. Taking Psychology SL online will enable students to access a rich source of information about factors that influence human behaviour; develop their understanding of people in general and themselves in particular; and acquire effective work habits to regulate their own learning.

The course covers the following topics:

Year 1

Introduction to IB Psychology

Approaches to Research

Biological Approaches

Cognitive Approaches

Sociocultural Approaches

Exam and Sociocultural Approaches 2

Introduction to the IA

Business Management IB SL 2

Department: Electives

Grade: 12

Course Overview: Business Management SL is a rigorous and dynamic course that explores how business decision-making processes impact on internal and external environments. In turn, it will explore how decision-making processes themselves are affected by internal and external environments.

The course covers the following topics:

Year 2

HRM Functions and Structures

Motivation and Leadership
 Operations Management
 Trial Exam
 Paper 1 Case Study
 Individual Study Plan

Psychology IB SL Pamoja 2

Department: Electives

Grade: 12

Course Overview: Psychology is the systematic study of behaviour and mental processes. Psychology has a variety of research designs and applications, and provides a unique approach to understanding modern society. Taking Psychology SL online will enable students to access a rich source of information about factors that influence human behaviour; develop their understanding of people in general and themselves in particular; and acquire effective work habits to regulate their own learning.

The course covers the following topics:

Year 2

IA

Social and Cultural Approaches Part 3

Abnormal Psychology part 1 and IA

Review and Trail Exam

Abnormal Psychology Part 2

Abnormal Psychology Part 3

Exam Preparation

This course covers the following applied psychology option:

Abnormal psychology

Theory of Knowledge IB 2

Department: Electives

Grade: 11

Course Overview: TOK plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasize connections between areas of knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge he or she shares. TOK, therefore, explores both the personal and shared

aspects of knowledge and investigates the relationships between them.

The raw material of TOK is knowledge itself. Students think about how knowledge is arrived at in the various disciplines, what the disciplines have in common and the differences between them. The fundamental question of TOK is “how do we know that?” The answer might depend on the discipline and the purpose to which the knowledge is put. TOK explores methods of inquiry and tries to establish what it is about these methods that makes them effective as knowledge tools. In this sense, TOK is concerned with knowing about knowing.

Theory of Knowledge 12

Department: Electives

Grade: 12

Course Overview: TOK plays a special role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge. The task of TOK is to emphasize connections between areas of knowledge and link them to the knower in such a way that the knower can become aware of his or her own perspectives and those of the various groups whose knowledge he or she shares. TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationships between them.

College Electives

College Prep/ Design 10 A/B

Department: Electives

Grade: 10

Course Overview:

World Religions IB SL

Department: Social Sciences

Grade: 11

Prerequisites: C or better in AP European or World History (Recommended)

UC Honors Designation: Yes

Course Overview: The religions should be studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences

the way in which the followers of that religion understand the world, act in it, and relate and respond to others.

The course consists of an introductory unit, exploring five of the nine living world religions that form the basis of the syllabus. This is complemented by an in-depth study of two religions chosen from six world religions. This part of the syllabus is guided by themes, key concepts and key questions. The final component is the investigative study, which provides opportunities for individual research of an aspect of the religious experience, practice or belief of a group and/or individual adherent

World Religions IB SL 2

Department: Social Sciences

Grade 12

Prerequisites: World Religions IB SL

UC Honors Designations: Yes

Course Overview: The religions should be studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others.

The course consists of an introductory unit, exploring five of the nine living world religions that form the basis of the syllabus. This is complemented by an in-depth study of two religions chosen from six world religions. This part of the syllabus is guided by themes, key concepts and key questions. The final component is the investigative study, which provides opportunities for individual research of an aspect of the religious experience, practice or belief of a group and/or individual adherents.

1.13 Instructional Methods and Strategies

Implementing the International Baccalaureate Programme

The process of becoming an IB certified school is time-consuming and complex, and we do not expect to be fully IBMYP certified until our second year of operation. PTLAH is IBDP program certified. However, the 9th and 10th grade educational program will not wait for the second year to effectively meet the needs of all students. As early as Year 1, we will make sure that all courses are Common Core standards-based, and that teachers are consistently employing effective research-based instructional strategies to reach learners at every level. IB is not the curriculum. IB is a philosophical approach to the curriculum that promotes high standards, international-mindedness, thematic integration, and rigorous assessment. Our educational program will demonstrate these values from day one, and as our teachers become trained in IB curriculum development and instruction, they will integrate those strategies into their existing standards-based repertoire.

Likewise, character education and community participation will begin as school-wide programs, and will be progressively integrated into the curriculum as teachers have increasing opportunities to engage in professional development and collaboration around these initiatives. Our program implementation timelines are illustrated in the following tables.

Table 1.33 Timetable for the IBMYP authorization process

September 2021

Prepa Tec Los Angeles High Petition

Action Item	Participants
Principal Action Plan Review	Campus Leadership
Present ATL Plan to Principals	Campus Leadership
Communicate with Teachers-Save 1 Unit and 5 Summative Work Samples from this School Year to turn in	All Teaching Staff
Principals Review Training Requirements	Campus Leadership
Create Teacher Committee for ATL Vertical Alignment (8 subject groups)	Self-Selected Teaching Staff
October 2021	
Action Item	Participants
Principal Action Plan Review	Campus Leadership
Teaching Staff Review IB Policies	Self-Selected Teaching Staff
Draft Scope/Sequence	Central Office/Campus Leadership/Select Teaching Staff
Co-Construct ATL Vertical Alignment with Teacher Committee	Self-Selected Teaching Staff
IB Policies Review Committee Created	Self-Selected Teaching Staff
MYP Teachers Observe Classrooms (PD Day)	Select Teaching Staff
November 2021	
Action Item	Participants
Principal Action Plan Review	Campus Leadership
Co-Construct ATL Vertical Alignment with Teacher Committee	Self-Selected Teaching Staff
Trainings are booked for all teachers leading up to Authorization	Highest Priority Teaching Staff
IB Policies Committee Meet and Review/Revise	Self-Selected Teaching Staff
Create IB Leadership Teacher Committee	Self-Selected Teaching Staff
Individual Sessions with Teachers about scope/sequence and course overviews	All Teaching Staff
Focus on one LP/ATL Each Month Communicators and Transfer Skills	
December 2021	
Action Item	Participants
Principal Action Plan Review	Campus Leadership

Prepa Tec Los Angeles High Petition

Present ATL Vertical Articulation to Teaching Staff/Feedback	All Teaching Staff
Collect 1 Unit and Work Samples from each teacher	All Teaching Staff
IB Policies Present any revisions	All Teaching Staff
Focus on one LP/ATL Each Month Principled and Critical Thinking	
January 2022	
Action Item	Participants
Principal Action Plan Review	Campus Leadership
PBIS Plans/Coordinate with Learner Profile Posters Created for Classrooms/Hallways	
Principal Action Plan Review	Campus Leadership
Standardization Workshop-All Teachers	
Parent MYP Session Kickoff Parent Authorization Sessions	
Focus on MYP Planning during In Service	
Focus on one LP/ATL Each Month Risk-Taker and Communication	
Weekly Student Sessions-IB Ambassadors	
February 2022	
Action Item	Participants
Principal Action Plan Review	Campus Leadership
Weekly Parent MYP Sessions	
Planning Session Full Day per subject group-standardization and rubrics	
Weekly Student Sessions-IB Ambassadors	
Focus on one LP/ATL Each Month Open-Minded and Collaboration	
Weekly Student Sessions-IB Ambassadors	
March 2022	
Action Item	Participants
Principal Action Plan Review	Campus Leadership
Weekly Parent MYP Sessions	
Weekly Student Sessions-IB Ambassadors	

Participate in CAWS IB Seminar	
Secondary Focus on one LP/ATL Each Month Knowledgeable and Organization	
Weekly Student Sessions-IB Ambassadors	
April 2022	
Action Item	Participants
Principal Action Plan Review	Campus Leadership
Weekly Parent MYP Sessions	
Personal Project Exhibit (10th grade)	
International Festival	
Secondary Focus on one LP/ATL Each Month Caring and Affective Skills	
Weekly Student Sessions-IB Ambassadors	
May 2022	
IB Visit - Date TBD	

1.14 Instructional Materials

Instructional materials at PTLAH will be chosen by teachers and the Administrators and coordinated within the teacher teams. Textbooks are integrated as appropriate in relation to an analysis of California Common Core State Standards via the Strategic Design process. Specifically, teachers cluster California Common Core State Standards to design units, and then integrate textbook resources as appropriate to address California Common Core State Standards in each unit.

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

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

Teachers are encouraged to use original and primary source material as much as possible. Instructional materials will include novels, photographs, essays, speeches,

videos, textbooks, and manipulatives. Teachers and students will have access to the Internet, educational software, word processing, data processing, and digital graphics in each classroom. Instructional material will be relevant, thought provoking, and interactive. The intent is to ensure student mastery of the California content and performance standards, including but not limited to the Common Core State Standards, the Next Generation Science Standards, and the current English Language Development standards

1.15 PTLAH Support and Use of Technology

Technology Integration

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

Technology-confident teachers are recruited to teach at Prepa Tec Los Angeles High. They use technology for posting grades and collecting homework and class notes, giving on-line tests, setting up student journals, and creating discussion boards. All of the teaching staff are involved in professional development activities that include educational technology and coaching. For example, teachers are trained in the use of web applications and design tools. Teachers are given useful strategies to guide their students to evaluate this research, and to determine Internet source credibility. Evaluators 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. Research sources consulted for effective use of technology include Ravitz & Megendoller (2002) Teaching with Technology: A Statewide Professional Development Program. Buck Institute for Education (www.bie.org)

Prepa Tec Los Angeles High provides one computer for each student. The computers are centrally networked and have access to a variety of educational software. Every computer has Internet access with proper firewalls and content screening. Each teacher easily controls access to computers or the Internet via an instructional computer at his/her desk. Teachers use visual aids such as LCD projectors and smart boards to aid lessons. Extensive professional development and in-class coaching for teachers ensures that lesson plans use this technology to enhance high-quality units.

Prepa Tec Los Angeles High uses technology in the classroom to improve the following areas: communication, collaboration, project-based learning, and advanced problem-solving. Communication between educators, students, and parents increases as the school removes the barriers between classrooms, the school, and the community. Prepa Tec Los Angeles High's website allows teachers and parents to share information, schedules, and homework assignments. Teachers create a space to showcase student work and accomplishments. Students always have access to teacher feedback and class requirements. Teachers are able to build web-resource pages for students to use in their research projects.

Collaboration comes in several forms. Teachers, professional development professionals, and administrators are part of an online community technology infrastructure that bridges existing communication and information tools used by educators throughout the United States.

Teachers and IB Coordinators collaboratively build long-term interdisciplinary units that share a common theme within the two career pathways. Teachers create an overarching social infrastructure to nurture, organize, and manage educational activities and resources for students. Students are able to download templates, rubrics, and resources for use in classroom assignments and group projects. They also work simultaneously on projects that enable them to brainstorm and problem-solve as a group.

- Project-based learning helps to create multidisciplinary projects that allow students to combine knowledge from several subjects, creating a unified piece of work, often in collaboration with other students. Students can store their work centrally (on the school's network) while working on their projects and use diverse media offered by computers, text, pictures, video, and sound.
- Advanced problem-solving allows students to create solutions to problems presented to them by their teacher. These problems require creativity, research, and critical thinking to solve. Students use installed software packages to test assumptions, research potential answers, and track their progress. Examples include opening up a virtual business, creating a simple computer program, managing a school activity, or adding to the school website.
- Teachers at Prepa Tec Los Angeles High have an opportunity to develop an on-line set of tools on Moodle, which allows teachers to give exams/quizzes, assignments, and lectures online. Additionally, Moodle will allow students to take the exam online, and both teachers and students receive immediate feedback.

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

environment that caters to students' different learning styles. Students will use technology to develop advanced skills in their selected career pathway, preparing them to pursue that major in college or transition into training or employment after graduation.

1.16 PTLAH Graduation Requirements

CA State minimum Graduation Requirements - This option is available to students eligible for special education services and must be written into the student's IEP prior to the first day of the student's senior year should it be found through an IEP team appropriate for the student. Through AB 216, AB 1806 and AB 167, students are foster, homeless or probationary youth who are either removed from their home under Cal. Welf. & Inst. Code § 309 or subject to a petition under Cal. Welf. & Inst. Code § 300 or 602, regardless of where they live. Once a youth is found eligible, they remain eligible, even if they transfer schools again, return to their biological parents' care, or their court case closes.

The Process for determining minimum state requirements for high school graduation:
Educational Rights Holder (ERH)

- **STEP 1**
 - Upon receiving notification of a foster youth's enrollment in your school, gather complete transcripts, including partial credits, from all high schools the youth has attended.
 - **If it appears that a student was not properly awarded partial credits by a previous school based on enrollment dates, attendance records, and check-out grades, send the Receiving School Partial Credit Request Letter. If you have any difficulties obtaining partial credits for the youth, contact your school district's AB 490 Liaison for assistance.
- **STEP 2**
 - Determine whether a youth completed the second year of high school, based on length of enrollment or credits earned, whichever makes a youth more likely to qualify for AB 167/216 graduation. Cal. Educ. Code § 51225.1(c).
- **STEP 3**
 - Conduct a graduation analysis according to your school district's graduation requirements to determine whether the youth can reasonably complete additional local graduation requirements within four years of high school.
- **STEP 4**
 - If the youth cannot reasonably complete additional local graduation requirements, conduct a second credit analysis using state graduation requirements to determine which AB167/216 classes the youth must complete.
- **STEP 5**
 - Within 30 days of the youth's enrollment, provide written notification of the youth's eligibility for AB 167/216 graduation to the youth, their ERH, and social worker/probation officer.

Certificate of Completion – If a student with disabilities does not meet all state and local requirements for earning a high school diploma, the local educational agency may award the student a certificate of completion. (EC Section 56390). A student qualifying for special education services who has satisfied any of the following three requirements may be awarded a special education certificate of completion:

- 1 Satisfactory completion of 200 credits of a prescribed alternative course of study as identified on the student's IEP; OR
- 2 Satisfactory achievement of the student's IEP goals and objectives during high school as determined by the IEP team; OR
- 3 Satisfactory high school attendance, participation in the instruction prescribed in the student's IEP, and achievement of the objectives of the statement of transition services.

Credit Recovery

Mastery of all coursework is mandatory prior to moving on to the next semester's coursework. Therefore, students will have access to credit recovery opportunities when necessary, under the guidance of a Credentialed Teacher, use of online offerings, during the summer program, during interim breaks, or along with the regular school day. Students who fail any A-G classes must retake those courses to meet minimum graduation requirements. Students with a history of incompletes or fails will be carefully placed in classes that meet their current and historical credit needs. PTLAH will ensure a robust summer school program designed to offer students an opportunity to engage in credit recovery classes and provide students with remedial classes to help them better access core content. PTLAH provides students with online classes, monitored by an assigned teacher, that can aid the credit recovery process. Although these classes are an option, the school takes great care in assigning these classes for students based on the individual student's ability to succeed in this learning format. PTLAH will select technology curriculum such as APEX and Edgenuity curriculum, so that credit recovery courses can be provided using blended learning strategies during a semester immediately after a failed course.

Credit Recovery Opportunities

Parents will be notified by the Administrator or Counselor prior to enrolling their child at the PTLAH regarding the transferability of high school course credit.

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

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

Aside from the University of California system, other college systems have various admission requirements. It is the responsibility of the student and their advisor to seek and adhere to the requirements of the schools they wish to apply. However, the Counselor and the Senior College Readiness Coordinator work diligently throughout the year, providing Parent/Caregivers information nights, student workshops on the application process, FAFSA and DACA completion, writing a personal statement. In addition, as students enroll, the counselor sets up a graduation plan with the student and offers make-up classes if possible during the day and/or via our APEX credit recovery program thus enabling students to meet graduation requirements on time!

1.17 WASC Accreditation

PTLAH is accredited by the Western Association of Schools and Colleges (WASC) and has courses submitted to the University of California and the California State University with the goal of meeting their A-G course requirements for college entrance eligibility into the UC or CSU systems.

PTLAH is WASC accredited and is scheduled for a WASC Focus on Learning Self Study for an additional 6-year accreditation term in fall 2021. This ensures that high school courses are transferable to other local high schools and that PTLAH students meet the requirements for acceptance into college or university.

1.18 Parent Notification of Transferable Courses

PTLAH will serve high school students in grades 9-12 and will meet UC/CSU course entrance requirements. Therefore, all parents and guardians of students at PTLAH will be informed of the transferability of its courses to colleges/universities or other public schools prior to the enrollment of their student. This is accomplished through the student/parent handbook and the enrollment contract signed by each student and parent. Parents will be informed each year about their students' progress towards fulfilling graduation requirements through progress reports, conferences, and parent workshops. Parent workshops are held each semester to guide parents on the grading process and A-G credit completion. Any senior who is at risk of not graduating, especially transfers, are prioritized for academic advising, intervention, summer school, and credit recovery opportunities.

All parent notification and communication regarding transferability of courses will be provided in both English and Spanish.

1.19 Academic Calendar and Schedules

Table 1.34: 2021-22 School Year Calendar

Prepa Tec Los Angeles High Petition



Alta Public Schools

2021-2022

Instructional Days		V	School Closed
	Quarter 1 (43 Instructional Days)	H	Holiday: School Closed
	Quarter 2 (39 Instructional Days)	PD	Professional Development: Non Student Day
	Quarter 3 (54 Instructional Days)		Minimum Day Dismissal*
	Quarter 4 (46 Instructional Days)	PC	Parent Conferences: Minimum Day Dismissal*
	EOY (182 Instructional Days)		Saturday School
	ER: Early Release AMCS		ER: Early Release PTMS & PTHS

*Minimum Day Dismissal: TKK: 1:15 pm, Grades 1-5: 1:30 pm

*Calendar Subject to Change

August 2021						
S	M	T	W	Th	F	S
1		PD	PD	PD	PD	7
8	PD	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

8/21-8/9/21: New Teacher & Staff Development		
08/10/21: First Day of School		
Regular	Early Release	Total
14	2	16

January 2021						
S	M	T	W	Th	F	S
						H
9	10	11	12	13	14	15
16	H	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

01/01: New Years Day		
01/17: Martin Luther King Day		
Regular	Early Release	Total
12	3	5

September 2021						
S	M	T	W	Th	F	S
				2	3	4
5	H	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

9/6/21: Labor Day		
Regular	Early Release	Total
16	5	21

March 2021						
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	H		

3/30: End of Quarter 3		
03/31: Cesar Chaves Day		
Regular	Early Release	Total
18	4	20

October 2021						
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	PD
PD	PD	V	V	V	V	30
31						

10/09: End of Quarter 1		
10/25: Professional Development		
10/26-10/29: Fall Break		
10/12: AMCS Parent Conference		
10/14: PTMS Parent Conference		
10/15: PTHS Parent Conference		
Regular	Early Release	Total
12	4	16

April 2021						
S	M	T	W	Th	F	S
				1	2	
3	4	5	6	7	8	9
10	V	V	V	V	V	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4/10-4/15: Spring Break		
04/19: AMCS Parent Conference		
04/21: PTMS Parent Conferences		
04/22: PTHS Parent Conferences		
Regular	Early Release	Total
12	4	16

November 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	H	12	13
14	15	16	17	18	19	20
21	V	V	V	H	V	27
28	29	30				

11/11: Veterans Day		
11/25: Thanksgiving Day		
11/22-11/26: Thanksgiving Break		
Regular	Early Release	Total
14	2	16

May 2021						
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	H				

05/31: Memorial Day		
Regular	Early Release	Total
17	4	21

December 2021						
S	M	T	W	Th	F	S
				2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	V	V	V	V	V	H
26	V	V	V	V	V	

12/20-01/10: Winter Break		
12/25: Christmas Day		
12/17: End of Quarter 2/ Report cards mailed		
Regular	Early Release	Total
8	5	13

June 2021						
S	M	T	W	Th	F	S
				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		

6/8-6/10: Early Release- Semester 2 Exams		
06/10: Last Day of School		
06/14-06/30: Summer Break		
Regular	Early Release	Total
4	4	8

Total Instructional Days		
Regular	Early Release	Total
141	41	182

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1.20 Bell Schedule and required instructional minutes

Classes will begin at 8:30 a.m. and end at 3:30 p.m. Every Wednesday will be an early release day with classes beginning at 8:30 a.m. and ending at 1:30 p.m. to allow teachers time for professional development participation in professional learning communities.

The number of instructional minutes for grades 9 to 12, inclusive, of 64,800¹⁷ minutes as required by the State’s Education Code Section 47612.5 (a)(1) will be met and or exceeded by all PTLAH students.

Table 1.35:

PTLAH Bell Schedule				
Odd Days	Mon., Thurs	Periods 1, 3, 5, 7		
Even Days	Tues., Fri.	Period 2, 4, 6, 8		
			Inst. Min	passing
1st/2nd	8:30 AM	9:53 AM	1:23:00	
3rd/4th	9:57 AM	11:20 AM	1:23:00	0:04:00
Lion Pride	11:24 AM	11:56 AM	0:32:00	0:04:00
Lunch	11:56 AM	12:31 PM	0:35:00	0:00:00
5th/6th	12:35 PM	1:58 PM	1:23:00	0:04:00
7th/8th	2:02 PM	3:25 PM	1:23:00	0:04:00
Wednesdays will be alternating Odd/Even Day with Minimum Day Schedule.				
Alternating Wednesday			Inst. Min	passing
1st/2nd	8:30 AM	9:36 AM	1:06:00	
3rd/4th	9:40 AM	10:46 AM	1:06:00	0:04:00

¹⁷ <http://www.cde.ca.gov/fg/aa/pa/instructionaltimetable.asp>

Lion Pride	10:50 AM	11:20 AM	0:30:00	0:04:00
Lunch	11:20 AM	11:55 AM	0:35:00	0:00:00
5th/6th	11:59 AM	1:05 PM	1:06:00	0:04:00
7th/8th	1:09 PM	2:15 PM	1:06:00	0:04:00
Finals Schedule			Inst. Min	passing
Testing 1	8:30 AM	10:10 AM	1:40:00	
Nutrition	10:10 AM	10:21 AM	0:11:00	0:00:00
Testing 2	10:25 AM	12:05 PM	1:40:00	0:04:00

1.21 Instructional Days and Minutes Calculator

Table 1.36: Instructional Days and Minutes Calculator

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 Finals Days	Number of Instr. Minutes Per Finals 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.
9th	141	380	0	0	33	310	8	204	182	64800	65330	642
10th	141	380	0	0	33	310	8	204	182	64800	65330	642
11th	141	380	0	0	33	310	8	204	182	64800	65330	642
12th	141	380	0	0	33	310	8	204	182	64800	6530	642

1.22 Professional Development

Ongoing Professional Development

To meet the needs of all learners, teachers must have the professional development coupled with coaching and feedback. Teachers at the high school have professional

development offered within three targeted areas: IB Programme Implementation, Students Outcome Strategies, and Social Emotional Learning.

IB Programme Implementation

Teachers receive IB Program professional development each month for two hours. Topics included in this professional development include the construction of inquiry based lessons, delivery of lessons incorporating the ATL skills, Strategies for Checking for Understanding, and building an inquiry based classroom supportive of student autonomy and international mindedness.

Further, teachers attend Programme training the third weekend in October for twenty hours provided by IB leaders. These trainings are divided into categories based upon the length of time the teachers have been delivering IB instruction. Further, these trainings are subject area specific, giving teachers command of the subject and the identified strategies to engage students to be successful.

Student Outcome Strategies

Teachers are engaged in the building of their Autonomy Supportive Instruction strategies and are relating them to the implementation of their IB Programme. COupled with the training they receive for two hours each month specifically on this topic, teachers are coached by their Heads of School and IB Coordinators at their site. These coaching opportunities include classroom observation, feedback, and practice. It is almost like a lab school where educators are assisting other educators in their growth of the learning of ASI strategies. This will translate into higher student outcomes based on the teachers acquisition and delivery of these strategies that puts students in the driver's seat of their own learning.

PTLAH will provide extensive professional development opportunities to our teachers and staff. Professional development will be based on collaboration and teacher leadership tailored to the needs of teachers and their students. Driven by school data, the Leadership Team will create a professional development based on responses to staff evaluations, teacher input based on students' academic needs, feedback from grade level teams, and school initiatives such as standards-based instruction, IB, character education, and community participation.

Key elements of professional development at PTLAH include identifying instructional needs through data analysis, differentiated professional development for teachers at different levels of experience, and providing time and resources for teachers to share and reflect on best practices. Structured time for professional development and collaboration is built into the calendar through a weekly early release day (see the bell schedule for more information). Weekly meeting times will rotate between staff meetings, full staff professional development, and cluster meetings for grade level or subject area teams to look at student work together and modify instructional plans accordingly. In order to build in-house expertise on a variety of topics, funds are allocated in the budget for teachers to

attend outside workshops and institutes. Teachers are expected to bring knowledge and skills back and share with their colleagues.

Teachers self-assess their own growth each year based upon a hybrid built rubric containing elements from the California Standards from the Teaching Profession (CSTPs) and the Standards and Practices form IB informed by the work of Charlotte Danielson (2011). This self-assessment leads teachers to create three goals on which they will focus their professional development.

Teachers then can find choice sessions offered by various partners including IB to meet their own goals. Evidence of their learning is submitted through teacher portfolios which showcase their efforts within student work.

Planned 2020-21 Professional Development Topics

- Orientation and team building
- Faculty handbook/Human resources
- Grading policies
- Teacher evaluation
- ELL students
- Special Education students
- IB Unit Design
- Character Education
- Community Participation
- IB training
- Data-driven instruction

Wednesdays – Proposed Monthly Professional Development Rotation:

- 1st Wednesday (whole staff): Focus on school/ classroom student achievement data/examining student work, grading and reporting
- 2nd Wednesday (grade level teams): Collaborative planning on standards-based curriculum.
- 3rd Wednesday (individual): Goal setting, professional development conferencing (with Principal), planning time
- 4th Wednesday (varies): Focus on individual students (learning plans, SSTs, etc.)

IB Implementation Professional Development

As described earlier, all teachers receive ongoing training on how to implement the school instructional approaches such as backwards design and IB assessment and curriculum design. Currently, PTLAH is in the final stage of the Candidate Phase with full authorization expected by Spring 2022. Below is our IB implementation professional development timeline:

Table 1.37:

	Building Phase	Consideration Phase	Candidate Phase		Authorization Phase
PD Goal	Implement Year 1 educational program	Familiarize all stakeholders with MYP, plan for and begin implementation, garner support and make an informed decision to begin authorization process	Continue development of curriculum, phase in instruction, and keep parents informed and involved	IB to make the determination as to whether the school should be authorized as an IB MYP World School	School to operate effectively as an IB World School, as determined by periodic evaluation by IB
Creation of Standard-based pacing plans and units aligned with California Common Core State Standards for English Language Arts and Mathematics	Implement Year 1 educational program	Creation of Standard-based pacing plans and units aligned with CCSS for English Language Arts and Mathematics	Continue development of CCSS curriculum, phase in instruction, and keep parents informed and involved	IB to make the determination as to whether the school should be authorized as an IB World School WASC Accreditations for submission of a-g's	School to operate effectively as an IB World School, as determined by periodic evaluation by IB WASC Accreditation maintained and submission of a-g for UC
Timeline	Year 1	Year 2	Year 3		Continuous process
PTLAH	<ul style="list-style-type: none"> • Provide PD two weeks prior to school start on short and long-term goals • Provide PD two weeks prior to school start and weekly on Y1 curriculum • Appoint MYP coordinator • Begin feasibility study strategic planning for IB program development, identify resource needs and sources, gain support of school community 	<ul style="list-style-type: none"> • Send staff to Level 1 regional workshops (minimum: Principal, coordinator, one teacher from each grade level, one special area teacher) • Begin vertical teaming and development of units of inquiry • Complete and submit Part A of Application 	<ul style="list-style-type: none"> • Implement strategic plan • Update publications • Attend Levels 1-3 workshops • Work to attain MYP standards • Continue curriculum development • Complete program of inquiry • Develop systems for ongoing discussion and monitoring progress • Keep parents informed • Optional school visits • Complete Part B of Application • Submit Part B upon recommendation of MYP advisor • Continue all professional development • Host authorization visit 		<ul style="list-style-type: none"> • Submit work for external monitoring of assessment (optional except in year prior to evaluation) • Continue all teacher Professional development • Prepare for evaluation in three years and again every five years • Thereafter
IB North America Products and Services	<ul style="list-style-type: none"> • Provide materials 	<ul style="list-style-type: none"> • Provide workshops through IB-approved subcontractors 	<ul style="list-style-type: none"> • Provide IB materials and support • Provide Level 1 workshops • Provide 2 days and 20 hours of consulting support through a school consultant 	<ul style="list-style-type: none"> • Site visit team makes recommendation to Schools Committee, which in turn makes recommendation to Director General • Director General makes decision to authorize school 	<ul style="list-style-type: none"> • Provide workshops at all levels through IB approved subcontractors • Provide external moderation as requested • Conduct evaluation every five years

1.23 Teacher Recruitment

PTLAH teachers at all levels shall meet or exceed all “highly qualified requirements” under the Every Student Succeeds Act (“ESSA”).

Accordingly, a teacher of the core academic subjects (ELA, Math, Science, Social Studies) must have:

- (1) A bachelor’s degree;
- (2) A State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential;
- (3) Demonstrated core academic subject matter competence. Demonstrated core academic subject competence may be done through CCTC’s approved subject matter examination.
- (4) All teachers will meet the requirements for highly qualified teachers per the ESSA Act.

PTLAH shall comply with Education Code Section 47605(l), which states in pertinent part:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

Teachers will be 100% CLAD certified or in the process of obtaining CLAD certification.

1.24 Meeting the Needs of all Students

It is the intention as part of the school improvement plan that attention is given to providing a safe and welcoming environment, parents and families are engaged, and students develop internal motivation for continued post-secondary success.

Multi-Tiered System of Supports (MTSS)

Prepa Tec Los Angeles High School, uses a multi-tiered system of support that is defined as a cycle that supports the whole child by addressing the needs in behavior, academics, and social emotional areas. School site leadership is instrumental in creating inclusive schools that value diversity and view stakeholders as equal partners. They support capacity building of leaders at all levels, develop systems that respond to student needs, and identify and replace existing practices that undermine desired student outcomes. Through collaborative processes they engage key stakeholders in continuous cycles of problem-solving, planning, and evaluation. In all of their work to support the implementation of MTSS, leaders use the essential elements of cultural proficiency:

Table 1.38: Leverage Points

Leverage Points and the 5 Essential Elements of Cultural Competence

Five Essential Elements	Leverage Points			
	<i>Curriculum and Instruction</i>	<i>Assessment</i>	<i>Parents and Community</i>	<i>Professional Development</i>
Valuing Diversity	Extent to which curriculum reflects diversity.	Extent to which cultural differences are used to gather data.	Extent to which parent and community diversity is valued.	Extent to which professional development addresses cultural issues.
Assessing Culture	Extent to which provides opportunities for educators and students to learn about self and others.	Extent to which disaggregated data are used to enhance knowledge and shape practice.	Extent to which community involvement facilitates the identification, assessment and development of cultural identity.	Extent to which professional development addresses issues of cultural identity.
Managing the Dynamics of Difference	Extent to which curriculum promotes multiple perspectives.	Extent to which data is used to address the gaps between cultural groups.	Extent to which community involvement efforts develop the capacity to mediate cultural conflict between and among diverse parent/community groups and the school.	Extent to which professional development promotes and models the use of inquiry and dialogue related to multiple perspectives and issues arising from diversity.
Adapting to Diversity	Extent to which cultural knowledge is integrated into the curriculum.	Extent to which assessments are changed to meet the needs of cultural groups.	Extent to which people and schools change to meet the needs of the community.	The extent to which professional learning facilitates change to meet the needs of the community.
Institutionalizing	Extent to which values and policies support culturally-responsive curriculum.	Extent to which assessment data shapes values and policies to meet the needs of cultural groups.	Extent to which people and schools integrate knowledge about diverse community and organizational cultures into daily practice.	The extent to which professional development shapes policies and practices that meet the needs of a diverse community.

Culturally Proficient Inquiry: A Lens for Identifying and Analyzing Educational Gaps. (2008) Randall B. Lindsey, Stephanie Graham, R. Chris Westphal, Jr., & Cynthia Jew, Thousand Oaks, CA.: Corwin Press. Permission for exclusive use by purchasers of this book.

Professional development for all staff is provided to deepen their knowledge and skills around the five essential elements.

Leadership and teacher teams at Prepa Tec Los Angeles evaluate the data based evidence identifying the universal screening and progress monitoring. It includes strong Tier I instructional practices:

Inclusive Schools:

- General and Special Education
- Inclusive Schools: Communication
- Inclusive Schools: Accountability
- Universal Design for Learning
- Universal Screeners and Progress Monitoring
- Preventing Dyslexia
- Schoolwide Positive Behavior Intervention and Supports
- Social-Emotional Learning

Positive Behavior Intervention

Positive Behavior Interventions and Supports (PBIS) is a multi-tiered system of supports (MTSS) for school sites to organize evidence based behavioral interventions into an

integrated continuum that enhances academic and social behavior outcomes for all students.

The premise of PBIS is that continual teaching, modeling, recognizing, and reinforcing of positive student behavior will reduce unnecessary discipline and promote a positive climate of greater productivity, safety, and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted, and individualized interventions and supports to improve school climate.

It's a prevention-oriented way for school sites to organize evidence-based behavioral interventions into a Multi-Tiered System of Support (MTSS) to maximize academic and social behavior outcomes for students. The fundamental purpose of PBIS is to make schools more effective, efficient and equitable learning environments for all students.

Social Emotional Learning

The State of California states the following Social and Emotional (SEL) Guiding Principles (Principles) are intended to inform and support strong SEL practice across the state based on the collective experience of the contributors. A robust body of research tells us that when evidence-based SEL programming is implemented well, academic achievement increases as does student well-being. Those results not only persist over time and lead to better relationships and life outcomes for students across all socioeconomic and racial groups, but can also save our schools.

Outside the Classroom

Typical counseling referral services are available for students who qualify for Medi-Cal services. These students are referred through a system and then matched with an appropriate agency. These agencies also provide family and community support through an integration into the Parent University.

A partnership has been established with Pacific Oaks College to provide social-emotional services through providing for college practicum, students to work with our students and families. Under the supervision of a licensed Marriage and Family Counselor (MFT), the students (3-5) will be able to provide 15 to 20 hours of support through group, individual, and family services. These extra supports for our students is a new strategy for PTLAH to use in the implementation of their goals to reach greater student outcome gains. Teachers have been trained in the identification and referral of these students to receive their services.

In the Classroom

Teachers have been trained to help students recognize when they are in Trauma. As we all know, students cannot learn until they are ready. Readiness includes being emotionally able to do so. Using the Resilience Bridge, developed by Dr. Dionne Clabaugh (2020), teachers are able to assist students in the identification of where their emotions reside at

the moment. Then teachers are able to guide students through reflective steps to move them across the bridge to I'm ready to Learn.

College and Career Readiness

Prepa Tec Los Angeles High School is committed to providing all students a clear post high school plan. Beginning in the 9th grade, the college and career counselor meets with students and their parents to explain the college and career options for students. Throughout the remaining four years, students are exposed to guest speakers, college recruitment presentations, college tours, PSAT, SAT and ACT preparation. The counselor informs, teaches, and completes the following activities with Prepa Tec Los Angeles High School seniors and integrates certain activities with the sophomores in an effort to prepare them for making the best decisions for themselves and their future by the time they become seniors.

Some of the activities that are done within the College and Career program are as follows:

Academic

Informs students of the difference between a junior college, a Cal State University, UCs. and Private Universities.

- Students will be instructed on what it means to 'transfer to a different' school and what 'transferable units' are.
- Students will practice and learn how to write a personal statement for entry into a University.
- Students are instructed on the importance of grades/obtaining and maintaining a high GPA if they wish to enter straight into a four-year university.
- Students will learn all of the benefits that come along with an IB diploma and what that means to certain universities
- Students will also analyze and compare real college transcripts and an assortment of personal statements to help them grasp the full picture of college and career readiness.

Career

Students will also learn the other benefits of Community Colleges that they do offer other programs such as an AA degree or certain vocational degrees for engineering, nursing, mechanics, etc.

Students will learn about careers that require/do not require post-graduate degrees.

Students will also learn that several career opportunities allow high school students to come in and 'shadow' for a day so they can see what being a police officer, detective, nurse, firefighter, etc. really entails.

Life Skills Experience

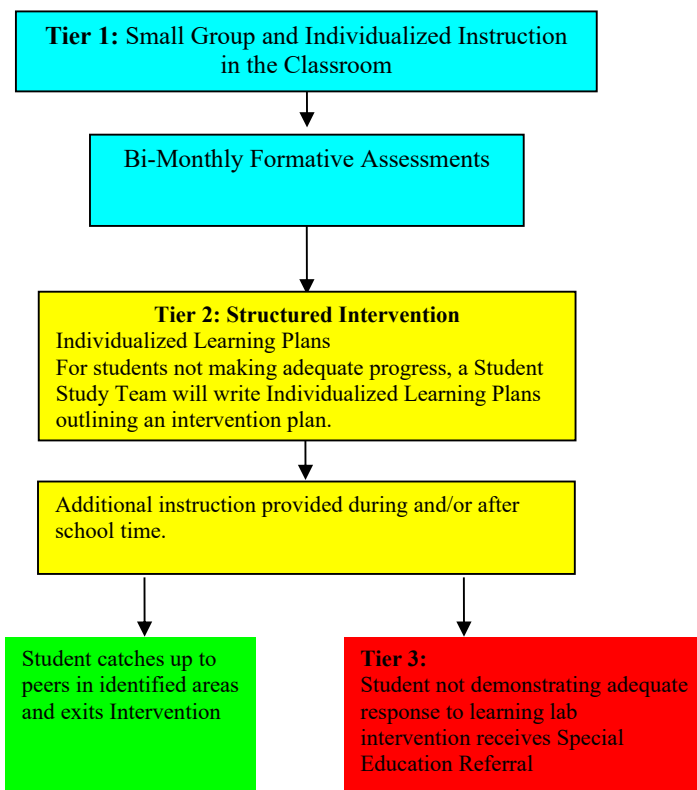
Life skills at budgeting and running a "checkbook."

Students will learn that becoming well-rounded individuals with the proper skill set is what will help them to succeed in this world.

Students would also be encouraged and with the school's permission to volunteer at food banks, visiting the elderly, and others so they see what it means to give back to their communities.

Intervention and Extended Day Instruction: 3-Tier Response to Intervention

To begin the cycle, we look at interim assessment data for students achieving far below their peers or not making enough progress in the classroom to catch up to their peers. A Student Study Team (SST) will write an Individualized Learning Plan for these students that details classroom modifications, in school and after school intervention programs. The bell schedule will be utilized to maximize the opportunities for regrouping students and providing targeted services and curriculum as needed. Students performing below grade level are reassessed in eight weeks to see if meaningful progress has been made. If so, interventions can be either stopped or modified as needed. If not, the Student Study Team will revisit and possibly revise the Individualized Learning Plan, and a second round of interventions begins. If the second round of interventions fail to help catch up the student, they may enter into the Special Education assessment process.



The process of looking at interim assessment data and formulating a proper dialogue to set up individual goals takes practice and will be the focus of both in formal professional

development and ongoing collaborative discussions including during their student-led conferences. Our teachers will spend a significant amount of time analyzing overall class performance to identify key instructional areas of focus for the whole class and for individual or small groups of students. Equally important is the deep knowledge that a teacher builds over time of the specific types of problems that students may have and the best ways to overcome these problems. Teachers will focus on more effective diagnosis of students' problems and development of effective scaffolding for these students while they receive guidance developing their learning goals.

1.25 English Language Learners (EL)

PTLAH follows all applicable laws in serving its EL students. EL students at PTLAH are served by full inclusion in the classroom with small group and individual customization in the classroom and supported through the after school program. The use of the CA English Language Development Standards are implemented along with and in support of the CA CCSS for English Language Arts/Literacy standards in the instruction for PTLAH. English Learners consist of two primary programs:

1. Structured English Immersion or Integrated ELD
2. Designated ELD

These programs consist of a CA-English Language Development component and access to the core curriculum including the following:

- Self-image/Cross-Cultural Awareness
- Differentiated Instruction
- Differential Materials
- Student Assessments (multiple measures)
- Qualified Staff
- Catch-Up Plan (Computer Assisted Learning)

PTLAH administers the home language survey upon a student's initial enrollment into the school. All students who indicate that their home language is other than English¹⁸ are ELPAC tested within thirty days of initial enrollment if there is no record of an initial ELPAC or Language Fluency level indicated. The EL student is tested at least annually thereafter between February 1 to May 31 until reclassified as Fluent English Proficient.

PTLAH notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the No Child Left Behind Act (NCLB)/Every Students Succeeds Act (ESSA) for annual English proficiency testing.

Pedagogically, PTLAH integrates the English Language Development Standards with California's content standards. The most important aspect of these standards in our

¹⁸ The thirty-day testing timeline is for students entering a public school in California for the first time or who have never been ELPAC tested. Students who have already been enrolled in a California public school who have also been ELPAC tested will be tested on the annual schedule.

opinion is to help the teacher level their instruction appropriately for children at different stages of language acquisition that will lead to reclassification. Although it is difficult to categorize a student into a single English Language Development stage; the typology of the English Learner is helpful when thinking about the different scaffolding necessary to provide for students who are at different EL levels such as what they can do by descriptors such as: beginning stage, somewhat developed stage, moderately developed stage, well developed stage during lesson planning. These stages are identified such as Proficient Levels: Emerging, Expanding, and Bridging In the Language Arts, we believe that oral language comprehension and production is the critical link allowing EL students to make large gains in Reading and Writing. Thus, much of our Literacy blocks in the early development are focused on oral language development and comprehension activities.

Oral Language is part of our monthly evaluation of EL students. This assessment is particularly critical to assessing the development of our ELs in early language acquisition stages, since poor oral comprehension and communication can limit reading comprehension and writing abilities. Please see the section in Student Outcomes titled *Measuring Student Performance* for more information on the assessment methodology to be used *Measuring Student Progress* later in this document.

In Science and Humanities, we focus on a strategy such as hands-on and project constructivist-based curriculum in order to build our students' curiosity about these subjects which lead them to demonstrate their knowledge in a project based form. We then provide leveled readers so that they can build academic vocabulary at their current reading level. Academic vocabulary is much more difficult for EL students to acquire than spoken vocabulary. We believe that curious students who are able to access texts at their instructional level make significant gains in their Science and Humanities knowledge.

Structurally, PTLAH runs a full-inclusion program for our EL students and offers a protected ELD period. Students who are EL and are in need of sheltered classes are in a classroom instructed by teachers who are CLAD certified. All classes are designated sheltered due to their CLAD certificate. From the first day of school, EL students are immersed in English, with the Spanish language support they need to assist in their growth and develop the grammatical framework and vocabulary needed to begin developing as readers and writers. In our experience, the most crucial aspect of teaching EL students is the professional development that teachers have had in order to understand the steps that their students are going through in order to acquire English. All PTLAH teachers engage in professional development focused on English language development processes and strategies.

Students receive a score identifying their English proficiency level according to the following five levels of proficiency; Emerging, Expanding and Bridging for assessing State Board of Education standards:

Emerging: Students at this level typically progress very quickly, learn 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 gender.

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

Our goal is to help our EL students make rapid progress out of Emerging and Expanding into Bridging and eventually to re-designation. Our experience and research shows that once a child reaches the intermediate stages of fluency, they begin to accelerate their progress on all of their academic work. In order to help our EL students master listening, speaking, reading and writing in English. PTLAH students will be immersed in English, with the Spanish language support they need to learn the language. We believe that the most effective instructional approach for a school with a moderate EL population is to embed CCSS English Language Development (ELD) principles in all aspects of the curriculum.

The EL Master Plan is used as a resource guide for curriculum planning. PTLAH teachers are trained to use the English Language Development standards of the state. Teachers will receive professional development in the area of teaching students who are English Learners. PTLAH will facilitate the following steps in reclassifying English Language Learner students:

- (1) Review the annual ELPAC results for English-language proficiency. In order to be reclassified, a student must meet the ELPAC definition of proficiency. If the student meets this criterion, we move on to the next step in the reclassification process otherwise the student will remain as an English learner and continue to receive ELD services.
- (2) The second step in the reclassification process is to review the comparison of performance in basic skills. This review focuses on the student’s results on the latest approved SBE/CDE accountability system assessment in English-language arts. If the student attains at least “Standard Met” on the results of the latest approved SBE/CDE accountability system assessment (Smarter Balanced) we will move on to the next step in the decision process. If this criterion is not met, the student would remain an English learner.

- (3) Review teacher evaluation of student academic performance. This review looks at whether the student meets the academic performance indicators set by the school, which include the student's grades in English Language Arts. If the student attains a grade of at least "C" we will move on to the next step in the reclassification process. If not, the student would remain an English learner.
- (4) Receive parental opinion and consultation. If the student has satisfied all criteria for reclassification, then we will notify parent(s) and guardians of their rights to participate in the reclassification process. Finally, the student would be reclassified to fluent English proficient (RFEP). As part of this process, parents and guardians should be notified, school records would be updated, and the student's progress would be monitored for two years after they have been reclassified to be certain the student's academic achievement and progress is continuing. PTLAH has implemented the use of the CA English Language Development monitoring of the reclassification student is conducted through internal Benchmarks, NWEA results, as well as CDE identified measures. Students will have an ILP with performance level goals. Students will take a diagnostic assessment as part of their ILP. Students receive in-class instructional support which includes 1 on 1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction and more intensive intervention as needed based on diagnostic results.

Should the reclassified student's progress indicate the student is not achieving, the Response to Intervention (RTI) model will be used, as well as support through SDAIE strategies and identified research-based support. PTLAH provides additional and appropriate education services that EL's are required to receive under federal and state law. Support for students is provided at each level of need to ensure continued growth and educational success. The reclassified student is monitored for progress for two-years where continued support and intervention are provided. PTLAH provides LTELs curriculum and instruction that emphasizes writing, academic vocabulary and engagement. Clustered placement in heterogeneous and rigorous grade-level content classes mixed with English proficient students and taught with differentiated SDAIE strategies. Identified LTELs are provided explicit language and literacy development across the curriculum. Administration, in collaboration with the teaching team, ensures appropriate and timely communications with parents about EL classifications and engages the parent as a partner in ensuring reclassification.

English Learner Instruction

PTLAH is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans that are in place for English Learners (EL) follow the EL Master Plan document; students are adequately supported with Integrated ELD or Designated ELD by trained teachers and provided appropriate materials and resources; and PTLAH periodically evaluates student progress and program effectiveness to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), PTLAH shall submit a certification to the California Department of Education that certifies that they will either adopt and implement CDE's English Learner Master Plan or implement the Charter School's own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

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

PTLAH shall provide a copy of its entire, current English Learner Master Plan upon request such as during the annual oversight review process.

PTLAH shall administer the ELPAC / annually. PTLAH shall also ensure that it provides outreach services and inform parents of students with limited English proficiency with important information regarding school matters to the same extent as other parents.

1.26 Gifted and Talented (GATE) Students and Students Achieving Above Grade

Ultimately, we expect that all students at PTLAH will achieve above grade level standards. High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for Reading, and Math via NWEA; as well as Writing, and Oral Language in the classroom. Please see the section in Student Outcomes on *Measuring Student Progress* for details on the means of assessment currently used.

Central office GATE administrator is responsible for overseeing the implementation and evaluation of the GATE program and providing support for district and site coordinators, site administrators, and teachers. The responsibilities of the district GATE administrator include the following:

- Oversee planning the overall structure and design of the district's GATE program in collaboration with the district GATE coordinator, district GATE advisory committee, site administrators, site GATE coordinators, teachers, and parents/caregivers to ensure that GATE services are implemented according to the current GATE plan.
- Oversee GATE identification and placement procedures to ensure they are equitable, comprehensive, ongoing, and consistent with the current GATE plan.
- Include methods to seek out and identify GATE students from diverse linguistic, socioeconomic, and cultural groups.
- Ensure the GATE program is comprehensive, structured, and sequenced within and across grade levels.
- Ensure the implementation of differentiation during instruction

The school site administrator is responsible for coordinating the implementation and evaluation of the GATE program. The roles and responsibilities of the administrator include the following:

- Plan the overall structure, design, and implementation of PTLAH's GATE program in collaboration with the central office's GATE administrator, teachers, and parents/caregivers to ensure that GATE services are integrated within the school day and that the IB programme to provide for continuous progress and intellectual peer interaction of GATE students.
- Coordinate GATE identification processes and procedures that are equitable, comprehensive, ongoing, and consistent with the current GATE plan. Develop methods to seek out and identify students from diverse linguistic, socioeconomic, and cultural groups.
- Coordinate the implementation of differentiated curriculum, instructional models, and strategies are aligned with and extend the state academic content standards and curriculum frameworks within the regular classroom.
- Develop and disseminate information regarding the district's method for identification of gifted and talented pupils to administrators, teachers, and parents.
- Implement procedures for consideration of the identification and placement of a pupil who was identified as gifted or talented in the district from which the pupil transferred.

The district develops differentiated curriculum, instructional models, and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field. (EC 52206[a] and 52206[b])

A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted student

- (a) The differentiated curriculum facilitates the gifted students in their ability to meet or exceed state core curriculum and standards.
- (b) The differentiated curriculum provides for the balanced development of critical, creative, problem solving and research skills, advanced content, and authentic and appropriate products.
- (c) The differentiated curriculum focuses primarily on depth and complexity of content, advanced or accelerated pacing of content and novelty (unique and original expressions of student understanding).
- (d) The differentiated curriculum facilitates development of ethical standards, positive self-concepts, sensitivity and responsibility to others, and contributions to society.

High Performance Capability: The demonstrated or potential abilities that give evidence of high performance capabilities are defined by each school district governing board in

accordance with regulations established by the SBE. Identification categories may include one or more of the following (EC 52202):

- Intellectual, creative, specific academic, or leadership ability
- High achievement
- Performing and visual arts talent
- Any other criterion that meets the standards set forth by the SBE

Prior to identification, pertinent evidence as to a pupil's capacity for excellence far beyond that of chronological peers is compiled. The range of data should be broad enough to reveal gifts and talents across cultural, economic, and linguistic groups.

(a) Appropriate data to be collected by the school district may include:

- School, class, and individual pupil records
- Individual tests (including summary and evaluation by a school psychologist)
- Group tests
- Interviews and questionnaires (teacher, parent, and others)

(b) Evidence of a pupil's capacity may also be derived from pupil products, comments from peers, and opinions of professional persons.

The same progress monitoring and enrichment/intervention process will be used for this sub group as any other subgroup at the school.

Because our internal systems measure student gains regularly, we will be able to monitor our high-achievers to make sure that their gains continue and do not regress to class averages. Our interventions include:

1. **Early Detection.** PTLAH uses internal assessment in Reading and Math; as well as Writing, and Oral Language within the class to help us identify high performing students within the first four weeks of school and monthly thereafter.
2. **Family Communication.** We will inform the families as soon as we are sure of the child's performance. Our parents sign a significant Commitment, committing to help their student.
3. **Teacher Collaboration.** At least once a month, grade-level teachers will gather to compare their student data, discuss students, and discuss instructional strategies, interventions and enrichment.
4. **Focused Instruction.** The standard PTLAH instructional approach will be for teachers to plan their lessons with at least three groups of students broken out

who are striving for different sub-goals in their development towards meeting the same overall grade-level standards

5. **Ongoing Assessment.** Data is gathered through frequent assessments performed in the subject areas. Teachers will be trained in our school-wide integrated SIS system that will allow teachers to gather, input and assess student information in real-time. This will facilitate the ongoing assessment of all students.

According to EC Section 52200(c) states that all programs for gifted and talented pupils should include the following:

- Differentiated opportunities for learning commensurate with the gifted and talented pupils' particular abilities and talents
- Alternative learning environments in which gifted and talented pupils can acquire skills and understanding at advanced ideological and creative levels commensurate with their potentials
- Elements that help gifted and talented pupils develop sensitivity and responsibility to others
- Elements that help to develop a commitment in gifted and talented pupils to constructive ethical standards
- Elements that assist gifted and talented pupils to develop self-generating problem-solving abilities to expand each pupil's awareness of choices for satisfying contributions in his or her environment
- Elements that help gifted and talented pupils develop realistic, healthy self-concepts.

At PTLAH, we follow the definitions set forth by EC Section 52201 provides the following definitions for GATE:

- Gifted and Talented Pupil: "Gifted and talented pupil" means a pupil enrolled in a public elementary or secondary school who is identified as possessing demonstrated or potential abilities that give evidence of high performance capability.
- Highly Gifted Pupil: "Highly gifted pupil" means a gifted and talented pupil who has achieved a measured intelligence quotient of 150 or more points on an assessment of intelligence administered by qualified personnel or has demonstrated extraordinary aptitude and achievement in language arts, mathematics, science, or other academic subjects as evaluated and confirmed by both the pupil's teacher and principal.
- Program: "Program" means an appropriately differentiated curriculum provided by a district for identified pupils that meets the standards set forth in EC Chapter 8. Gifted and Talented Pupil Program
- Participating Pupil: "Participating pupil" means a pupil identified as gifted and talented who takes part in a program for at least one semester of a school year.
- High Performance Capability: The demonstrated or potential abilities that give evidence of high performance capabilities are defined by each school district governing board in accordance with regulations established by the SBE. Identification categories may include one or more of the following (EC 52202):

- Intellectual, creative, specific academic, or leadership ability
- High achievement
- Performing and visual arts talent
- Any other criterion that meets the standards set forth by the SBE

1.27 Plans to Support High-Achieving Pupil

The PTLAH community is committed to designing learning experiences that differentiate for different populations of students, including gifted and advanced students. PTLAH believes that differentiation does not imply that teachers must use a different curriculum, but that the complexity and depth of assignments differ to meet the student's need in increasing their knowledge base. Instead of assigning busy and extended work, lessons are crafted to challenge the students to think more critically and engage in the content in depth.

PTLAH teachers keep up to date with the research and methods of teaching that best serve the diverse community of gifted students. Differentiation strategies modify what students will know (content), how students will think (process), and how students will summarize and share their learning (products). One example is using different dimensions of depth and complexity in all lesson plans. Differentiation is also facilitated through flexible groupings and regrouping of students for different tasks. The groupings are based on need, interest, and ability. Students have the opportunity to experience the content by going on expeditions that allow them to see how scholars use the content they learn in class in a real-life context. In addition, teachers offer differentiated independent research projects as a strategy to challenge these students to increase their learning. Teachers use advanced learning opportunities that allow students to participate in out-of-grade-level activities using and selecting resources beyond grade level when appropriate. The teachers also adjust the time needed to learn, noting that some students learn more quickly than others. PTLAH believes that the family connection is important to the success of the gifted student. Parents are encouraged to collaborate with school leaders, teachers and children in order to present and develop the individualized plan, i.e. DP course pathway that best meets their child's needs.

Ultimately, we expect that all students at PTLAH will achieve above grade level standards. High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for Reading, Writing, Math, and Oral Language. Please see the section in Student Outcomes on *Measuring Student Progress* as referenced above for details on the means of assessment currently planned.

PTLAH uses the following procedure for identifying gifted students: a teacher, parent/caregiver, or student can make a referral for identification. Identification is accomplished through an assessment process consisting of the following elements: Students must meet one of the criteria for gifted:

- Intellectual Ability
- High Academic Achievement/Specific Academic Ability
- Visual Arts Ability

- Performing Arts Ability
- Creativity Ability
- Leadership Ability

1.28 Students Achieving Below Grade Level

At PTLAH, the Assistant Principal and Counselor in collaboration with teachers screen the following data to identify at-risk students in accordance with the California and LAUSD guidelines:

- Classroom academic progress data
- Students scoring Level 1 or Level 2 on the previous year's adopted standardized test in any one subtest score in Reading and Language Arts or Math
- Students who are at least one year below grade level in the areas of Reading, Language, and Math as identified by interim assessments. Please see the section in Student Outcomes titled *Measuring Student Performance* for more information on the assessment methodology to be used
- Students recommended for academic intervention.

Strategies to Improve At-Risk Performance:

1. *Early Detection.* PTLAH will use diagnostic assessments in Reading, Writing, and Math to help us identify struggling students within the first four weeks of school, and every two months thereafter.
2. *Family Communication.* We will inform the families as soon as we become concerned about performance. Our parents sign a significant Commitment Letter committing to help their student get through these times. We will share formal strategies parents can use at home to help their child.
3. *Teacher Collaboration.* Teachers will gather regularly to compare their student data, discuss students, and discuss/provide instructional strategies, interventions and enrichment.
4. *Focused Instruction.* The standard PTLAH instructional approach will be for teachers to plan their lessons for at least three groups of students, who are striving for different sub-goals in their development towards meeting the same overall grade-level standards.
5. *Direct Intervention.* Despite the significant amount of individualization built into the PTLAH's curriculum, some students may need more. Teachers refer students to the after school program to provide direct intervention to the bottom quartile of our students during the after-school program each day.
6. *Ongoing Assessment.* Data is gathered both through frequent interim assessments performed in the subject areas. Teachers have the tools they need to track all of their students and make sure they are not falling behind again in the areas where they received intervention.

7. *A Commitment to Each Student.* The PTLAH mission is to provide a world-class education to each student by bringing all students to grade level and above grade level as our staff will provide a structured program that will help each student succeed in Math, Reading, Writing and more.

1.29 Socioeconomically Disadvantaged Students/Low Income Students

As previously stated, PTLAH is designed to serve all students, including those who would be at risk of achieving Level 1 or Level 2 proficiency on state exams. Based on the surrounding middle schools, our target population is 44.1% English Learner (“EL”) and 92.8% Free and Reduced Lunch (“FRL”). As discussed above, we identify at-risk students based on the data collected through standardized tests scores, exiting records, services provided at their previous schools, interviews with their parents and those who are operating at least one year below grade level in Reading, Language, or Math as measured through our interim assessments. Please refer to Element 2 and 3 for a detailed description of the benchmark assessments and goals.

Under the direction of the Assistant Principal and Counselor, student progress is monitored. through assessment, Student Success Teams, and parent-teacher communication, we isolate specific challenges for each at-risk student and individualize instruction for each of these students to become, not just proficient, but advanced achievers in at least one specific area, within the classroom and on state tests.

Recognizing that PTLAH will have a majority of socioeconomically challenged students, which have unique academic challenges and come from varied backgrounds, we will further assist these students by providing small group intervention and remedial instruction utilizing additional personnel specifically designated to assist this group. Additionally, we will enhance their educational experience by providing the necessary learning materials needed to aid this process, travel and school project experiences, after-school tutoring, computer and computer-aided tutorials, with the goal to improve student learning. These specific interventions will be provided through the use of Title I and after school funding.

1.32 Students in Other Subgroups

PTLAH subgroups relevant to our targeted student population are initially identified through their enrollment documents (Home Language Survey, place of residence and Free Lunch application or CALPADS Direct Certified extracts) that require immediate action. The following subgroups are identified with services provided to Foster Youth, Homeless and other self identified groups. PTLAH complies with all applicable federal and state laws regarding, English Learners, Students with Disabilities, homeless and foster youth. At PTLAH, the Assistant Principal and Counselor monitor the progress of students in identified subgroups in order to seek resources and support to meet the needs of the students at Risk of failure.

1.33 A Typical Day at PTLAH

The daily life of a PTLAH student is structured so that any student may be able to get the most out of what our school has to offer - a world-class education delivered through an integrated International Baccalaureate MY/Diploma Programme, College Prep and a Common Core State Standards-based curriculum.

When walking onto the campus of PTLAH you will see a clean building with a small playground on the side. As you enter the main office you will see hall bulletin boards with parent information regarding upcoming parent education nights, important school dates, the school's mission, vision and values and other community information. Parent volunteers will be seen assisting the office staff and teachers with clerical responsibilities. Each visitor will receive a warm welcome and greeting from a member of the office staff.

Once signed in and after receiving a visitor's pass, the visitor would walk around the campus and be impressed by the level of engagement of the students, as they follow their daily schedule and move from class to class. The visitors would in most likelihood be led on a tour by the students themselves, and they would see adolescents, who are typically uninterested in academic work, organized in teams and actively participating in discussions in small groups, interacting with one another and with the teacher, in the process of addressing one of the IB challenge questions – “why does creativity matter in mathematics?”. They would see teens engaged in hands-on projects, doing research projects, writing analytical comparisons, reading texts and making interdisciplinary connections. The visitors would see objects and charts on the walls memorializing students' discussions in every academic subject. They would see a “History Wall,” which is a time line illustrating the student's learning over time, aligned to Common Core State Standards. Everywhere there would be evidence of high-level student performance, such as reflections, self-assessments and journals. Throughout the school there would be a feeling of safety, respect and involvement, on the part of every child and every adult. Most of all, the visitors would leave asking themselves enviously why, when they were teenagers they didn't get to attend a school like PTLAH.

Instructional Methodology 3: Character Development

PTLAH will promote a culture of academic responsibility, which is a vital component of the IB Diploma Programme philosophy. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, to help to create a better and more peaceful world. This culture will emerge at the earliest grades as children begin to understand and act upon the following attributes of the Learner Profile.

IB learners strive to be: Reflective, Inquirers, Communicators, Caring, Risk-takers, Thinkers, Balanced, Open-minded, Knowledgeable, and Principled. The vitality and energy of this educational model erupts from within the students as they identify within themselves these expectations of a “Learner.”

Table 1.39: IB Learner Profile attributes

Quality	Characteristics
<u>Inquirers</u>	Are Curious, Independent Learners; Love Learning
<u>Knowledgeable</u>	Explore Concepts and Ideas, Acquire In-Depth Knowledge, Develop Understanding
<u>Thinkers</u>	Think Critically and Creatively; Make Reasoned, Ethical Decisions
<u>Communicators</u>	Understand and Express Ideas Confidently and Creatively; Work Effectively and Willingly in Groups
<u>Principled</u>	Act with Integrity and Honesty; Take Responsibility for Actions
<u>Open-minded</u>	Understand and Appreciate One's Own and Others' Cultures, Traditions, Perspectives
<u>Caring</u>	Show Empathy, Compassion, Respect Toward Others; Commit to Service
<u>Risk-Takers</u>	Approach Unfamiliar Situations With Courage and Forethought; Bravely and Articulately Defend One's Beliefs
<u>Balanced</u>	Are Physically, Intellectually, Emotionally Balanced

IB Learner Profile

Each pillar is the focus of a particular time of the year (1-2 months) and will be integrated into the curriculum and addressed through school-wide assemblies, programs, and incentives for students who demonstrate those traits. PTLAH will continue to provide further staff and teacher training and curriculum resources on the IBDP character education pillars.

Instructional Methodology 4: Community Participation

The IB cycle of action moves students from academic understanding to application and action within their world community. This cycle begins with comprehensive and empathetic learning as the students reflect upon their personal responsibility to what they now understand. This reflection leads to student-identified action, reaching out into their community through service. The interface of these five essential elements: *concepts, knowledge, skills, attitudes, and action* in combination give students the opportunity to:

1. gain knowledge that is relevant and of global significance
2. develop an understanding of concepts, which allows them to make connections throughout their learning
3. acquire interdisciplinary and disciplinary skills
4. develop attitudes that will lead to international-mindedness
5. take action as a consequence of their learning

Community service is an integral part of the IB PTLAH and the International Baccalaureate Program. IB Diploma Programme students are required to complete 150 hours of study during the last two years of the DP (grades 11 and 12). Service may be completed in the summer prior to the beginning of school. Students need to document hours and write their reflections on the Community Service Log. The signature of the

supervising adult **must** be part of the documentation. Completed Community Service Logs are to be turned in at the end of the quarter.

- In general, activities will not be performed in private residences unless part of a group undertaking (for example, Habitat for Humanity)
- The adult certifying the activity must be present while the activity is being performed (unless it is a parent)
- The activity will involve interaction with others
- Community service activities will not include any activity from which the student is rewarded either financially
- or with some other benefit (for example, extra credit for a class)
- All forms of duty within the family (for example, mowing the lawn, fixing the house, or making dinner) will not be used for community service.
- Community service activities will be part of an academic assignment for a class, but classes can do group activities for community service

Table 1. 40: PTLAH Community Service Options

Creativity	Activity	Service
<ul style="list-style-type: none"> • Making a song • Free music concerts • Tshirt decorating party • School mascot drawing contest • School movie nights • Creating a short film • Teaching kids how to draw • Organize a festival • School Events • Create an art gallery event • Video game tournament • Sculpture • Create art out of trash • Painting class • Collage • Gardening • Art auction • Yard Sale • Bake sale • Etiquette dinner • Make up class • Start a club • Provide dance or music lessons • Face painting for an event • Organize a school dance • Lead a hair styling class • Make a book • Cooking class 	<ul style="list-style-type: none"> • sports trainer for kids • walking dogs • Fundraisers • Organize sports games • Hiking • Organize a run • Do a run for charity • Student vs staff games • Nature walk • Organize a 5k • Soccer competition • Go camping • Organize a tournament • Create and present on Nutrition • Biking • Relay for Life 	<ul style="list-style-type: none"> • Start a campaign • Healthy families • Immigration services • Church Services • Recycling • Clothes drive • Cleaning the park • Food baskets for those in need • Teaching kids how to read • Performing at an elderly home • Make a wish foundation • Animal shelter • Food bank • Donate blankets • Blood Drive • Beach Clean Up • Community Garden • Community Hospitals • Planting trees • Tutoring kindergarteners • Picking up trash • Teaching immigrants how to speak English • Habitat for Humanity • Nursing Home • Stands of snacks and water for those who need • Donating clothes with table stands • Recycling used school paper • Soup kitchen • Write letters to veterans

		<ul style="list-style-type: none">• Read to the others in need• Toy drive• Spend a day with kids in the hospital• Turkey drive• Campus or neighborhood clean up• Blankets and umbrellas for homeless• Take a note, leave a note• Adopt a Block• Special Olympics• Salvation Army• Girls on the Run• Read books to sick children• Volunteer at an elementary school• Orphanage• Best Buddies Program• Habitat for Humanity
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Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcome will be Measured

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

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

Measurable Goals of the Educational Program

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

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

Standardized Testing

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

Measurable Goals of the Educational Program

Please refer to the LCFF State Priorities table in Element 1 for a description of the measurable goals and objectives of Prepa Tec Los Angeles High School’s educational program. Prepa Tec Los Angeles High School’s educational goals or objectives include

a description of the knowledge, skills, and aptitudes to be measured. Each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each State priority.

Specific performance targets (pupil outcomes), for all pupils (i.e. school-wide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d).

Table 2/3.1; PTLAH’s Outcome Goals-Skills, Knowledge and Attitudes

PTLAH affirms that teachers are hired with the credentials to teach courses identified below. The determination for which courses are offered is based on teacher credentials and student interest/need.

Curricular Focus	Measurable Outcomes	Courses
<p style="text-align: center;">English Language Arts</p>	<ul style="list-style-type: none"> • Students will read with comprehension, write with clarity, speak with meaning, and apply text to real life situations. • Students analyze ideas in literature and expository texts using evidence as justification for interpretation, using language to discuss ideas and become informed. • In preparation for the IBDP Program course work, students in the ninth and tenth grade English classes experience a strong reading, writing and speaking program that is heavily focused upon contextualized expository primary and secondary texts, literature and research and presentation skills. 	<ul style="list-style-type: none"> • Language and Literature 9 A/B (English 9 A/B) • Language and Literature 10 A/B (English 10 A?B) • Language & Literature 11 (English 11 A/B) • Language and Literature IB HL 1 • AP English Language and Composition • Language and Literature 12 A/B (Lang & Lit IB HL 2 • AP English Literature and Composition and Literature 9 A/B (English 9 A/B) • Language and Literature 10 A/B (English 10 A?B) • Language & Literature 11 (English 11 A/B) • Language and Literature IB HL 1 • AP English Language and Composition • Language and Literature 12 A/B (Lang & Lit IB HL 2 • AP English Literature and Composition

<p>Mathematics</p>	<ul style="list-style-type: none"> ● Students demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations. ● Students use geometric skills and concepts. They construct formal, logical arguments and proofs in geometric settings and problems. ● Students gain experience with algebraic solutions of problems, including the solution of systems of quadratic equations, logarithmic and exponential functions and the binomial theorem, and the complex number system. ● Students use trigonometric functions and the ability to provide basic identities preparing them for the study of more advanced mathematics and science. ● Students apply mathematics and its intrinsic theory. 	<ul style="list-style-type: none"> ● 9th Grade <ul style="list-style-type: none"> ○ Algebra 1 A/B ○ Geometry A/B ○ Algebra 2 A/B ● 10th Grade <ul style="list-style-type: none"> ○ Algebra 1 A/B ○ Geometry A/B ○ Algebra 2 A/B ● 11th Grade <ul style="list-style-type: none"> ○ Geometry A/B ○ Algebra 2 A/B ○ Mathematics 11 A/B ○ Mathematics IB SL ○ Mathematics IB HL 1 ○ Pre-Calculus ○ AP Calculus A/B ● 12th Grade <ul style="list-style-type: none"> ○ Algebra 2 A/B ○ Mathematics IB SL 2 <ul style="list-style-type: none"> ■ Mathematics IB HL 2 ○ AP Calculus A/B ○ Pre-Calculus
<p>Interdisciplinary Studies</p>	<ul style="list-style-type: none"> ● Students read with comprehension, write with clarity, speak with meaning, and apply text to real life situations. ● Students integrate disciplinary perspectives and that they do so deliberately and productively. ● Students apply knowledge, concepts, findings, strategies, tools, methods of inquiry, ways of knowing, or forms of communication in specific disciplines (as framed in subject-group objectives). ● Students employ disciplinary understanding that moves towards the sophistication of subject matter experts (avoiding misconceptions or oversimplifications). 	<ul style="list-style-type: none"> ● Environmental Science (Edgenuity) ● Environmental Systems and Societies ● Environmental Systems and Societies IB SL ● Sports, Exercise and Health Science IB SL 1 ● AP Environmental Science ● Environmental Systems and Society IB SL 2 ● Sports Exercise and Health Science IB SL 2 ● AP Environmental Science

<p>Biological and Physical Science</p>	<ul style="list-style-type: none"> • Students demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology. • Students develop the habit of critical thinking, and learn to construct a body of concepts through experiential activities and communications. • Students use technology for information retrieval, data acquisition and analysis, and communications. • Students demonstrate mastery of research skills and scientific writing. 	<ul style="list-style-type: none"> • Biology 1 A/B • Biology IB SL • Biology IB SL 2 • Chemistry • Chemistry • Physics
<p>History/ Social Science</p>	<ul style="list-style-type: none"> • Students demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view. • Students demonstrate an understanding of American history, government, economics and a belief in the values of democracy and capitalism. 	<ul style="list-style-type: none"> • World Geography A/B • World History A/B • US History or History 11 A/B • History IB HL 1 • Government • Economics • History of the Americas IB HL2 (History IB HL 2)
<p>World Languages and Cultures</p>	<ul style="list-style-type: none"> • Students demonstrate the ability in a foreign language to read with comprehension, write with clarity and speak with meaning, as well as possess familiarity with literary works. • Students use language in real life situations. 	<ul style="list-style-type: none"> • Spanish 1 A/B • Spanish 2 A/B • French Pamoja AB Initio Y1 • Spanish IB HL1 • Spanish IB SL • Spanish 11 or Spanish 3 • French Pamoja AB Initio Y2 • Spanish IB HL2 • Spanish IB SL2
<p>Visual and Performing Arts</p>	<ul style="list-style-type: none"> • Students demonstrate understanding of fine or performing arts. • Students understand the place of art in society. 	<ul style="list-style-type: none"> • Art 1A/B • Art 2A/B • Film IB Pamoja SL • Photography A/B • Visual Art IB HL • Visual Art IB SL • Film IB Pamoja SL Y2 • Photography A/B • Visual Art IB HL 2 • Visual Art IB SL 2

<p>Physical Education</p>	<ul style="list-style-type: none"> • Students demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well-being through healthy physical, social and mental habits. 	<ul style="list-style-type: none"> • Physical Ed/ PE (A-G, IB)
<p>Electives</p>	<ul style="list-style-type: none"> • Students read with comprehension, write with clarity, speak with meaning, and apply text to real life situations. • Students reflect critically on diverse ways of knowing and on areas of knowledge • Students consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world • Students are aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge • Students recognize the need to act responsibly in an increasingly interconnected but uncertain world • Students develop skills in the following areas: research, writing, resolutions, policy statements, debating practice, leadership opportunities • Students: <ul style="list-style-type: none"> ○ follow their chosen education and career pathways in life; ○ combine academic subjects with their personal and professional interests and skills; ○ engage in learning that makes a positive difference to their community; ○ think critically and creatively; ○ communicate clearly and effectively in a variety of situations; 	<ul style="list-style-type: none"> • Botany • English Language Development • Botany • English Language Development • Botany • Business Management IB SL • English Language Development • Personal Finance • Model United Nations • Theory of Knowledge IB Y1 • Theory of Knowledge • Psychology IB SL Pamoja • Botany • Business Management IB SL 2 • English Language Development • Personal Finance • Model United Nations • Psychology IB SL Pamoja 2 • Theory of Knowledge IB Y2 • Theory of Knowledge 12

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	<ul style="list-style-type: none"> ○ work independently and in collaboration with others ○ consider new perspectives and other points of view; ○ develop greater self-confidence and self-awareness; ○ demonstrate high levels of resilience and flexibility; ○ be internationally-minded and globally aware; ○ apply their knowledge to real-world scenarios and situations. 	
<p>College Electives</p>	<ul style="list-style-type: none"> ● Students read with comprehension, write with clarity, speak with meaning, and apply text to real life situations. ● Students reflect critically on diverse ways of knowing and on areas of knowledge. ● Students consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world. ● Students are aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge. ● Students recognize the need to act responsibly in an increasingly interconnected but uncertain world. ● Students develop skills in the following areas: research, writing, resolutions, policy statements, debating practice, leadership opportunities. 	<ul style="list-style-type: none"> ● College Prep/ Design 10 A/B ● World Religions IB SL Y1 ● World Religions IB SL 2
<p>Inquiry and Higher Order Thinking Skills</p>	<ul style="list-style-type: none"> ● Students set personal learning goals and monitor progress towards those goals ● Students demonstrate the ability to ask probing and thoughtful questions ● Students identify, access, integrate and use available informational resources, including technological sources ● Students are enthusiastic and engaged in the learning process ● Students demonstrate the ability to plan, initiate and complete a project including self-reflection and evaluation 	

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Community Participation	<ul style="list-style-type: none"> • All students engage in at least one meaningful community service event per year as indicated by the IB Diploma Program rubric • Students develop a positive disposition towards community service and choose to engage in service independently
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Developed by Prepa Tec Los Angeles Instructional Leadership Team

Table 2/3.2 Assessment Calendar for PTLAH

PTLAH Assessment Calendar		
Time Frame	Units/Assessment	Notes
August 11, 2020 - September 22, 2020	Initial ELPAC	Newly enrolled English Learners
Week of September 28 - October 2, 2020	NWEA Assessment #1 - Fall 2020 Administration	<ul style="list-style-type: none"> • All students grades 9-11 • 5 Weeks of Instruction • Assess Unfinished Learning • Determine Intervention Groups
Wednesday, October 14, 2020 Primary Administration Saturday, October 17, 2020 Saturday Administration Wednesday, October 28, 2020 Make-up Testing Day	PSAT: 9, 10, 11 grades	<ul style="list-style-type: none"> • Grades 9-11 • Identify groups for further intervention within ERW and mathematics
November 7, 2020	SAT Test	Seniors Only
December 16 - 18, 2020	Semester Final Exams	All Students
January 25 - 30, 2021	NWEA Assessment #2 - Mid Winter 2021 Administration	<ul style="list-style-type: none"> • All students grades 9-11 • 18 Weeks of Instruction • Assess Unfinished Learning

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		<ul style="list-style-type: none"> Determine Intervention Groups
March 3, 2021	SAT Test	Juniors Only
March 29, 2021 - April 2, 2021	NWEA Assessment #3 - Spring 2021 Administration	<ul style="list-style-type: none"> All students grades 9-11 27 Weeks of Instruction Assess Unfinished Learning Determine Intervention Groups
April 19 - April 23, 2021	PFT	Grade 9 Students Only
April 26 - 30, 2021	ELPAC Summative	English Learners Only
May 3 - 7, 2021 May 10 - 14, 2021	AP Exams	Students desiring AP Exam Credit
April 30, 2021 - May 21, 2021 Various Dates dependent upon subject matter tested		<p>These exams are for students partially or fully enrolled in the IB DP Programme</p> <p>Students can take from 1 - 8 tests.</p>
April 23 - June 4, 2021 Window meeting the 66% requirement and 25 instructional day length	CAASPP: SBAC, CAA, CAST, CSA	11th grade Students Specific Schedule TBD
June 9 - 11, 2021	Semester 2 - Final Exams	All Students

Developed by PTLAH Instructional Leadership Team

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Student Achievement

PTLAH will implement a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Students will be assessed throughout each instructional unit along with ongoing formal and informal assessments to assess student mastery of content standards and growth. Benchmarks will be administered three times a year. Student

content mastery and growth will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. The approach to assessment will be conducive to benchmarking students against themselves, evaluating groups of students, and assessing the school on an annual basis using local, state, and national standards.

Formative and Summative Assessment

Formative assessment allows teachers to monitor student progress towards meeting IB standards. Students receive meaningful, detailed, and timely feedback that supports improvement. Teachers use data from such assessments to modify instruction to promote learning. Formative assessment serves as the foundation for learning and prepares students for the “higherstakes” nature of summative assessments, which measure achievement at the end of a course or unit. Teachers are ensuring that they have clarity in their learning intentions and develop success criteria for each student to master within their particular IB unit of study. Further, when reviewing weekly assessments, teachers are providing descriptive feedback while engaging students to be reflective through self assessment and peer assessment. Students are then able to set goals towards mastery and show their evidence through summative assessments.

Along with weekly formative assessments, teachers analyze summative assessments through the MAP Growth assessment from NWEA. This assessment is given three times per year: Fall, Winter, and Spring. By employing the use of this summative assessment, teachers can identify unfinished learning and address those areas of concern within their classes; as well as, during intervention time.

PTLAH will meet all statewide California Common Core State Standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. In addition, all students will be required to complete all A-G course work required for CSU and UC admissions as minimum requirements for earning a high school diploma .

PTLAH Outcome Goals-Skills, Knowledge, and Attitudes

PTLAH will satisfy state requirements for student assessments as required by law. PTLAH is committed to closing achievement gaps and increasing the academic performance of all its students, including low achievers, high achievers, and English Language Learners and students with special needs. The goals and performance outcomes for all students and the school are as follows

College-Readiness

All students matriculating through PTLAH will complete a board-approved A through G, CSU and UC mandated scope and sequence of courses, at a graded level of performance of C or better. These courses are based on California Common Core State Standards, also known as CCSS, approved by the UC Regents, and required by every student seeking a diploma. There are no non-diploma course sequences available to

students at PTLAH. All graduates of PTLAH will be immediately eligible for admission to a CSU or UC institution of higher education, the determination of which being dependent on GPA and SAT performance. All juniors will be encouraged to take the PSAT and all seniors will be encouraged to take the SAT prior to graduation.

Life-Long Learning

Students at PTLAH will be monitored for reading level growth (NWEA RIT score and grade-level lexile score), writing accuracy and effectiveness, and problem-solving ability. Formal interim assessments; as well as, state and national criterion-referenced measurement tools will give multiple points of feedback to students as they seek to become skilled in capacities, they will need to continue their educational journeys in post-secondary training and beyond. For example setting up opportunities that will include a toolkit of employable job skills in the area of digital media production and publishing, which the school will encourage in each of its graduates through a three year CTE continuum of courses to be taught by a highly skilled and credentialed multi-media artist with industry experience.

Furthermore, students will have the opportunity to enter the Career Programme and benefit from the following:

- Follow their chosen education and career pathways in life
- Combine academic subjects with their personal and professional interests and skills
- Engage in learning that makes a positive difference to their community
- Think critically and creatively
- Communicate clearly and effectively in a variety of situations
- Work independently and in collaboration with others
- Consider new perspectives and other points view
- Develop greater self-confidence and self-awareness
- Demonstrate high levels of resilience and flexibility
- Be internationally-minded and globally aware
- Apply their knowledge to real-world scenarios and situations

Active Citizens

Students at PTLAH will be encouraged to participate in volunteer services over the course of their high school enrollment. Students will be trained in the protocols of community partnership and taught the history of activism and service modeled by our IB MYP Programme. Both staff and parent stakeholders will continue to build relationships with local service organizations, resulting in sustained, annual service opportunities for all students. The school will be known within its local community as the high school that lives out the legacy of PTLAH in its service to their community

Who will be Accountable for Student Progress

The purpose of assessment is to support and guide the learning process. Assessment also clarifies those areas that need further development and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to

diagnose students' abilities at a given time in order to differentiate instruction based on individual needs.

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

Students will be held accountable and taught to be responsible for their own learning through a number of approaches. Parents will be held accountable for involvement in the school and in their child's education. Some of the programs and practices that hold teachers and administrators responsible for student progress are described below in data-driven decision-making, professional development, and personalization/student advisors.

Methods To Measure Student Outcomes

Each IB Programme course has specific course objectives outlined in the subject/course guide, which are formally assessed throughout and at the end of the programme; and there are internal and external IB assessments in DP. Consequently, summative measurement of each student's academic performance against IB assessment criteria is required to monitor each student's progress towards the course objectives. The goal of assessment is to provide the necessary data for growth, and a current indication of a student's learning progress. Grades from unit assessments can be overridden if a student has demonstrated by the end of the semester to attain a higher level of attainment of a specific objective on the semester summative assessment, which should be aligned to the summative objectives of each unit throughout the semester.

Guidelines for Assessment Practice

- All assessment is criterion-related; however, MYP and DP use distinct schemes and subject specific criteria. The final report card of both the MYP and DP are out of 7, and a General Achievement Rubric facilitates correspondence between the MYP and the DP.
- All internal assessments should be designed to be formative in nature for the student and summative where appropriate.
- Each assessment activity must allow students access to the full range of achievement descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.

- IB Diploma Teachers should scaffold assessment tasks through the program, or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades.
- For the MYP, students and parents will be provided with their own copy of MYP criteria for each subject. Students will be aware of which criteria will be used by the teacher to evaluate any work turned in for assessment. Teachers will help students understand what is required of them to fulfill the criteria for a particular piece of assessed work. Teachers will clarify to the students how the criteria apply to the task. Assessment rubrics should be developed and applied to all summative assessment tasks. These rubrics should link the subject criteria level of achievement descriptors with task-specific clarifications.
- For the Diploma, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination. Teachers must explain what is required for students to fulfill the criteria for any particular piece of assessed work.
- Feedback to students should be prompt (within 48 hours working days of work being submitted) and supportive, which includes posting in an online gradebook.
- Feedback can be student to student, self-assessment, teacher to student and student to teacher,
- Teachers must keep a clear and accurate record of all assessment activities. For the MYP, evidence of formative assessment in preparation for summative assessment should also relate to subject criteria. Both formative and summative assessment will occur within a single grading period.
- When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model. If most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a 'best fit' description of the candidate's work.

Indicators of effective practice

- Assessment should be criteria(n) based.
- Assessment should have a clear rubric for use by teachers, students and peers.
- Students should be able to identify their own level of attainment against course assessment criteria.
- Assessment should include a variety of forms to demonstrate understanding and skills including: essays, presentations, lab reports, exams, performance tasks, projects, etc.
- Grades should not be used for punitive purposes or training, but should be an indicator of current attainment of course objectives.

- Assessment should support student investment in their own development.

Measurable Outcomes: Summative Performance Targets

The Diploma Program (DP) is a two-year program culminating in external examinations at the end of the 12th grade. IB assessment criteria are followed from the beginning of the course. Students take one course from each of the six subject groups 1-Language & Literature, 2-Second Language, 3-Individuals and Societies, 4-Sciences, 5-Mathematics, and 6-Arts.

For each course, [students receive IB grades ranging from 7 to 1, with 7 being the highest](#). A student's final Diploma result score is based on a maximum of 45 points; of which 42 are made up of the combined scores for each of the six subjects. The remaining three points come from the successful completion of the DP Core: Theory of Knowledge, Extended Essay, and Community, Activity, Service.

The IB diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

All DP exams, internal and external, are conducted as per the IB regulations and requirements.

Grade Boundaries are determined by the IB Coordinator to reflect the boundaries set by the IB. These boundaries vary according to the subject and are not standard across subject areas.

Formal examinations are held twice during 11th grade; a mid term exam in December and final mock exams in May to prepare for the official external IB examinations held in 12th grade.

In the second year of the DP students have a mock midterm exam and the official final IB exams that are graded externally.

All DP exams, internal and external, are conducted as per the IB regulations and requirements.

Externally Assessed Coursework

The students are under the supervision of the assigned teacher to produce these components independently. The IB examiners externally assess each of these components:

1. Language Essay/s
2. Extended Essay
3. Theory of Knowledge Essay
4. Internal Assessments as per subject requirement

Deadlines for submissions of drafts for feedback and final submissions are given to students at the start of 11th grade and 12th grade.

The supervising teacher will inform the IB Coordinator and the students' parents of any missed deadlines on a regular basis.

Any student who does not submit a final Extended Essay, TOK, and Language Essay as per the school's internal deadlines, will be switched to the courses diploma. Internally Assessed Coursework o Deadlines for submission of drafts and final piece/s are given to students at the start of 11th and 12th grade.

Internally Assessed Coursework

Students' progress is monitored by the IB Coordinator and supervisor/teacher who counsel them when necessary.

The teacher will inform the IB Coordinator and the students' parents of any missed deadlines on a regular basis.

If a student has not completed the final draft as per the deadline, a previous/incomplete draft will have to be submitted – this is likely to result in a lower grade than might have been the case if a revised final draft had been submitted.

The teachers submit the Internal Assessments grades to the IB Coordinator who enters them into the IB database.

The moderation sample is selected electronically by IB and is sent to Examiners for moderation.

As the Internal Assessment grades are likely to be altered in the moderation process, the grades are not disclosed to the students.

Internal Assessments in Group 1, Group 2, and TOK

These are in the form of Oral Assessments/Presentations that are held at different times over the two years.

The teachers in liaison with the IB Coordinator schedule dates for these and students are informed accordingly.

This schedule is to be treated on par with external exam schedules.

If a student does not turn up for a scheduled oral assessment, it is viewed as a 'missed exam' and will be awarded no mark.

Parents are informed via the IB Coordinator.

This will impact adversely on the final mark awarded for IA.

An assessment may be rescheduled at the discretion of the IB Coordinator if there is satisfactory documentary evidence of extenuating circumstances.

Predicted Grades to IB

By late March, 12th grade teachers are required to submit Predicted Grades to the IB Coordinator for submission to the IB Organization.

These grades are only for IB use and are NOT sent to universities and cannot be revealed to the students.

They are based on Mock Exam performance and Internal Assessment marks and should be as realistic as possible.

The Predicted grades are used by the IB to award grades in case of extenuating circumstances during examinations.

Final External Examination Grades

The final exam grades are awarded by the IBO upon completion of the final exams.

The results are released to students in early July and may be accessed on the IB website using a pin that is given to each student.

The IB Diploma or Certificate for Diploma Course, as the case may be, is awarded by the IB.

In case a student gets a lower grade than expected, the student may make an appeal for a reevaluation.

Students may opt to retake exams in November or May, depending on test availability, in order to improve results. Results to the Universities' Services for students may apply to have their results sent directly to universities of their choice.

Students who do not submit this requests in time will not be able to avail of this service.

Measuring Pupil Outcomes: Formative Assessment

Formative assessments are used for gathering, analyzing, interpreting and using evidence to improve student learning and to help students to achieve their potential. We believe that the role of assessment is to provide appropriate and timely feedback to teachers, students, and parents so that all may work together to guide our students in reaching their fullest potential. In order to achieve this objective and maximize student results efficiently, formative assessments and their assessment criteria should be modeled after the subject and form of IB summative assessments.

Summative assessments are concerned with measuring student performance against IB assessment criteria to judge levels of attainment. Effective assessments should be backwards designed to clearly support learning of a specific and easily identifiable course objective or subject specific skill. Each unit has a summative assessment utilizing the IB assessment criteria.

All assessments build towards the ultimate goal of a unit, semester or course so that students can clearly identify areas of growth and skills for development. Students are able to identify where they are at with their own understanding and to see a path for growth and development. Care should be taken to ensure students have opportunities and support to continue to improve.

Inclusive Assessment Arrangements

Changed or additional conditions during the assessment process for a candidate with assessment access requirements will be arranged. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability. Accommodations and/or modifications will be implemented as described and agreed upon by each student's team.

Standard C4: Assessment:

Assessment at the school reflects IB assessment philosophy.

1. Assessment at the school aligns with the requirements of the programme(s).
 - a. DP Requirement: Assessment of student learning is based on the objectives and assessment criteria specific to each subject.
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analysis assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay.

It is the policy of Alta Public Schools that:

- All Middle Years Programme (**MYP**), and Diploma Programme (**DP**) students will understand the meaning and significance of their learning and the assessment of their learning.
- All work produced by **MYP, and DP** students is their authentic work.
- Teachers share formative assessment results with students in order to provide the necessary information needed for students to adjust their learning practices to achieve course goals.
- Peer and self-assessment are necessary assessment practices to both supplement teacher assessment and to foster the reflective learning practices necessary for long-term development as a lifelong learner.
- Teachers monitor students' progress and understanding.

The aim of PTLAH's policy is to:

- Promote common practices and culture regarding authentic and relevant assessments.
- Enable students to understand and take ownership of how assessment affects their learning.
- Explain to students the role of assessment in their education.

PTLAH commits to a rigorous focus on achievement standards in the key academic areas. Students will meet or exceed the state standards where they have been established in the following areas:

Table 2/3.4 PTLAH Pupil Outcomes

Subject	Measurable Outcomes	Assessment Tools	Monitoring Timeline
Language A and World Languages	<ul style="list-style-type: none"> • Read grade level material and expository text • Enjoy and appreciate a variety of literary genres • Develop grade level vocabulary with associated meaning and transfer into written text • Ability to sequence a story, recall details and summarize main ideas. • Write compositions with appropriate grade level conventions of writing • Competence in oral presentations 	<ul style="list-style-type: none"> -Report Cards -CAASPP - nationally normed reading assessment tool -Student self-assessment -Peer assessment -Student journals -Writing Standards Assessment -Oral Presentation -Published Writing -Standards-based unit assessments - Project-based Assessments -Summative Content-Specific Assessments (Teacher Developed) 	<p><u>Every Quarter</u> -Report Cards</p> <p><u>Beginning of the Year</u> -Nationally normed reading assessment tool</p> <p><u>Ongoing</u> -Student self-assessment -Peer assessment -Student journals -Writing Standards Assessment -Oral Presentation -Published Writing -Standards-based unit assessments</p> <p><u>Monthly</u> -Diagnostic Reading Assessment (NWEA) or similarly nationally normed reading assessment tool - Project-based Assessments</p> <p><u>Every 6 Weeks</u> -Summative Content-Specific Assessments (Teacher Developed)</p>
Mathematics	<ul style="list-style-type: none"> • Develop basic grade level computational and procedural skills • Analyze problems and frames the appropriate operations to solve the problem • Develop grade level mathematical terminology • Develop logical thinking through the analysis of evidence • Connect mathematical algorithms and 	<ul style="list-style-type: none"> -Report Cards -CAASPP -District adopted textbook computation and application tests -Standards Based Performance Assessment -Math Journals - Summative Content-Specific Assessments (Teacher Developed) -Princeton Review 	<p><u>Every Quarter</u> -Report Cards</p> <p><u>Beginning of the Year</u> -Diagnostic</p> <p><u>Ongoing</u> -District adopted textbook computation and application tests -Math Journals</p> <p><u>Monthly</u> -Standards Based Performance Assessment</p>

	<p>processes with real life application</p> <ul style="list-style-type: none"> • Master visual representations such as graphs, models, signs and symbols association with mathematical understanding 		<p>-Summative Content-Specific Assessments (Teacher Developed) <u>Quarterly</u> -Princeton Review</p>
Humanities	<ul style="list-style-type: none"> • Develop grade level chronological and spatial skill in relationship to historical knowledge • Exhibit an understand of research based evidence, points of view their impact on forming personal opinion • Identify key historical events and their relationship to current cultural and social norms • Synthesis information from a variety of cultural and historical sources • Understand the democratic process and their responsibility to civic values • Obtain a factual and conceptual understanding of history, humanities, geography and other social sciences. 	<p>-Report Cards - Curriculum-embedded assessments -Student self-assessment -Peer assessment -Student journals -Standards-based unit assessments -Project-based Assessments -Summative Content-Specific Assessments (Teacher Developed)</p>	<p><u>Ongoing</u> - Curriculum-embedded assessments -Student self-assessment -Peer assessment -Student journals -Standards-based unit assessments</p> <p><u>Monthly</u> -Project-based Assessments</p> <p><u>Quarterly</u> -Summative Content-Specific Assessments (Teacher Developed) -Report Cards</p>
Science	<ul style="list-style-type: none"> • Participate in hands-on, grade level investigative experiences • Learn to hypothesize and evaluate data throughout the scientific process • Learn to use technology in support of scientific research • Master foundational scientific facts appropriate to grade level understanding • Develop ability to ask higher order questions motivation students to investigate further 	<p>-Report Cards -CAASPP - Curriculum-embedded assessments -Science Fair Exhibits -Standards-based unit assessments - Project-based Assessments -Summative Content-Specific Assessments (Teacher Developed)</p>	<p><u>Ongoing</u> -Curriculum-embedded assessments -Standards-based unit assessments</p> <p><u>Monthly</u> - Project-based Assessments</p> <p><u>Quarterly</u> -Summative Content-Specific Assessments (Teacher Developed) -Report Cards</p> <p><u>Annually</u> -Science Fair Exhibits</p>

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	<ul style="list-style-type: none"> ● Receive focused instructions in: <ul style="list-style-type: none"> ○ Life Sciences ○ Physical Sciences ○ Earth Sciences ○ Scientific Process 		
Visual and Performing Arts (VAPA)	<ul style="list-style-type: none"> ● Process, analyze, and respond to sensory information through the literature and skills unique to the visual arts ● Create, perform, and participate in the visual arts ● Understand the historical contributions and cultural dimensions of the visual arts ● Respond, analyze, and make judgments about works in the visual arts ● Make connections between visual arts and other subject areas 	<ul style="list-style-type: none"> -Student performances -Student art portfolios 	<ul style="list-style-type: none"> <u>Bi-annually</u> -Student performances -Student art portfolios
Character Development	<ul style="list-style-type: none"> ● Students can articulate and demonstrate what it means to be a: a Thinker, an Inquirer, Knowledgeable, a Communicator, Principled, Open-minded, Caring, a Risk-taker, Balanced and Reflective (International Baccalaureate Learner Profile) ● Students will understand that these values are the basis for productive and peaceful interactions in all social contexts from local to global levels (i.e. family, school, neighborhood and with people from all nationalities and cultures. ● Students will collaborate and work effectively with others in a cooperative group 	<ul style="list-style-type: none"> - Teacher Observations - Student Self-Assessment -Student-led activities 	<ul style="list-style-type: none"> <u>Beginning of the Year</u> - Student Journals <u>Ongoing</u> - Teacher Observations - Student Journals - Student Self-Assessment <u>Bi-annually</u> -Student-led activities

Developed by PTLAH Instructional Leadership Team 2020

Student performance and assessment takes into account several assessment methods, specifically based upon the assessment program created and researched.¹⁹ Stiggins' work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program.²⁰ Teachers are trained to identify the exact achievement target that is required for each content standard. These tools and resources allow them to determine the most appropriate type of assessment to measure student mastery of a given standard. This method has been included based on proven successful use in secondary educational settings, and includes such assessments as selected response, essays, performances, and products. As such, at PTLAH, our assessment methods are based on the following beliefs:

1. **Authentic:** Student assessments must be authentic. PTLAH will use the Backward Design planning model to ensure assessments measure the actual learning that has taken place in the classroom. Within this model, pretests will be given, learning outcomes established, and assessments will be designed before any learning activities are introduced. Teachers need to specifically know what skills and information they want their students to attain before they can design the learning steps necessary for achievement. Because of this, there will be less "textbook developed" tests and more project-based assessments.
2. **Multiple Measures:** Just as students have many different learning styles, they also respond differently to different forms of assessments. PTLAH will therefore ensure a variety of assessments (i.e. content-specific tests, observations, projects, standardized tests, classroom discussions, and presentations) will be used to determine student achievement. This multiple measures approach will improve the reliability of assessment data.
3. **On-going:** Students need on-going assessments in order to ascertain whether skills and knowledge have been truly internalized. Teachers will use formative (specific skills), summative (overall concepts), and portfolio assessments as evidence of student achievement. This compilation of student data will be used to drive instruction, confer with parents, and set learning goals within and across grade levels.
4. **Informative:** Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

In addition to the local assessments described above, PTLAH will administer standardized tests under the then-current California Assessment of Student Performance and Progress (CAASPP) System; as well as, offer college-entrance exams. The following table provides a summary of PTLAH ' student and school-wide assessments:

Table 2/3.5: PTLAH Assessment Frequency

¹⁹ Stiggins, R.J (2001) *Student Involved Classroom Assessment*, 3rd ed.,

²⁰ Ibid

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Assessment	Frequency
State Mandated Standardized Tests (CA CCSS, Smarter Balanced Assessments, ELPAC)	Annually, Spring
Academic Performance Index	Annual
Interim School Wide Student Assessments	Quarterly
College Entrance Exams, PSAT, SAT I, SAT II,	Beginning in Grade 9
Analysis of Student Projects	Ongoing
Student Progress Reports	Every quarter
Student Diagnostic assessments in English Language Arts and Mathematics	After registration and enrollment in school
Ongoing Classroom Teacher Assessments	Ongoing

Assessment by Subject/Area

PTLAH will conduct benchmark assessments in each of the subject or content areas as listed in the following table:

Table 2/3.6: PTLAH Assessment By Subject/Area

Subject or Area	Desired Outcome(s)	Assessment Tools
English Language Arts	Students demonstrate proficiency of state standards on assessment mirroring the state adopted standardized assessment.	Quarterly standards-based benchmark assessment comprised of multiple choice and short constructed response. Performance Tasks may also be used.
Mathematics	Students demonstrate proficiency of state standards on assessment mirroring the state adopted standardized assessment.	Quarterly standards-based benchmark assessment comprised of multiple choice and short constructed response. Performance Tasks may also be used.
Science	Students demonstrate proficiency of Next Generation Science Standards	Quarterly standards-based benchmark assessment comprised of multiple choice and short constructed response.

History/Social Science	Students demonstrate proficiency of IB, A-G or AP History topic outlines	Quarterly standards-based benchmark assessment comprised of multiple choice. Document Based Question (DBQ) tasks at the conclusion of each unit.
World Language	Students demonstrate proficiency of Spanish or Mandarin language standards through reading, writing, listening, and speaking	Quarterly standards-based benchmark assessment comprised of writing and speaking tasks.
Visual Art	Students gain knowledge and appreciation of the history of visual art as well as techniques to create their own visual art.	Portfolios and presentations
Physical Education and Health	Students understand the importance of maintaining healthy lifestyles and the way in which choices impact physical and emotional health.	California Fitnessgram results (Gr 9) Successful completion of wellness coursework.
College Readiness	Students have met the course, exam, and application requirements for acceptance to four-year universities and colleges.	IB Diploma Programme requirements A-G requirements AP Coursework SAT I, II and or ACT Exam Personal statement

Data Analysis and Reporting

California Assessment of Student Performance and Progress (CAASPP) data will be used to help the school plan meet its achievement goals in terms of Distance from Standard. PTLAH utilizes a school information system (SIS) that has the capacity to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom. The staff is trained on how to interpret standardized test data, and is engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis is tied to professional development on standards-based instruction, so that teachers enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff is continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Staff uses all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will PTLAH become complacent with the examination of assessment findings. The goal is continuous improvement to achieve the highest quality educational program that is possible.

PTLAH will continue to be a data-driven school, not a test-driven school. Data is collected about student performance in all core subject areas, including English Language Arts, and Mathematics, Science and Humanities. Data includes:

- Current student reading levels as measured by basic comprehension of leveled and grade level books.
- Student mastery of oral language objectives until they become fluent English speakers through use of the chosen state approved text assessments.
- Student mastery of individual skills in reading comprehension, grammar, vocabulary, spelling, fluency, and writing through chosen state approved text and unit assessment tests.
- Monthly in-class assessments of students' skills in reading covering the five core components of literacy – phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- CCSS-approved Math textbook computation and assessment tests (as available)
- Standards Based Performance Assessment for Mathematics (Math application and logical reasoning exam).

As discussed in the professional development section, teachers develop their expertise to use data to understand student challenges and then to develop the skills they need to individualize instruction and overcome these challenges.

Student progress towards skill mastery is documented three times annually in report cards. Parent-teacher conferences are held at least twice per school year and more often on an as-needed basis. Teachers share students' academic, social, emotional, and physical progress with parents. All students are given the opportunity to participate in conferences to reinforce their participation in the learning process.

Student assessments are designed to align to the mission, exit outcomes, and the curriculum described in the charter. PTLAH collects annual data from the assessments listed above and utilizes the data to identify areas of necessary improvements in the educational program. The Charter School provides an annual performance report based upon the data compiled. The report includes:

- a. Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section.
- b. An analysis of whether student performance is meeting the outcomes specified by this section. This data will be displayed on both a Charter School-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- c. A summary of major decisions and policies established by the Alta Public Schools Board of Directors during the year.
- d. Data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- e. Data regarding the number of staff working at the school and their qualifications.
- f. A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.

- g. Information demonstrating whether the Charter School implemented the means listed in charter to achieve a racially and ethnically balanced student population.
- h. An overview of the Charter School's admissions practices during the year and data regarding the number of enrolled students, the number of students on waiting lists, and the number of students expelled and/or suspended.
- i. Analyses of the effectiveness of the Charter School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- j. Other information regarding the educational program and the administrative, legal and governance operations of the Charter School relative to compliance with the terms of the charter generally.

Grading, Progress Reporting, and Retention

Grading Policy

Grading is based on a common and standardized grading policy. Grading rubrics for grades A, B, C, D, and F are determined and standardized by teachers in all content areas.

The following is the board approved assessment policy that includes grading based on school committee and designed processes for grading:

Type and Frequency of Progress Reporting

PTLAH issues student progress reports every quarter based on student proficiency on content standards and expectations designated for the quarter. Final semester grades are provided twice a school year. Report cards are issued at the end of the semester.

Student progress reports are based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards advanced, proficient, basic or below proficient performance. Interim assessment results, daily student work, and final exams will be used to determine student performance. Student reports will be issued and recorded through PowerSchool. Parents of students performing below or far below proficient, and the students themselves are required to participate in a family-teacher conference to discuss the students', parents' and the teachers' role in the academic improvement plan. Together, students, parents, and teachers meet to discuss progress and to identify the support required from all parties to ensure the student's academic growth and success.

The following grade descriptors are a compilation of the characteristics of performance at each grade for DP courses in general, and are intended to help explain the academic achievement required to achieve a particular grade. Examiners use the individual subject group descriptors when determining grade boundaries for examination papers and coursework components, and when marking student work. *PTLAH uses IB grading criteria that is then converted to a-f letter grade which is used in report cards and*

transcripts. Teachers are trained every year on grading and through vertical and grade level articulation grading is consistently applied.

The descriptors of the grading are 1-7:

- 1- The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.
- 2- The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
- 3- The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
- 4- The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
- 5- The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with

mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.

- 6- The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
- 7- The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.

Promotion/Retention Policy And Procedures

The Board of Directors will create the promotion and retention guidelines that align to California law, Pupil Promotion and Retention (PPR) (see California Education Code [EC] Section 48070), without specifying any requirements for those policies. With a growing concern about the "social promotion" of students who do not meet grade-level standards, in 1998 the California Legislature passed, and the Governor signed, a new set of laws which transformed the way students move from grade level to grade level. The three-bill package, Assembly Bill (AB) 1626 (Chapter 742, Statutes of 1998), AB 1639 (Chapter 743, Statutes of 1998) and Senate Bill (SB) 1370 (Chapter 942, Statutes of 1998), outlined new pupil promotion and retention policy requirements and provided for related supplemental instruction programs. These laws became effective in January 1999. As part of the larger standards-based school reform movement, this legislation outlined a promotion process based on student attainment of grade-level content standards (EC Section 48070.5 (a) through (j)), and at the same time provided funding for intensive instructional support for those students who are at risk of being retained (in grades two through six) or who are recommended for retention or retained (in grades two through nine) (see EC sections 37252.2 and 37252.8).

PTLAH will continuously strive to promote high educational standards and advance the academic achievement of all of its students. We have developed the following promotion and retention guidelines to ensure PTLAH students are supported academically and graduate from PTLAH as college ready scholars.

Promotion/Credit Earning

Students at the high school level earn an A, B, C, D or F grade and are promoted to the next course in the series of courses per subject unless they receive an F. Students who do not pass a class are offered credit recovery via APEX either within the day if schedule permits, after school or during the summer

Support for Students At-Risk of Not Earning Credit

The following interventions and supports are provided for all at risk students to provide assistance in mastering grade level standards:

- Differentiated, small-group, and individual standards-based instruction.
- Extended learning programs (e.g. before and after school tutoring, summer school)

Procedures for Retention

At the secondary level a student is not normally retained in any grade level. Graduation is accomplished by completing the required course credits. The teacher issuing the grade is the only person authorized to change the grade. However, in the event the grade level retention issue would arise, the following steps take place prior to a student being retained:

1. As soon as detected, parents/guardians are notified of academic concerns throughout the year during teacher conferences, progress reports, and official school correspondence.
2. All written notification must be signed by the parent/guardian and returned to the school.
3. A Charter School Administrator or counselor conducts individual meetings with the parent/guardian of each retention candidate to discuss the decision and attempt to secure parent/guardian support.
4. While the teacher and principal may convey their data-driven recommendation, retention decisions are ultimately up to the parent/guardian and a student may not be retained without parental or guardian's consent therefore not required to appeal to the Board of Directors.

Element 4: GOVERNANCE STRUCTURE

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

Title IX, Section 504, and Uniform Complaint Procedures

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

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

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

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

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

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

Responding to Inquiries

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

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

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

Notification of the District

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

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

Federal Program Compliance

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

Governance Structure

Prepa Tec Los Angeles High is a directly-funded, independent charter school and is operated by a 501(c)3, non-profit public benefit corporation, Alta Public Schools. Alta Public Schools is organized under the Non-profit Public Benefit Corporation Laws of California, specifically with the purpose of exclusively establishing and operating charter schools pursuant to applicable federal, state and municipal laws and regulations relating to public agencies and charter schools.

AMPT, LLC and PTLA, LLC are formed by the "sole member", Alta Public Schools, for the specific purpose of holding title to property, including real and personal property located at 2410 Broadway and 8001 Santa Fe Ave, Huntington Park, California, 90255 (the "Properties"), to manage, operate, lease and otherwise dealing with the Property and collecting the income there from and turning over the entire amount of said income, less expenses and expenditures, to the Sole Member, which is exempt from federal income taxes under section 501(a) of the Internal Revenue Code of 1986, as amended, (the "Code") as an organization described in section 501(c)(3) of the Code and from state corporate tax under section 23701d of the Revenue and Taxation Code of the State of California (the "R&T Code"); (b) to engage in any lawful act or activity for which a limited liability company may be organized under the Act; and (c) to do any and all things and to engage in any and all other activities and transactions necessary,

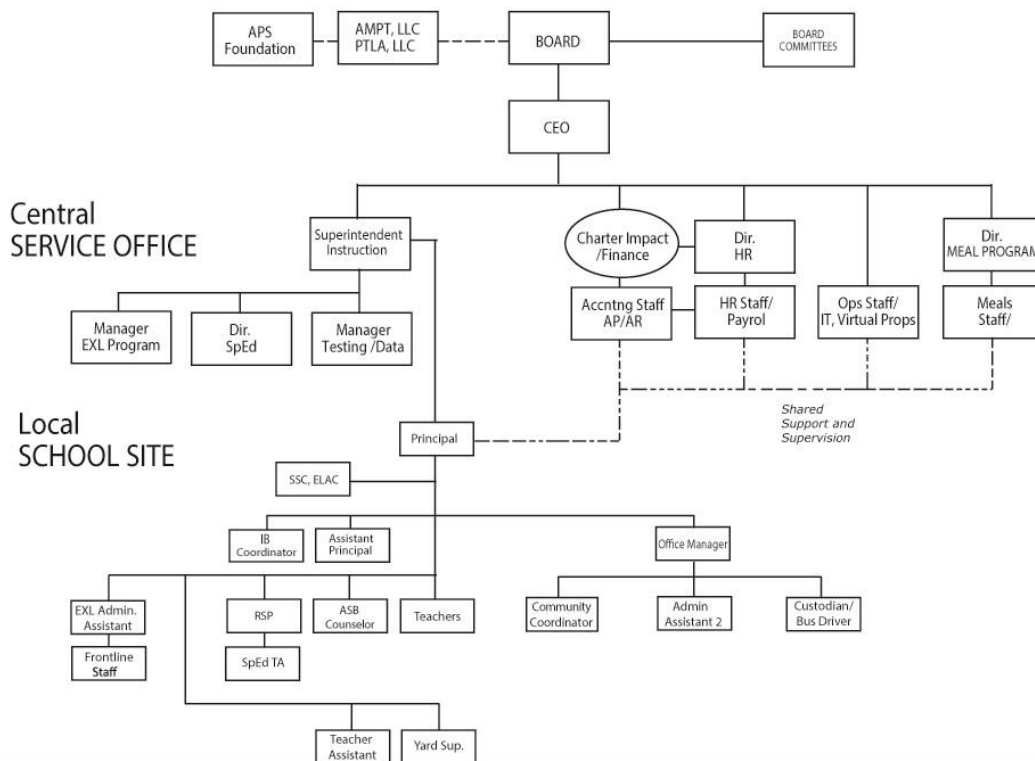
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convenient, appropriate or incidental to the accomplishment of the foregoing purposes or otherwise for the protection and benefit of the Company.

The APS Foundation is formed under section 501(c)(3) of the Code and from state corporate tax under section 23701d of the Revenue and Taxation Code of the State of California for the purpose of fund development for Alta Public Schools. As an independent 501(c)3, the Board of APS Foundation consists of Board of Directors members.

An organizational chart illustrating the supervisorial, advisory, and key stakeholders is shown below.

Alta Public Schools Organizational Structure 2020-2021



Roles and Responsibilities of Board of Directors

The general duties of the Board include:

- Promote, protect and ensure the mission and vision of the Prepa Tec Los Angeles High is carried out.
- Hire, evaluate, and if necessary, terminate the Chief Executive Officer’s (CEO) employment.
- Ratify the hiring of all employees after consideration of a recommendation by the Chief Executive Officer
- Approve all contractual agreements and allocation of funds

- Approve and monitor the implementation of all general policies
- Approve and monitor the annual budget
- Act as a fiscal agent, which includes the receipt of funds for operationsContract with an expert external auditor to produce an annual financial audit - Through the APS Board Audit Committee an independent, external auditor will be select through the request for proposal process and recommended for approval to the full APS Board.
- Regularly measure progress of both student and staff performance
- Develop, review, and or approve performance measures, including Board/Charter School goals
- Approve the Charter School calendar and schedule of Board meetings
- Develop Board of Directors policies and procedures
- Participate in the dispute resolution and complaint process when necessary
- Approve charter amendments
- Approve the annual fiscal audit and performance report
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions
- Create officers or committees as needed, including but not limited to, hiring committees, compensation committees and an audit committee

The duties of the Board Chair include:

- The Board's point of contact on all operational issues
- Advisement to the Board concerning the Corporation's business
- Oversight and implementation of all Board orders and resolutions
- Representing the Corporation within the boundaries of policies and purposes established, including the LAUSD, CDE and State Board of Education (SBE)
- Updating the Board on staff performance concerning program objectives

The duties of the Treasurer include:

- Oversight of all books and records of accounts and business transactions
- Oversight of all deposits and disbursements of money and valuables
- Oversight of formation and function of annual audit committee findings and reporting
- Serving as a liaison to the LAUSD CDE and SBE on issues related to fiscal matters

The duties of the Secretary include:

- Give notice of all meetings of the Board of Directors
- Book minutes, proceedings and actions of the Board of Directors
- Bookkeeping and noticing for all meetings
- Brown Act training
- Serving as a liaison to the LAUSD, CDE and SBE on issues related to policy and records

Roles and Responsibilities of Executive-Level Staff

The duties of the Chief Executive Officer include:

- Ensuring the overall management of the Corporation and PTLAH
- Developing and implementing policies and procedures pursuant to the corporation's mission
- Serving as the agent/staff liaison to the Board of Directors
- Fulfills job responsibilities outlined in CEO Job Description in Element 5

The duties of the Director of Human Resources include:

- Serves as the lead coordinator of human capital, on-boarding and off-boarding
- Serves as the Custodian or Records for all local, state and federal agencies
- Monitors all staff compliance with department of justice and health requirements
- Leads payroll activities and monitors all benefits and cost reporting
- Fulfills job responsibilities outlined in Director of Human Resources Job Description in Element 5

The duties of the Superintendent of Instruction include:

- Serving as the chief academic officer for the Prepa Tec Los Angeles High
- Supervision of instructional personnel and program
- Monitoring academic accountability and student progress toward measurable outcomes
- Fulfills job responsibilities outlined in Superintendent Job Description in Element 5.

The duties of the Director of Special Education

- Serves as the lead to ensure that the school operates effectively and efficiently in compliance with all special education state and federal regulations.
- Serves as the agent/staff liaison to the Board of Directors
- Fulfills Job responsibilities outlined in Director of Special Education in Element 5

The duties of the Meal Program Director include:

- Serves as the manager of student services, such as in meal accounting
- Serves as oversight coordinator for meal and attendance reporting
- Fulfills job responsibilities outlined in Meal Program Director Job Description in Element 5

Board Composition and Member Selection

The Board of Directors of Alta Public Schools governs Prepa Tec Los Angeles High and other charter schools under the corporation.

The Board of Directors shall consist of at least five (5) members and no more that nine (9) unless changed by amendment to the Alta Public Schools Bylaws. The Board composition may include parent representatives from charter schools operated by Alta

Public Schools and community members. One (1) seat shall be made available to the authorizing entity.

Vacancies on the Board of Directors shall be filled by approval of the Board of Directors. Any vacancy caused by the death, resignation, or removal of a Director shall be filled in accordance with the provisions of California Corporations Code: Title I, Corporations; Division 2, Non Profit Corporations Law; Part 2, Non Profit Public Benefit Corporations, Chapters 1-19, as indicated in APS Bylaws.

As of September 11, 2020, the Alta Public Schools Board of Directors had six (6) voting members, with additional three (3) board positions available for community members. One of these available Board positions is designated for a Los Angeles Unified School representative. Board seats are also available for a parent representative of Prepa Tec Los Angeles High. Two current Board members were previous PTLAH parents.

The composition of the Alta Public Schools Board of Directors contributes to effective school governance by ensuring that key areas of business, finance, and educational administration are represented to ensure fiduciary rigor over the Charter School. Moreover, the Board's composition may include a parent representative to the APS Board to ensure that decision-making is informed by internal and external constituencies.

Criteria and Process for Selecting Board Members

Board Member Qualifications

The Alta Public Schools Board of Directors maintains broad professional representation in its composition, including but not limited to: educational administration, community affairs, finance, philanthropy, public employment, real estate, technology, and visual and performing arts.

Selection Process

Board members and officers are elected at the annual meeting each year, or as needed by special proceedings of the Board of Directors. Before the annual meeting, a nominating committee of three (3) Board members nominates qualified candidates for a three-year term of service or until a successor is elected. A general announcement is made that any member of the community may nominate anyone by providing names and curriculum vitae, or "course of life" (CV) to the nominating committee. As indicated in the bylaws, "all subsequent directors shall be elected by a majority vote of the Board at the annual meeting of the corporation, including the votes of any Director whose term of office expires with such meeting."

Board members and officers are elected at the annual meeting each year, or as needed by special proceedings of the Board of Directors. Before the annual meeting, a nominating committee of Board members nominates qualified candidates for a three-year term of service or until a successor is elected. Anytime the number of board members meet that qualifies as a quorum based on the size of the APS Board, Brown Act rules apply, and meeting agenda must be posted for the public. Otherwise, it is an adhoc meeting that does not require Brown Act posting of an agenda for the meeting.

Board Member Terms

“All Directors shall serve terms of three (3) years, arranged so that not more than one-half plus one of the Directors’ terms shall expire in any year. Directors may serve any number of consecutive terms.” The Board will elect officers beginning with the President, Secretary and Treasurer, and can create Officers of the Corporation as it sees necessary.

Governance Procedures and Operations

The APS Board of Directors will comply with the approved bylaws; however, it is the prerogative of the Board to meet as the members deem it necessary.

Alta Public Schools Bylaws state that “Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.” It is the prerogative of the Board to meet as the members deem it necessary.

Board and Committee Meetings

Public meetings are held once each month, and all Board committees may meet in the interim abiding by the Brown Act and may make committee approved recommendations to the APS Board of Directors. The Board of Directors and Board committees will abide by the laws pertaining to open public meetings.

Meetings of the Board of Directors are held at such times and places to best accommodate the public, in accordance with Government Code section 54954(b). In accordance with the Brown Act, 72-hour public notice is given before a regular meeting, and 24-hour notice if given before special meetings. Board meetings are typically held in the community of Walnut Park, CA, in Los Angeles County.

Agendas are posted in areas that are convenient for public viewing, such as entry doors, display case at the Charter Schools and on our website - <https://www.altapublicschools.org>. At minimum, APS board and committee meeting agendas are posted in the charter school’s front office and on the Charter School’s website. Additionally, minutes of these meetings are recorded and filed in the

administration office, and are accessible for public viewing or reproduction and are posted on the Charter School's website.

Each June, the Chief Executive Officer submits to the Alta Public Schools Board of Directors a proposed calendar of regular Board meetings for the following fiscal year (July 1 – June 30). The Alta Public Schools Board of Directors then adopts the board-meeting calendar, subject to discretionary meeting date changes. Similarly, committees set their meeting schedules and are proposed by the committee chairs for the following fiscal year.

Board of Directors' Decision-Making Process

Quorum and voting requirements:

A majority of the APS Board of Directors shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the Board of Directors present at any meeting, the meeting shall be adjourned or shall be considered a committee meeting. Should there be fewer than a majority of the Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Abstention

Board members reserve the right to abstain from any vote that may appear as a conflict of interest relating to approval of contracts or transactions in which a Director has a direct or indirect material financial interest. Any votes must otherwise be consistent with all applicable conflict of interest and ethics requirements.

A Board member who is affiliated with a prospective vendor, consultant or employee shall abstain from voting with regard to any transaction between the charter school and that person and, after disclosing his or her interest, shall leave the room during discussion and while the vote is taken and in accordance with Government Code 1090 as it relates to Conflict of Interests. Additionally, APS Board will follow the Political Reform Act (Government Code Section 81000, et seq.), which requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. 18730), which contains the terms of a standard conflict of interest code.

Teleconference Participation

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act, Gov. Code sec. 54952.2, are complied with and as directed by local, state and federal authorities involving emergency situations such as COVID-19 pandemic:

1. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the Charter School is located;

2. All votes taken during a teleconference meeting shall be by roll call;
3. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
4. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
5. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
6. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

The Board will meet monthly, unless otherwise directed, to review Prepa Tec Los Angeles High's gains and provide support in achieving short-term and long-term goals set by the school.

Stakeholder Involvement

The Alta Public Schools and Prepa Tec Los Angeles' High decision-making process in which all school stakeholders are represented is designed to:

- Ensure that all decisions regarding policy and practice made at Prepa Tec Los Angeles High are focused to achieve the educational student outcomes outlined in the petition
- Ensure that staff members are involved in the decision-making process
- Ensure that parents, community members, and school personnel are involved as active partners in the decision-making process
- Ensure that stakeholders model a collaborative, consensus-building school culture applied to all decision-making processes
- Ensure that all school community members are made aware of all activities by the utilization of our web and social media sites

The Prepa Tec Los Angeles High model of decision-making is democratic in nature. If an agreement cannot be reached on any issue, the Chief Executive Officer will have final authority in all matters pertaining to school operations. The Superintendent will have final authority in all matters pertaining to instructional pedagogy. The International Baccalaureate program is founded on the principle of inclusiveness. Therefore, as representatives of the IB program, all staff will model a culture of consensus building that is strongly aligned with the vision and mission of Prepa Tec Los Angeles High. It is our belief that as we continue to further build the IB culture with our community as partners, more parents will continue to champion the school vision and mission.

Staff Involvement In School Governance

Both classified and certificated staff have the opportunity to participate in staff advisory committees. These committees provide a communication channel by which the Chief Executive Officer, Superintendent, and School Site Council will be informed of employee stakeholder inquiries, ideas, and concerns.

Parent Involvement In School Governance

Prepa Tec Los Angeles High understands that parental involvement in the life of the school is essential to the success of the school. Prepa Tec Los Angeles High made it a priority in its mission to have parent participation throughout the school, including in consulting parents on instructional programs. Prepa Tec Los Angeles High encourages parents to participate in the school by:

1. Signing a commitment, or Parent Compact, with the Charter School, after the student is enrolled, that encourages each parent to participate in the life of the school at least 20 hours/year. These volunteer hours are not a condition of enrollment or continued enrollment. Alternative methods to fulfilling hours, such as in-house reading time or Saturday and holiday school cleanup days will be provided for those parents that can't meet their commitment due to hardship conditions. Parents will be notified of these alternatives on a case-by-case basis through an in-person meeting with the Principal or the Superintendent. Parents may opt out of their volunteer hours by marking "opt out" on the Volunteer Hours Commitment form. Alternatives include:

- Saturday or Holiday school clean up days
- In-home reading time with school students
- In-home teacher grading or translating
- In-home trip scheduling
- In-home communications with other parents

2. Parents are encouraged to serve on the School Site Council (SSC). Parents are consulted regarding the Charter School's educational programs and student progress through meetings and informational bulletins on an ongoing basis. The school website facilitates the dissemination of information on areas of specific interest to parents.

To involve stakeholders in the consultation process, Prepa Tec Los Angeles High Principal involves the students, parents, teachers and staff in developing the Charter School's annual Local Control and Accountability Plan (LCAP), Federal Addendum, and works with all stakeholders to participate in reviewing the Charter School's annual progress and providing feedback on established goals to allocate resources for potential needed program adjustments for coming years.

School Site Council (SSC) And Other Committees

As per Statutory Provisions and Adhering to EC Section 52852, the School Site Council (SSC) has been established at PTLAH, which participates in school-based program

coordination. The SSC is composed of the Principal and representatives, such as teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

Additionally, the SSC is constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils.

The Superintendent of Instruction manages the day-to-day operation of the instructional program and instructional staff of PTLAH. The Superintendent of Instruction assists in creating and may lead specific committees, which include all stakeholders of the instructional program. The Principal creates parent and teacher committees, for example, per grade level to oversee the implementation and development of a certain grade level. The Superintendent of Instruction may choose to serve on the SSC or other committees and have a designee to gather parent and school-level information to be taken for discussion and information to PTLAH School Board referred to as the Board of Directors.

Each grade level selects teachers and parents to serve on these committees and all representatives are selected on an annual basis. Parents elect representatives to serve on the School Site Council (SSC) and other grade level and school-wide committees. Guidelines and activities include:

1. The Principal shall be an ex officio member of the school site council.
2. The Principal may invite other stakeholders to act in an advisory capacity at the School Site Council meetings. The SSC meets once each month to discuss operational and instructional matters and ensure parent and teacher input in the decision-making process, as is part of the development of the Local Control Accountability Plan (LCAP). While the model of decision-making at Prepa Tec Los Angeles High is designed to be inclusive of all stakeholders and ensure full participation and representation of parents, teachers, staff and the community, if agreement cannot be reached on any issue, the CEO holds final authority in all matters pertaining to operations and the Superintendent of Instruction and Principal has authority in all matters pertaining to instruction.
3. Taking part in the School Site Council and other parent and school-wide committees, such as the fundraising and curriculum committees. In these committees parents will be encouraged to make recommendations on any and all matters related to the strengthening of the PTLAH community.
4. Taking part in weekly parent informational meetings and workshops that will be held to assist parents in supporting their children's experiences
5. Taking part in the creation of a monthly newsletter created for parents by parents.
6. Taking part in the administration of the Parent Center dedicated to parent learning.

English Learner Advisory Committee (ELAC)

English Learner Advisory Committee, in accordance with the California Education Code, section 52176(b), all schools with twenty-one or more English learner (EL) students, not

including Reclassified Fluent English Proficient (RFEP) students, are required to establish an English Learner Advisory Committee (ELAC). Schools are required to form the ELAC at any time during the school year when the number of identified EL students reaches 21 or more. All parents with students attending PTLAH in which the ELAC is established are eligible and should be encouraged to participate in the ELAC. The Principal will ensure that instruction of ELAC members receive appropriate training.

ELAC Responsibilities:

1. The ELAC shall be responsible for advising the Principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. Ways to make parents aware of the importance of regular school attendance.
 - c. Advise on the development of the SPSA/LEA Addendum in relation to the English Learner Master Plan.
 - d. Assist in the development of the school's language census, assessment of achievement gaps of the EL student population, and the development and evaluation of the school's programs and services for EL students.
 - e. Advise on efforts to inform parents about the importance of regular school attendance, review the school's student attendance data and the Alta Public Schools' student attendance policy.
 - f. Include on the meeting agendas information related to the Alta Public Schools' English Learner Master Plan.
 - g. Use the Comprehensive School Needs Assessment to identify and address the linguistic and academic needs of EL students and to develop training and support for parents.
 - h. Convene six times per year at a time that is agreeable to members. These six meetings do not include a mandatory orientation and election.
 - i. Adhere to the California Open Meeting Law (Brown Act) as required by California Education Code 35147, which exempts any meetings of this committee.
 - j. Maintain the following documents on file (scanned electronic or hard copy) in a secure location for five years and be available for review during Alta Public Schools, state and federal compliance reviews: orientation and election meeting announcements, ballots, minutes, records of attendance, agendas, handouts, documents used to verify member eligibility requirements. The Principal or a designee will maintain these documents in a locked cabinet in the Principal's office.

ELAC Composition Requirements

1. Parents of English learners comprise at least the same percentage of the ELAC membership, as English learners constitute of the school's total student population. Forty-three percent of the students at Prepa Tec Los

Angeles High are English learners; parents/guardians of English learners comprise 43% of the ELAC membership.

2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained

ELAC Elections

1. Parents or guardians of English learners will have an opportunity to elect the parent members to serve on the ELAC or subcommittee.
2. Each ELAC shall have the opportunity to elect at least one member to the
3. Alta Public Schools may use a system of proportional or regional representation.

ELAC Training

The Alta Public Schools shall provide for all ELAC members:

1. Appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.
2. Training planned in full consultation with ELAC members.
3. Economic Impact Aid-Limited English Proficient and/or Alta Public Schools funds may be used to cover costs of training and attendance of ELAC members. This may include costs for childcare, translation services, meals, transportation, training cost, and other reasonable expenses.

Element 5: Employe 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.

Employee Positions and Qualifications

Prepa Tec Los Angeles High will employ a Principal, Assistant Principal, IB DP Coordinator, teachers, Special Education specialist (RSP), college counselor, office manager, office assistant, Special Education teacher assistants, campus aide personnel and a custodian. Alta Public Schools Central Service Office, will provide additional administrative support, which includes the expert assistance by the Senior Director of Human Resources, Director of Special Education, Superintendent of Instruction and the Chief Executive Officer.

All Alta Public Schools Directors that serve Prepa Tec Los Angeles High shall exhibit the following leadership traits:

- Accessible to all in the community including teachers, staff, parents, and children

- Act with fairness, integrity, and respect for diversity
- Lead collaboratively at every level of the school
- Knowledgeable of the educational and/or business practices that will fulfill our school's mission
- Utilizes all available financial and human resources to maximize student performance

Chief Executive Officer

The primary objective of enterprise management at Prepa Tec Los Angeles High is to utilize resources effectively by aligning all financial, funding, physical plant, and data collection practices with the educational improvement strategies of the Charter School. S/he provides leadership by (1) advocating and supporting the philosophy, mission, and direction of the school in the school and greater community; (2) garnering support and commitment for the Prepa Tec Los Angeles High mission and vision and IB program from staff, students, parents, and the community; (3) implementing program initiatives through appropriate professional staff development; and (4) promoting a team environment by implementing a shared decision making process agreed upon by all stakeholders. The Chief Executive Officer is required to prioritize and fulfill the following job responsibilities:

I. Stakeholder Relations

General Relations

- Ensures proactive clear communication with Superintendent, Staff, and Board of Directors
- Updates the PTLAH community on pertinent information in a timely fashion
- Demonstrates effective, diplomatic communication based on the communication policy and/or values of the school
- Resolves conflicts and disputes based on Charter School policy and/or Charter School values
- Board Relations
- Works with Superintendent, Board of Directors and attends all Board meetings
- Provides the Board of Directors "The CEO's Report," which is a complete status report to be presented at all regularly scheduled Board Meetings
- District and Community Relations Liaison /mediator between all members of the PTLAH community
- Clarifies and resolves personnel issues

II. Supervision

Staff Supervision

- The CEO oversees the Superintendent and the other APS Directors. The school Principal oversees the Office Manager, support staff and other administrative positions, such as the AP, to ensure completion of all operational job responsibilities at school
- Provides opportunities for teacher leadership

- Articulates an active supervision model which encourages high staff performance
- Oversees Alta Public Schools (APS) administration staffing responsibilities
- Ensures adequate staffing and training for planned extended day program

School Supervision

- Ensures campus safety and orderliness
- Creates and implements a school wide emergency plan
- Ensures compliance with school safety needs

Staff Development

- Determines and facilitates administration staff development needs and opportunities
- Determines and facilitates individual staff development
- Develops and maintains a professional resource library
- Aids staff in selecting assessments and conducts assessment training
- Ensures staff compliance with national and state educational regulations

Special Education Supervision

- Supports Superintendent, which holds Principal and Special Ed personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents

Parent Education

- Facilitates parent education and parent involvement in school culture
- Facilitates educational workshops based on need for parents and volunteers

School Committees and Parent Groups

- ◆ Attends meetings of parent groups and business committees
- ◆ Provides support and timely information to facilitate the achievement of committee goals

III. Strategic Planning Oversight

- Conducts an Annual Needs Assessment based upon the previous year's Annual Performance Audit, which measures student and staff performance
- Leads the school in assessing long and short-term needs based on staff, committee, and community input
- Articulates the means by which the Charter School's programs can be developed to realize the school's vision
- Communicates and collaborates with Charter School community to meet planning needs

IV. Review of Programs

- Provides support to Superintendent in applying for WASC accreditation
- Oversees school-wide Self-Study and Report Generation
- Ensures that the school is led in a comprehensive Compliance Review cycle (or equivalent) in subsequent years

V. Business Management Responsibilities

Development

- Identifies grant sources and oversees execution process
- Implements school-wide fundraising opportunities
- Motivates school community to develop fundraising opportunities
- Networks possible funding sources
- Maintains database of contributors and contacts, and performs follow up
- Seeks new sources of funding on an ongoing basis, and cultivates current sources
- Oversees State, County and District funding requests
- Integrates fundraising/development efforts into the long term goals of the school
- Finds resources within parent community to support development efforts
- Creates building fund and promotes publicity regarding future site plans to generate fundraising specific to such plans

Finance and Accounting

- Creates and manages budget with direction from Board of Directors, Budget and HR Committees
- Creates detailed reports on school's financial status and submit at regularly scheduled Board of Directors Meetings
- Manages payroll and benefits
- Manages contracts

Physical Plant

- Interfaces with building management
- Oversees maintenance and janitorial services
- Maintains code compliance
- Implements computer technology maintenance and support
- Manages purchasing and inventory

Data Management

- Oversees maintenance of website and Charter School network
- Oversees the acquisition and training of Charter School Student Information System
- Oversees the gathering, analysis, interpretation and reporting of data
- Oversees records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
- Oversees attendance reporting process in order to maximize funding

VI. Overall Qualifications:

- Master's Degree in Education, Public Administration, Business or equivalent is desirable
- Demonstrated experience in the leadership and management of educational institutions
- At least 5 years' experience in the field of charter school education

- Demonstrated organizational development leadership
- Experience in school finance and nonprofit management
- Demonstrated expertise in partnership development and fundraising
- Knowledge of and experience in school governance
- Experience in and knowledge of IB education
- Demonstrated commitment to continuous improvement process and utilization of data in school improvement
- Background Clearance from FBI/DOJ is required
- TB Clearance is required

Senior Director of Human Resources

Under the direction of the Chief Executive Officer, the Senior Director of Human Resources provides oversight of all human resources, and compliance related items. The Senior Director of Human Resources will work directly with other site administrators, staff, faculty, and staff to ensure excellence and compliance in all areas related to Alta Public Schools employment. The Senior Director of Human resources serves as support for the operations team of all Charter Schools associated with Alta Public Schools.

Reports to:

The Senior Director of Human Resources reports directly to the Chief Executive Director

Essential Responsibilities and Duties:

- Annually review and make recommendations to Executive Management for improvement of Alta Public Schools' policies, procedures, and practices on personnel matters
- Responsible for Alta Public Schools' compliance with Federal and State legislation pertaining to all personnel matters
- Communicate changes in Alta Public Schools' personnel policies and procedures and insure proper compliance is followed
- Assist CEO and Superintendent in the annual review, preparation and administration of Alta Public Schools' wage and salary program
- Coordinate Employee offboarding and internal staff transitions
- Consult with legal counsel as appropriate, and/or as directed by the CEO on personnel matters
- Work directly with department managers to assist them in carrying out their responsibilities on personnel matters
- Recommend, evaluate, and participate in Staff Development for Alta Public Schools
- Develop and maintain a human resource system that meets Alta Public Schools personnel information needs
- Staff supervision

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- Participate on special projects and additional responsibilities
- Maintain ALTA Public Schools personnel files in compliance with applicable legal requirements
- Custodian of Records
- Keep employee records up-to-date by processing status changes in timely fashion
- Maintain listing of approved foundation positions along with assigned salary grade levels
- Process personnel action forms and assure proper approvals; disseminate approved forms
- Maintain budget spreadsheet that includes salaries; payroll
- Prepare paperwork required to place employee on payroll and establish personnel file
- Assist in hiring process by coordinating job postings, review resumes and perform reference checks
- Maintain Employee Handbook with updated resolutions and other pertinent information, as needed
- Coordinate and manage Health Benefits
- Provide training to office staff
- Coordinate and perform internal audits
- Manage leaves of absence

Qualifications:

- Bachelor's degree in education and/or related field is required
- Demonstrated social, communication and interpersonal skills s desirable
- Successful organizational experience and/or community involvement is desirable.
- Demonstrated ability to function effectively in a diverse school community. Desirable
- Demonstrated aptitude or competence for assigned responsibilities is desirable.
- Strong public relations skills is desirable.
- Ability to follow directions and work as a productive component of a highly functioning administrative team is required.
- Background Clearance from FBI/DOJ is required
- TB Clearance is required

Director of Meal Programs

Under the direction of the Chief Executive Director, the Director of Programs provides oversight of the meal programs meal program, and compliance related items. The Director of Programs will work directly with other site administrators, staff, and faculty, to ensure excellence and compliance in all areas related to programs. The Director of Programs serves as support for the operations team of all Alta Public Schools.

Reports to:

The Director of Programs reports to the Chief Executive Officer.

Essential Duties and Responsibilities:

- Employs management techniques to maintain an effective and efficient Child Nutrition Program (CNP).
- Ensures CNP compliance with all local, state, and federal laws, regulations, and policies.
- Develops a long-range program for establishing professional status for the CNP's role in the education community.
- Triennial on site reviews from State.
- Establishes measurable financial objectives and goals for the CNP.
- Implements efficient management techniques to ensure all records and supporting documentation are maintained in accordance with local, state, and federal laws and Policies.
- Approve all direct certification, free, and reduced applications (and appropriate notification letters) along with yearly verification of applications.
- Monthly reporting to State for reimbursement.
- Obtain bids from vendors for the procurement of food, equipment and services needed for the department and make recommendations regarding which bids/proposals are in the overall best interest of Alta Public Schools.

Qualifications:

- Bachelor's in education and/or related field degree is required.
- Demonstrated social, communication and interpersonal skills is desirable.
- Successful organizational experience and/or community involvement is desirable.
- Demonstrated ability to function effectively in a diverse school community desirable.
- Demonstrated aptitude or competence for assigned responsibilities is desirable.
- Strong public relations skills is desirable.
- Ability to follow directions and work as a productive component of a highly functioning administrative team is desirable.
- Five years of Oversight experience of a School Food Authority is required

Superintendent of Instruction - ESSA Credentialed

The Superintendent of Instruction reports to the CEO and APS Board of Directors and is responsible for the achievement of the mission and vision of Prepa Tec Los Angeles High through successful implementation of the educational program.

S/he provides leadership by (1) advocating and supporting the philosophy, mission within the Prepa Tec Los Angeles High staff, students, and families; (2) being committed to the implementation of the school's innovative programs including the IB program and a robust ELL, ELA and math programs; (3) providing support for program initiatives through appropriate professional staff development; (4) working effectively within a team environment; (5) demonstrating the use of appropriate communication tools and current technology; (6) promoting and modeling multicultural awareness, gender sensitivity, and racial and ethnic appreciation; (7) implementing a shared decision-making process agreed upon by all stakeholders; (8) demonstrating the ability to make informed and objective decisions; and (9) modeling life-long learning by engaging in continuing education.

The Superintendent or Instruction contributes to a culture of excelling by fulfilling the following responsibilities:

I. Instructional Leadership

Curriculum Development

- English Language Learner education, approach, and curriculum
- IB education, approach, and professional development
- Special Education
- Curriculum development in conjunction with State standards
- Alternative assessment models, and Methods and Practices
- Guides teachers in individualizing the curriculum and/or creating units
- Classroom experience in a holistic approach to education setting
- Facilitates democratically created curriculum
- Continues to develop own expertise and knowledge of educational and administrative practices

Staff Development

- Determines and facilitates instructional staff development needs and opportunities
- Determines and facilitates individual staff development
- Develops new teacher mentoring program
- Develops and maintains a professional resource library
- Aids staff in selecting assessments and conducts assessment training
- Ensures staff compliance with national and state educational regulations

Behavior Support

- Supports teachers in student behavior management
- Develops individual behavior plans when necessary
- Involves parents in development of individual behavior plans, as needed
- Oversees development of school wide behavior policies, as needed

Parent Education

- Facilitates parent education on educational program and/or IB program
- Facilitates educational workshops based on need for parents and volunteers

II. Communication Responsibilities

General Relations

- Ensures proactive clear communication with CEO, Directors, Staff, and Board
- Updates the Prepa Tec Los Angeles High community on pertinent information in a timely fashion
- Demonstrates effective, diplomatic communication based on the communication policy and/or values of the Charter School
- Resolves conflicts and disputes based on Charter School policy and/or values of the school
- Board of Directors Relations
- Works with CEO, Board of Directors and attends Board meetings
- Provides the Board of Directors "The Superintendent's Report," a complete written status report to be presented at all regularly scheduled Board Meetings
- District and Community Relations
- Supports the CEO working with District to secure needed resources
- Supports the CEO working in networking with community funding resources
- Parent Relations
- Supports and promotes school wide efforts including outreach and fundraising
- Communicates effectively with parent body
- Possesses knowledge of individual parent and student needs
- Encourages and motivates parent participation to meet volunteer hour requirements
- Staff Relations
- Maintains positive environment
- Acts as liaison/mediator between all members of the PTLAH community
- Clarifies and resolves personnel issues

III. Supervision

Staff Supervision

- The Superintendent hires and oversees the instructional staff, educational consultants and yard positions to ensure completion of all job responsibilities
- Evaluates the Principal and assist the Principal in the evaluation of teachers and provides feedback
- Provides opportunities for Principal and teacher leadership
- Articulates an active supervision model which encourages high staff performance and supports individual teaching styles
- Oversees instructional staffing responsibilities

- Assists in the creation and updates in the Employee Handbook which includes personnel policies
- Trains, monitors, and evaluates recess staff in behavioral expectations and student safety
- Ensures adequate staffing and training for planned extended day program
- General school supervision
- Provides support and ensures campus safety and orderliness
- Provides support to create and implement a school wide emergency plan including Pandemics
- Ensures compliance with school safety needs
- Special Education Supervision
- Meets regularly with on-site special education personnel
- Requests monthly report from special education personnel outlining the amount of time each has spent with special education students and parents as correlated with IEP mandates
- Holds special education personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents
- School Committees and Parent Groups
- Attends meetings of parent groups, instruction and executive committees
- Provides support and timely information to facilitate the achievement of committee goals

IV. Strategic Planning Responsibilities

- Provides support for an Annual Needs Assessment based upon the previous year's Annual Performance Audit, which measures student and staff performance
- Leads the school in assessing instructional long- and short-term needs based on staff, committee, and community input
- Articulates the means by which the Charter School's instructional programs can be developed to realize the Charter School's vision
- Communicates and collaborates with school community to meet instructional planning needs

V. Programs Review

- Applies and monitors IB Authorization
- Conducts Instructional Self-Study and Report Generation
- Ensures that the Charter School is led in a comprehensive Compliance Review cycle (or equivalent) in subsequent years

VI. Business Management Responsibilities

Development

- Identifies grant sources and provides support for the execution process

- Provides support for school-wide fundraising opportunities
- Provides support in motivating school community to develop fundraising opportunities
- Provides support in networking possible funding sources
- Provides support in creating database of contributors and contacts
- Provides support in integrating fundraising/development efforts into the long term goals of the Charter School
- Provides support in finding resources within parent community to support development efforts
- Provides support in creating building fund and promotes publicity regarding future site plans to generate fundraising specific to such plans

Finance and Accounting

- Provides support in creating instructional budget with direction from Board of Directors, Chief Executive Officer, Budget and Executive Committees
- Manages instructional contracts, such as Aptus for SpEd services
- Physical Plant
- Provides support and interfaces with building management
- Provides support in maintaining code compliance
- Provides support in implementing computer technology maintenance and support
- Provides support in purchasing and inventory

Data Management

- Provides support in maintenance of website and school network
- Provides support in the acquisition and training of school Student Information System
- Provides support in the gathering, analysis, interpretation and reporting of data
- Provides support in records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
- Provides support in attendance reporting process in order to maximize funding

VII. Overall Qualifications:

- Professional Administrative Credential, Master's Degree required. Doctorate in Education, preferred
- At least 10 years' experience in the education field, IB related experience preferred
- Management, administrative, curriculum implementation and instructional expertise is desirable
- Experience with school budgets is desirable
- Willingness to learn about IB and school leadership is required
- Background Clearance from FBI/DOJ required
- TB Clearance required

Director of Special Education ESSA Credentialed

Working from the central office of Alta Public Schools, the Director of Special Education, who reports to the Superintendent will oversee all aspects of educational service delivery for students with special education needs. The Director will ensure that the charter School operates effectively and efficiently in compliance with all state and federal regulations. The Director must be knowledgeable of special education laws and regulations and effective instructional practices in special education. The Director must have supervisory experience, have demonstrated the ability to lead and manage a diverse team and be committed to the goals of the Charter School.

The Director of Special Education will ensure that the Charter School is providing appropriate programs in the least restrictive environment for all students with special needs. The Director of Special Education will be responsible for leading and managing the pre-referral and IEP processes, maintaining student data, communicating with parents, locating and contracting with service providers, providing research-based educational programs and service that focus on student progress, and ensuring that the Charter School operates in compliance with special education law and procedures at all times.

Essential duties and responsibilities:

- Develop procedures, forms, and templates for the provision of all special education services;
- Provide ongoing professional training and coaching to special education teachers and school administrators;
- Recruit and select special services providers for school psychology, speech and language therapy, and other services;
- Ensure that all charter schools operated by Alta Public Schools are in full compliance with federal and State special education laws;
- Ensure that student records and documentation for special education issues are accurate, timely, and meaningful.
- Direction and management of all special education programs and services to meet student needs
- Maintain resources and materials to support staff in the accomplishment of service delivery
- Assist Chief Executive Officer (CEO) in preparing/maintaining special education budget
- Conduct professional development, training, and meetings for school leaders and staff to keep school site knowledgeable regarding current trends in special education
- Ensure compliance with District, IDEA, and ADA regulations
- Research current topics in special education and disseminate information
- Act as a liaison between Alta Public Schools and LAUSD for issues related to special education

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- Attend LACOE SELPA meetings
Attend meetings at the LAUSD district and/or community-based organization to coordinate services as necessary
- Meet with parents to resolve any disputes
- Supervise the scheduling/coordination of all IEP meetings

Monitor delivery of service/compliance using SEIS system Requires knowledge of:

- Best/Current Practices in Special Education
- Knowledge of formal/informal assessments
- Federal, State, and District Special Education Laws and/or policies
- Behavior/academic interventions
- Experience supervising a diverse team
- Excellent communication skills, both oral and written.
- Customer focused approach.
- Demonstrated ability to work well in a fast paced environment.
- Technologically proficient (especially with MAC and Microsoft Office products).
- Occasional travel.

Qualifications

- Bachelor of Arts is required in a related educational field or subject area and/or specific to Special Education required
- Masters Degree required
- Administrative Services Credential required
- Administration experience preferred
- Trained to administer Formal Assessments is required
- Four years' successful teaching or prior job-related experience with increasing levels of responsibilities in the school setting is desirable.
- Excellent interpersonal skills, especially the ability to communicate and collaborate with children, young adults, staff, parents and guardians is desirable
- Demonstrated leadership capabilities is desirable
- Proven management and team building skills is desirable
- Background Clearance from FBI/DOJ required
- TB Clearance required

Resource Specialist ESSA Credentialed

- Provide instruction, assessment and program planning for special education students with primary learning disabilities, mild to moderate mental retardation, attention deficit and attention deficit hyperactivity disorders, and emotional.
- Monitor and evaluate progress and behavior of eligible special education students; report IEP progress, prepare report card grades as appropriate.
- Research, obtain and provide instructional materials for special education services.
- Serve as an informational resource for students, parents, general education teachers, and school personnel; respond to inquiries and provide information, recommendations and interpretation of student records.

- Receive and respond to referrals from faculty, psychologists, parents, administrators, physicians and other personnel; provide screening and academic assessment for special education students referred by the Student Study Team and other referring groups; interpret assessment results for team members; write behavior support plan.
- Prepare and maintain a variety of records and reports related to assigned activities and student progress and behavior; review official records for parents and school personnel as requested.
- Coordinate and conduct various team meetings and implement team recommendations as assigned.
- Train and provide work direction and guidance to assigned personnel; organize and conduct in-services for staff as directed.
- Operate a variety of office and classroom equipment including a computer and assigned software.
- Monitor expenditures as appropriate.
- Perform related duties as assigned.

Demonstrated Knowledge and Abilities:

- Practices and procedures of instruction, assessment and program planning for special education students with primary learning disabilities, mild to moderate mental retardation, attention deficit and attention deficit hyperactivity disorders, and emotional disabilities.
- Basic subjects taught including mathematics, reading, writing, language arts, spelling, social studies, and science. Correct English usage, grammar, spelling, punctuation and vocabulary.
- Child guidance principles and practices related to children with special education needs.
- Classroom procedures and appropriate student conduct.
- Problems and concerns of students with special needs.
- Applicable laws, codes, regulations, policies and procedures.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Record-keeping and report preparation techniques.
- Operation of standard office and classroom equipment including a computer and assigned software.

Ability to:

- Provide instruction, assessment and program planning for special education students with primary learning disabilities, mild to moderate mental retardation, attention deficit and attention deficit hyperactivity disorders, and emotional disabilities.
- Monitor and evaluate student progress and behavior.

- Research, obtain and provide instructional materials for special education services.
- Serve as an informational resource for students, parents, general education teachers, and school personnel.
- Understand and relate to students with special needs.
- Learn school organization, operations, policies and objectives.
- Learn department and program objectives and goals.
- Interpret, apply and explain policies, procedures, rules and regulations.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Analyze situations accurately and adopt an effective course of action.
- Prioritize and schedule work.
- Maintain records and prepare reports.
- Operate standard office and classroom equipment including a computer and assigned software.
- Maintain consistent, punctual and regular attendance.
- Move hands and fingers to operate a computer keyboard; Hear and speak to exchange information. See to read a variety of materials.

Minimum Qualifications:

- BA Degree with college transcripts required
- Valid California credential authorizing service in the appropriate grade level and/or subject area, Education Specialist Instruction Credential – CLAD/CTEL or equivalent certification required
- Background Clearance from FBI/DOJ required

Principal -ESSA Credentialed

The Principal will be responsible for the achievement of the mission and vision of Prepa Tec Los Angeles High through successful implementation of the educational program and excellent operations management.

The Principal will have knowledge of:

Curriculum Development

- English Language Learner education, approach, and curriculum
- Special Education
- Curriculum development in conjunction with Common Core State Standards
- Alternative assessment models, and Methods and Practices
- Guides teachers in individualizing the curriculum and/or creating units
- Classroom experience in a holistic approach to education setting
- Facilitates democratically created curriculum

- Continues to develop own expertise and knowledge of educational and administrative practices

Staff Development

- Determines and facilitates instructional staff development needs and opportunities
- Determines and facilitates individual staff development
- Develops new teacher mentoring program
- Develops and maintains a professional resource library
- Aids staff in selecting assessments and conducts assessment training
- Ensures staff compliance with national and state educational regulations

Behavior Support

- Supports teachers in student behavior management
- Develops individual behavior plans when necessary
- Involves parents in development of individual behavior plans, as needed
- Oversees development of school wide behavior policies, as needed

Parent Education

- Facilitates parent education on educational program and/or IB program
- Facilitates educational workshops based on need for parents and volunteers

Communication Responsibilities

- Ensures proactive clear communication with Superintendent, Staff, and CMO
- Updates the school community on pertinent information in a timely fashion
- Demonstrates effective, diplomatic communication based on the communication policy and/or values of the Charter School
- Resolves conflicts and disputes based on Charter School policy and/or values of the school

Board Relations

- Works with Superintendent of Instruction, Board of DirectorsBoard of Directors and attends Board meetings
- Provides the Board of Directors "The Principal's Report," a complete written status report to be presented at all regularly scheduled Board Meetings

District and Community Relations

- Supports the Superintendent of Instruction working with District to secure needed resources
- Supports the Superintendent of Instruction working in networking with community funding resources

Parent Relations

- Supports and promotes school wide efforts including outreach and fundraising
- Communicates effectively with parent body
- Possesses knowledge of individual parent and student needs

- Encourages and motivates parent participation to meet volunteer hour commitments, which encourages team building

Staff Relations

- Maintains positive environment
- Acts as liaison/mediator between all members of the PTLAH community
- Clarifies and resolves personnel issues

Staff Supervision

- The Principal oversees the instructional staff, office staff, educational consultants and yard positions to ensure completion of all job responsibilities
- Directly observes and evaluates teachers and provides feedback
- Provides opportunities for teacher leadership and grade level committees
- Articulates an active supervision model which encourages high staff performance and supports individual teaching styles
- Oversees instructional staffing responsibilities
- Monitors that all teachers are properly credentialed
- Assists in the creation and updates an Employee Handbook which includes personnel policies
- Trains, monitors, and evaluates recess staff in behavioral expectations and student safety
- Ensures adequate staffing and training for planned extended day program

School Supervision

- Provides support and ensures campus safety and orderliness
- Provides support to create and implement a school wide emergency plan including Pandemic
- Ensures compliance with school safety needs

Special Education Supervision

- Meets regularly with on-site special education personnel
- Requests monthly report from special education personnel outlining the amount of time each has spent with Special Ed students and parents as correlated with IEP mandates
- Holds Special Ed personnel accountable for how IEP goals and objectives are communicated to teachers, aides, and parents

School Committees and Parent Groups

- Attends meetings of parent groups, instruction and executive committees
- Provides support and timely information to facilitate the achievement of committee goals

Strategic Planning Responsibilities

- Provides support for an Annual Needs Assessment based upon the previous year's Annual Performance Audit, which measures student and staff performance
- Leads the Charter School in assessing instructional long- and short-term needs based on staff, committee, and community input
- Articulates the means by which the Charter School's instructional programs can be developed to realize the charter's vision

- Communicates and collaborates with school community to meet instructional planning needs

Compliance/Program Quality Review

- Applies and maintains WASC Accreditation
- Conducts Instructional Self-Study and Report Generation
- Ensures that the Charter School is led in a comprehensive Program Quality Review cycle (or equivalent) in subsequent years

Business Management Responsibilities

- Identifies grant sources and provides support for the execution process
- Provides support for school-wide fundraising opportunities
- Provides support in motivating school community to develop fundraising opportunities
- Provides support in networking possible funding sources
- Provides support in creating database of contributors and contacts
- Provides support in integrating fundraising/development efforts into the long term goals of the Charter School
- Provides support in finding resources within parent community to support development efforts
- Provides support in creating building fund and promotes publicity regarding future site plans to generate fundraising specific to such plans

Finance and Accounting

- Provides support in creating instructional budget with directions from Board of Directors, Superintendent of Instruction, Budget and Human Resources Committees
- Manages instructional contracts, such as with independent contractors that provide reading intervention

Physical Plant

- Provides support and interfaces with building management
- Provides support in maintaining code compliance
- Provides support in implementing computer technology maintenance and support
- Provides support in purchasing and inventory

Data Management

- Provides support in maintenance of website and Charter School network
- Provides support in the acquisition and training of Charter School Student Information System
- Provides support in the gathering, analysis, interpretation and reporting of data
- Provides support in records management including parent surveys, student records, extended day program, staff credentials, parent volunteer hours
- Provides support in attendance reporting process in order to maximize funding

Provides leadership by:

- Advocating and supporting the philosophy, mission within the Prepa Tec Los Angeles High staff, students, and families
- Being committed to the implementation of the school's innovative programs including the IB program and a robust ELL, ELA and math programs
- Providing support for program initiatives through appropriate professional staff development
- Working effectively within a team environment
- Demonstrating the use of appropriate communication tools and current technology
- Promoting and modeling multicultural awareness, gender sensitivity, and racial and ethnic appreciation
- Implementing a shared decision making process agreed upon by all stakeholders
- Demonstrating the ability to make informed and objective decisions
- Modeling life-long learning by engaging in continuing education

Overall Qualifications:

- Professional Administrative Credential and/or Master Degree in Education or equivalent is required
- At least 5-year experience in the education field, IB related experience preferred
- Management, administrative, curriculum implementation and instructional expertise is desired
- Experience with school budgets
- Willingness to learn about IB Program and school leadership is desired
- Background Clearance from FBI/DOJ required
- TB Clearance required

Assistant Principal - ESSA Credentialed

Primary responsibilities of the Assistant Principal (AP) includes assisting the Principal in developing a healthy school community and culture of International Mindedness, as well as assisting in student life and community relations, in accordance with Alta Public Schools standards. The AP reports to the Principal. She/He works closely with all levels within Charter School and central office. She/He works with children, parents and outside consultants/vendors.

RESPONSIBILITIES:

- Provide leadership in developing a strong International Baccalaureate culture, including: overseeing school norms and rituals such as Town Halls; developing student mediation and conflict resolution programs; and assisting Principal with setting, implementing and enforcing policies related to student discipline.

- Oversee activities related to student life, including coordinating athletics and extracurricular activities; overseeing school student-sponsored events such as dances and fund-raisers; managing school relationships with outside entities providing student before and after-school activities; assisting Principal with setting, implementing and enforcing APS policies related to student participation in athletics and extracurricular activities.
- Support educators and other staff to ensure administration of academic programs is professional and in compliance with any applicable regulations, including: support office staff and teachers on delivery of report cards.
- Serve as liaison between Charter School and family in matters related to enrollment and attendance, including: working with families in cases of excessive tardiness and absences; supporting Principal with student recruiting activities; and advising students and families about placement.
- Assist Principal represents the Charter School site in building an effective school community, including: working with parents to better serve students; garnering support from community groups and leaders; and developing positive relationships with sponsoring district and neighborhood schools.
- Assist in managing selected academic programs as assigned. May coordinate or manage site-specific activities of site or Central Office staff.
- Assist in managing daily operations, facilities, safety, and administrative processes as assigned. May supervise other Charter School site staff, such as campus supervisors and aides.
- Lead projects as discussed with principal, including long-term strategic planning, process improvement, and cycle of inquiry-driven instructional improvements, operational improvement, charter renewal, or any other projects required at the school site.
- Work in collaboration with the Principal and Central Office to achieve site and organizational goals.
- Demonstrate knowledge of, and support, Alta Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Performs other related duties as required and assigned.

Overall Qualifications:

- Professional Administrative Credential and/or Master Degree in Education or equivalent is required
- At least 2-year experience in the education field, IB related experience preferred
- Management, administrative, curriculum implementation and instructional expertise is desired
- Experience with school budgets is desired
- Willingness to learn about IB/(MY/DP) Program and school leadership is desired

- Background Clearance from FBI/DOJ required
- TB Clearance required

School Counselor

Under the direction of the Principal/head of school, the School Counselor will help students prepare for academic achievement. In collaboration with the head of school and administration, the school counselor ensures career readiness, developing social and personal competencies and providing developmental counseling programs. The school counselor will guide in developing and implementing competitive school counselling programs, valuing and responding to the individual differences of students; providing direct support services; performing assessments and interpreting tests; gathering and analyzing data; and completing regular reports about progress.

REPORTS TO: Principal/Head of school

Essential duties and responsibilities:

- Assist the Charter School principal and staff in the registration of all students, helping to orient them to school procedures and its varied opportunities for learning, and ensure that they are enrolled in proper courses and subjects so as to meet the graduation requirements of the District.
- Work with students on an individual basis in the solution of personal problems, as related to home and family, health, and emotional adjustment.
- Is readily available to students so as to provide counseling that will lead to increased personal growth, self-understanding, and maturity.
- Work to prevent students from dropping out of school.
- Assist the principal in maintaining the permanent cumulative files for each student.
- Assist students in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and work with the students and parents in developing the students' educational and occupational plans in terms of such evaluations.
- Plan guidance field trips to schools, colleges, businesses and industry for interested students, as well as having those organizations visit the school in an annual "Career Day" program.
- Help students make the occupational choice, post-secondary educational choices, and career evaluations that will lead them to meaningful, successful and rewarding work.
- Ensure that an up-to-date library of catalogs, school profiles, scholarship information, testing information, advanced placement information, etc. related to schools, colleges, and institutions offering post-secondary training and/or education is maintained by the high school. Also, ensure that the Charter School website is updated with most current scholarship information and make sure students and parents are aware that scholarship information is available on the Charter School website.

- Acquaint students (and parents) with college entrance requirements, and help them to make a realistic comparison between the student's record and abilities, and the specific entrance requirements of the college in which the student is interested.
- Arrange conferences with students for college admission officers who visit the Charter School.
- Aid senior students with all of the processes of college application including application for financial aid where needed.
- Oversee the calculation of senior grade point averages and class rankings, and processing of transcripts.
- Prepare and supervise the processing of evaluations, recommendations, and other forms as required in connection with college applications.
- Maintain an up-to-date file of alumni for the purpose of improving not only the guidance and counseling services, but also evaluating the effectiveness of the high school educational program as it relates to its graduates.
- Serve on the Vocational Education Committees and also is a necessary member of the Child Study Team in the development of an IEP for handicapped students.
- Must maintain a constant dialogue and communications relationship with administration, faculty, and parents so as to better meet the needs of each student.
- Is actively involved in and serves as a resource person for the teacher/student advisor program of the school.
- Recognize the extent of his/her training and refer to other specialists those pupils whose problems go beyond his/her skills.

QUALIFICATIONS:

- A California Clear PPS Credential in School Counseling/Guidance is required
- A Master's Degree, representing intensive course work in the principles and practice of educational guidance; educational testing and measurement; counseling; and organization and administration of guidance services; and the psychology of learning is required
- Excellent interpersonal skills, especially the ability to communicate and collaborate with children and young adults is desirable
- Demonstrated leadership capabilities is desirable
- Background Clearance from FBI/DOJ required
- TB Clearance required

IB Program Coordinator - ESSA Credentialed

The IB Coordinators fulfill important management roles. The IB Coordinator is responsible for the effective organization of the curriculum program and contributes to policy formation. The IB Coordinators is responsible to the site Principal.

Essential Duties

- To coordinate all IB activities of his/her section of the Charter School.
- To maintain IB publications and school records in regard to the IB programs.
- To ensure that the school meets all IBO regulations and deadlines.
- To keep complete records of IB publications on file.
- To notify the Business Office of any payment due.
- To keep copies of all correspondence with IB offices.
- To contribute to marketing the IB program, within and outside the Charter School.
- To maintain communication with the Superintendent, Principals, administration, staff and parents regarding information about the program. This will include holding regular meetings.
- To attend all relevant meetings.
- To ensure regular monitoring of students' progress in their IB program, and keep accurate records of student progress.
- To keep parents informed about their children's progress.
- To work with and support the timetable to make sure that he/she understands the requirements of the program.
- To maintain accurate records of all aspects of the IB program.
- To accommodate transfer students by liaising with their previous school and/or providing information to the receiving school.
- To provide comprehensive information on the IB to parents.
- To hold a parents' meeting at least once per year.
- To advise and assist in formulating school policy.
- To communicate with the IBO regional office regarding program evaluation visits.
- To oversee curriculum review and facilitate curriculum development.
- To develop an understanding of the other IB program in order to aid articulation of the curriculum.
- To support teachers in the development of assessment tools in line with the school's policy on assessment.
- To identify, facilitate and encourage professional development opportunities in relation to the program.
- To attend workshops and conferences as appropriate.
- To be involved in the selection of new members of staff, and then to work with the Principal to introduce and orientate them to the program.
- To advise the Principal on program-related expenses and keep track of these.
- To submit materials required for the Superintendent's annual report.
- To prepare effectively for any evaluation visits.
- Other duties assigned

Overall Qualifications:

- Master Degree in Education or equivalent is desirable
- Current California teaching credential required

- At least 2-year experience in the education field, IB related experience preferred
- Management, administrative, curriculum implementation and instructional expertise desirable
- Experience with school purchase order process
- Willingness to learn about IBMYP and IB/(DP) Program and school leadership is desired
- Background Clearance from FBI/DOJ required
- TB Clearance required

Teachers - ESSA Credentialed

Teachers will be responsible for high quality instruction as well as achievement of Prepa Tec Los Angeles High ' educational goals and objectives.

- Support the development and incorporation of the International Baccalaureate Program
- Prepare and implements lesson plans that lead to student understanding of the school curriculum content
- Assess student progress and maintaining accurate records
- Utilize assessment data to improve student achievement and individualize instruction
- Identify students academically at-risk and initiate an intervention program with the Principal to ensure that students succeed
- Maintain regular, punctual attendance

Teachers provide leadership by:

- Demonstrating a commitment to the Charter School vision and mission, and its programs including the IB MYP and DP and the robust ELL, ELA and math programs
- Communicates effectively with other staff members, students, and parents
- Participating on at least one committee or council
- Participating and/or leading parent meetings and academic events
- Attending conferences and staff development related to program improvement

Prepa Tec Los Angeles High teachers at all levels shall meet or exceed all applicable State certification and licensure requirements. under the Every Student Succeeds Act ("ESSA"). Accordingly, a teacher must have:

- A bachelor's degree required
- A California single subject credential or an University Intern Permit (for no more than three years while actively working toward completion of their state credential) required
- CLAD or BCLAD certificate required
- Demonstrated subject competency through appropriate examination or coursework
- A background clearance from FBI/DOJ required

- Background in teaching in urban or similar communities desirable
- TB Clearance required
- A commitment to teacher development in the IB MYP and/or Diploma Program required
- Ability to create and develop new business relationship, systems, and ideas to ensure the organization's success in the face of huge competition desirable
- Ability to evaluate and analyze information effectively
- Ability to get conflicts and disputes resolved and tackle any rearing problem
- Excellent marketing skill; outreach, providing presentations
- Excellent customer service

Special Education Aide

Reports to: Principal/Director of Special Education

Job Description:

Perform responsible human support and paraprofessional work assisting classroom teachers or other professionals to achieve instructional objectives; assisting students with disabilities with achieving established goals and with personal care and mobility.

Essential Tasks

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Assist classroom teacher in performing specific duties as assigned or undertaking specialized tasks to achieve and enhance instructional and behavioral objectives.
- Work with individuals, small groups, or large groups as assigned teacher.
- Assist with behavior modification as assigned by teacher.
- Lift, move, and operate adaptive equipment.
- Escort students as assigned by teacher or administrator.
- Monitor students during assigned periods within a variety of school environments for the purpose of maintaining a safe and positive learning environment
- Provide programmed practice activities and repetitions as developed by teacher, therapist or pathologist.
- Report student concerns directly and expeditiously to teacher and assist with student resolution.
- Maintain various records and files.
- Perform related work as required.

Physical Requirements

Significant standing; some walking, moving, climbing, carrying, bending, kneeling, crawling, reaching, handling, pushing, and pulling. Must have the ability to lift 60 lbs. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

Other Functions

Essential Functions

1. Assists teachers or other certificated personnel in preparation for, carrying out, and following up on instruction to individual or small groups of students as assigned; may also assist with instructional materials, audio-visual equipment, and the maintenance of student records.
2. Assists teachers, school administrator and staff with maintaining control of assigned classes to ensure a suitable learning environment, both in classrooms and on school grounds.
3. May be assigned limited responsibility to teach specific subject matter, in which the teacher assistant has special skills or training, to a small group of students, under the immediate supervision of a teacher or other certificated personnel.

Other Functions

1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed by the school principal, assigned teacher, or designated administrator in charge.
2. Performs other duties as assigned.

Qualifications

Education and Experience

High School Diploma or GED required. Some experience working with students with disabilities, preferred. A comparable amount of training and experience may be substituted for the minimum qualifications.

1. All teacher assistants must meet one of the following requirements:
 1. Possession of an earned Associate of Arts (AA) degree or higher from a recognized college or university

OR

- b. Currently attending a recognized college or university at all times during the calendar school year. Such coursework must be successfully completed and result in receipt of college unit or credit.

NOTE: Enrollment must be in a participating accredited public or private college, university, or community college at the time of employment approval, as well as during the period services are rendered as a Teacher Assistant.

Knowledge, Skills, Abilities, and Personal Characteristics

1. Understanding of the physical, intellectual, social, and emotional growth patterns of students. (desired)
2. Ability to properly use and to care for teaching materials, supplies, and equipment. (required)
3. Appropriate appearance and cleanliness. (required)
4. Commitment to the education of students. (required)
5. Appropriate manner, including poise, tact, and use of good humor. (desired)
6. Oral and written communication skills. (required)
7. Ability to work effectively with all racial, ethnic, language, disability, and socioeconomic groups. (required)

Class Description

Teacher's Aide Job Description

Job Purpose

Provide instructional support and assistance to teachers and other certificated personnel.

Responsible to

An assigned teacher or other certified personnel and school principal or designated administrator in charge.

Functions

Essential Functions

1. Assists teachers or other certificated personnel in preparation for, carrying out, and following up on instruction to individual or small groups of students as assigned; may also assist with instructional materials, audio-visual equipment, and the maintenance of student records.
2. Assists teachers, school administrator and staff with maintaining control of assigned classes to ensure a suitable learning environment, both in classrooms and on school grounds.
3. May be assigned limited responsibility to teach specific subject matter, in which the teacher assistant has special skills or training, to a small group of students, under the immediate supervision of a teacher or other certificated personnel.

Other Functions

1. During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed by the school principal, assigned teacher, or designated administrator in charge.

2. Performs other duties as assigned.

Qualifications

Education and Experience

1. Possession of a high school diploma or GED.
2. All teacher assistants must meet one of the following requirements: a. Possession of an earned Associate of Arts (AA) degree or higher from a recognized college or university

OR

2. Currently attending a recognized college or university at all times during the calendar school year. Such coursework must be successfully completed and result in receipt of college unit or credit.

NOTE: Enrollment must be in a participating accredited public or private college, university, or community college at the time of employment approval, as well as during the period services are rendered as a Teacher Assistant.

Knowledge, Skills, Abilities, and Personal Characteristics

1. Understanding of the physical, intellectual, social, and emotional growth patterns of students.
2. Ability to properly use and to care for teaching materials, supplies, and equipment.
3. Appropriate appearance and cleanliness.
4. Commitment to the education of students.
5. Appropriate manner, including poise, tact, and use of good humor.
6. Oral and written communication skills.
7. Ability to work effectively with all racial, ethnic, language, disability, and socioeconomic groups.

Health

Evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

By signing below, I fully understand the essential functions and responsibilities of the Teacher's Aide position.

(rev. 8/2020)

Office Manager

Assists the Principal/AP with daily school functions and provides direction to Administrative/support staff.

The Office Manager will:

- Prioritize, coordinate, and monitor the work of administrative staff

- Perform clerical procedures in a school office to ensure timely preparation and submission of reports, records, studies, letters and other materials
- Perform clerical work related to such matters as enrollment, attendance, curriculum, personnel, organization, accidents, student grades, special programs, time reporting, and requisitions and purchase orders for supplies and equipment
- Develop school communications in English and Spanish, write letters and reports
- Prepare and/or maintains a variety of records and reports requested by Principal and Superintendent
- Communicate effectively and tactfully in both oral and written forms
- Maintain and operate a variety of office equipment such as calculator, copy machine, and computer with speed and accuracy

Overall Qualifications:

- A minimum of an AA degree or 48 college units in Business Administration or a related field is desirable
- A minimum of 2 years' experience in a similar position preferred
- Background Clearance from FBI/DOJ is required
- Possession of a valid First Aid/CPR/Bloodborne Certificate is desirable
- Knowledge of communication skills; general office procedures and correct use of English, spelling, and grammar required
- Knowledge of communication skills and correct use of Spanish is desirable

Administrative Assistant (Attendance Assistant II)

Provides support to Prepa Tec Los Angeles High Principal and Office Manager in the carrying out of administrative tasks.

The Administrative Assistant will:

- Perform routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
- Prepare and maintains employee and/or student attendance records as required
- Acts as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community
- Attend to student health and welfare as needed
- Receive and distribute mail; prepares outgoing mail
- Order and maintain inventory, and distribute supplies and equipment as required
- Other duties as assigned

Overall Qualifications:

- High School Diploma or equivalent required
- At least one year experience in related field required
- Possession of a valid First Aid/CPR/Bloodborne Certificate required
- Background Clearance from FBI/DOJ required
- TB Clearance required
- Knowledge of communication skills; general office procedures and correct use of English punctuation, spelling, and grammar required
- Knowledge of communication in Spanish desirable
- Ability to perform routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment required
- Ability to act as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community desirable

Custodian, Kitchen And Yard

The custodian, kitchen staff and yard assistants will perform basic responsibilities given by their supervisors to provide superior service to students and keep the campus grounds and buildings safe and clean. These employees will have:

Overall Qualifications:

- Background Clearance from FBI/DOJ required
- TB Clearance required
- A minimum of 1-2 years' experience performing custodial duties or willing to grow desirable

Process for Staff Recruitment and Selection

Prepa Tec Los Angeles High will recruit personnel who believe in the vision and mission of the school and are sensitive to the needs of diverse communities. Moreover, all staff hired at Prepa Tec Los Angeles High will possess the personal characteristics that will model the IB tenets of inclusiveness and global-mindedness. All staff will be selected based on an application and interview basis. Candidates that wish to apply for a position will be required to submit a resume and an employment application.

Hiring The Chief Executive Officer

The Alta Public Schools Board will hire the Chief Executive Officer. The Chief Executive Officer will hire the Superintendent of Instruction and the APS Central Office operations and business staff. The Superintendent will hire the Charter School Principal, and with

the Principal, will hire the teaching and instructional program staff. All staff will potentially be recruited from the annual California Charter Schools Job Fairs or from a candidate pool that has been created by teachers, the Principal, Superintendent or the CEO.

To hire the CEO an announcement will be placed in multiple locations and a pool of potential candidates will be interviewed by the HR committee created by the APS Board of Directors to make a recommendation to the full Board of Directors for approval. Members of the committee are chosen by the Board of Directors at an open meeting of the Alta Public School Board of Directors.

Hiring the Superintendent of Instruction

To hire the Superintendent, an announcement will be placed in multiple locations and a pool of potential candidates will be interviewed by a hiring committee composed of teachers, parents, and administrators which will make a recommendation to the CEO for approval with final oversight and ratification by the APS Board of Directors.

Hiring the Principal, Teachers and Instructional Staff

The Superintendent has the ultimate responsibility for hiring the teachers and instructional staff, including instructional support staff.

To hire the Principal and teachers, the Superintendent will:

- Create a Job Announcement
- Create marketing campaign using advertising and promotions
- Screen submitted resumes to ensure minimum qualifications are met (e.g. candidate holds appropriate credential)
- Convene a Personnel Committee comprised of teachers and parents
- Lead the Personnel Committee in conducting panel interviews of candidates
- Select “best-fit” candidates based on qualifications, experience, knowledge of the IB Programs or related curriculum, and demonstrated ability to perform required job duties
- Ensure criminal background and appropriate reference checks are conducted
- Receive Board of Directors approval on all hiring recommendations

Hiring Classified Staff

Classified and or business office employees will be hired either on a full-time or part-time basis depending on the job function and individual contract by the Principal and CEO. The Board of Directors will have final approval over all hiring.

Record Keeping and Teacher Credentials

Appropriate records of credentials held by Prepa Tec Los Angeles High teachers and supporting documentation will be monitored and maintained by the Charter School administration along with the Director of Human Resources. Credentials will be monitored annually in compliance with state and federal law by the Director of Human Resources, Superintendent and Principal. The Charter School will maintain current copies of all teacher credentials and they will be readily available for inspection.

Offers of Employment and Safety Assurances

The Board of Directors-approved candidates will be provided with a written offer letter. Candidates will be required to provide written confirmation of acceptance or declination. Teacher candidate documents are prescreened by Human Resources and Principal prior to the first interview; if the hiring committee agrees, the candidate will give a class demo and possibly a second interview. Prepa Tec Los Angeles High shall follow the procedures for criminal background checks and fingerprinting and immunization and health screening requirements as described in Element 6.

Employee Compensation

Teachers will be compensated based on Alta Public Schools' Certificated salary pay scale. All full-time staff of Prepa Tec Los Angeles High will be eligible for all health benefits provided, including a \$1 Million professional liability insurance coverage. Additional and specific personnel policies, including calendar, work day/year, personal days, and procedures for disputes will be further developed and ratified, from time to time, by the HR Committee. Recommendations will be presented to the Board of Directors for review and approval on an annual basis and codified in an Employee Handbook.

Assessment and Performance

All faculty and staff will be assessed through the three-part process that includes an evaluation performance tool, which may include evaluation rubrics, surveys, and self-evaluations. Additionally, teacher evaluations will include multiple formal observations, the Principal and teacher completion of a job-specific rubric, and an end-of-year interview.

Evaluation of Key Staff

The Alta Public Schools Board of Directors will evaluate the Chief Executive Officer based on the following:

- Achievement of the mission and vision of the school
- Achievement of mutually agreed upon annual goals in relation to school operations, facility acquisition, and fundraising
- Maintenance and oversight of fiscal activities and sound budget
- Board of Directors' analysis of the CEO's reports
- Board of Directors' observations
- CEO's self-evaluation

- Summary data from the surveys of faculty, staff, and school community

The CEO will evaluate the Superintendent and reports to the Board on the following:

- Achievement of mutually agreed upon annual goals in relation to school operations, facility acquisition, and fundraising
- Development and guidance of the academic program to high academic success
- Development and maintenance of teacher involvement
- Maintenance and oversight of education-related budget and sound budget
- Development and maintenance of a positive school culture
- Development and maintenance of parent involvement

Evaluation of Instructional and Business Office Staff

The Superintendent will evaluate the instructional staff, i.e., Principals, and the CEO will evaluate the business staff and Superintendent. Evaluations will be conducted bi-annually and findings will be presented to the Board of Directors.

Teachers will be evaluated on their ability to:

1. Deliver a quality, enriched, and powerful curriculum that is aligned to state content standards and the mission and vision that leads to improvement of student learning
2. Follow effective teaching practices and performance of job duties as assigned
3. Provide continual assessment of student progress and use that information to evaluate classroom performance towards meeting the needs of every student
4. Strive for continuous and open communication with school staff, parents, and community members

Librarian/ Library Media Specialist

The Librarian provides assistance to students and teachers in a school library and performs clerical and computer-related duties to support library functions.

The Library Media Specialist develops, implements and interprets an effective library media program, which strives to achieve the Mission of the Alta Public Schools Library Media Program.

A. Information Specialist: The library media specialist provides access to information and resources for specialist: all students, staff and community users. As information specialist the library media

1. Makes resources available to students and teachers through a systematically developed collection within the school and through access to resources outside the school. Provides access to the library media center collection through the management of an accurate and efficient organization and retrieval system.
2. Assists students in identifying, locating and interpreting information housed in the library media center and helps students locate information outside the library media center. Provides access to the library media center throughout the

school day, scheduling class visits flexibly to encourage use at the point of need; organizes and manages the library media facility in a manner that encourages access. Develops and implements policies and procedures which ensure that access to information is not impeded; interprets laws and district policies regarding information.

3. Informs teachers, students, parents and administrators of new materials, equipment and services that meet their information needs. [L] [SEP] Manages selection and ordering of materials through a process which involves teachers, administrators, students and parents; administers budgets for library media resources.
4. Communicates library media program needs to the administration.

B. Instructional Consultant: The library media specialist acts as a consultant to coordinate student learning experiences with school, district and outside resources. As instructional consultant the library media specialist:

1. Participates in department, grade-level, school and district curriculum development and assessment projects. [L] [SEP]
2. Offers assistance to teachers in the selection and purchase of instructional materials, and in the use of information resources. [L] [SEP]
3. Plans cooperatively with teachers to incorporate information skills into the classroom curriculum and to assist teachers in developing resource based units and activities. [L] [SEP]
4. Provides leadership in assessing, evaluating and implementing information and instructional technologies. [L] [SEP]
5. Recommends student-level literature to teachers and encourages them to read to their classes as well as reading personally for an awareness of the literature available.

Has the ability to:

- Develop positive, cooperative relationships with others [L] [SEP]
- Learn the school's book ordering procedures [L] [SEP]
- Learn Inventory methods and practices including adding copies and removing [L] [SEP] damaged items from collections [L] [SEP]
- Manage and order resources in alphabetical and numerical order [L] [SEP]
- Maintain accurate records [L] [SEP]
- Communicate effectively with students, parents, faculty and administrators [L] [SEP]
- Use a computer

[L] [SEP] **Education:** [L] [SEP] Possession of a Bachelor's Degree from a recognized college or university required

[L] [SEP] **Experience:** [L] [SEP] Six months of clerical or library experience, including use of a computerized library system [L] [SEP] desirable

Other Qualifications

Prepa Tec Los Angeles High Petition

- Possession of a valid First Aid Certificate [L] [SEP] required
- Background Clearance from FBI/DOJ [L] [SEP] required
- TB Clearance [L] [SEP] required

Testing/Data Manager [L] [SEP]

The Testing Manager analyzes data and works with the schools' administration and faculty in understanding assessment data in order to generate effective responses to the school/students' needs. Essential components to the position are the possession of substantive organizational skills and the ability to oversee/ supervise the effective implementation of required state and county and district assessments.

This individual must be able to provide training to school staff in using formative assessments to enhance and engage student learning as well as facilitate the administration of state.

[L] [SEP] Duties & Responsibilities [L] [SEP]

- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. [L] [SEP]
- Making meaning of multiple data sources in support of the data driven decision-making efforts of school leadership; [L] [SEP]
- Monitoring student achievement through the use of quarterly benchmark and other formative data; [L] [SEP]
- Interpreting test results and provide written interpretation and analysis for school and individual teacher use. [L] [SEP]
- Analyzing State assessments, i.e. ELPAC, CAASSP to assist school leaders in data- driven decision-making; [L] [SEP]
- Analyzing data to assist in the development of school improvement plans; [L] [SEP]
- Generating graphic visualizations of data in efforts to assist school leaders in making [L] [SEP] information meaningful and actionable; [L] [SEP]
- Managing the implementation and certification of required state testing; [L] [SEP]
- Organizing, managing, and implementing all standardized testing, including training of [L] [SEP] staff, maintaining accurate and complete records, coordinating distribution and collection [L] [SEP] of secure test materials, administering tests in accordance with the established test calendar, providing and completing all test documents to the CDE by established [L] [SEP] deadlines; [L] [SEP]
- Certifying as to the ethical testing practice within the school building and providing [L] [SEP] training to staff on ethical testing, test security, and data reporting procedures [L] [SEP]
- Providing teachers and instructional support staff with assistance in developing and [L] [SEP] using local assessments to better align instruction to student needs; [L] [SEP]

[L] [SEP] Education [L] [SEP]

Possession of a Bachelor's Degree from a recognized college or university [L] [SEP] or equivalent desired

Other Qualifications

- Possession of a valid First Aid Certificate required [L] [SEP]
- Background Clearance from FBI/DOJ [L] [SEP] required
- TB Clearance [L] [SEP] required

Administrative Assistant II/ Lunch and Attendance Assistant

Provides support to PTLAH's Principal and Office Managers in the carrying out of administrative tasks. In year two, provides support to the Office Manager.

The Administrative Assistant will:

- Perform routine clerical duties such as posting data, filing, maintaining filing systems, [L] [SEP] proofreading, copying data, and operating office machines and equipment [L] [SEP]
- Prepare and maintains employee and/or student attendance records as required [L] [SEP]
- Acts as receptionist on the telephone and in person; maintain good public relations with [L] [SEP] students, parents, staff, and community [L] [SEP]
- Attend to student health and welfare as needed [L] [SEP]
- Receive and distribute mail; prepares outgoing mail [L] [SEP]
- Order and maintain inventory, and distribute supplies and equipment as required.
- Knowledge of communication skills; general office procedures and correct use of English [L] [SEP] and Spanish punctuation, spelling, and grammar [L] [SEP]
- Ability to perform routine clerical duties such as posting data, filing, maintaining filing [L] [SEP] systems, proofreading, copying data, and operating office machines and equipment [L] [SEP]
- Ability to act as receptionist on the telephone and in person; maintain good public [L] [SEP] relations with students, parents, staff, and community [L] [SEP]

Qualifications: [L] [SEP]

- High School Diploma or equivalent [L] [SEP] required
- Possession of a valid First Aid Certificate required [L] [SEP]
- Background Clearance from FBI/DOJ [L] [SEP] required
- TB Clearance [L] [SEP]

COMMUNITY COORDINATOR [L] [SEP]

Provides support to PTLAH's Principal and Office Managers in carrying out of community and parent and community relations tasks and provides support to the APS Staff. [L] [SEP]

The Community Coordinator will: [L] [SEP]

- Prioritize, coordinate, and monitor the work with parent volunteers [L] [SEP]

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- Perform clerical procedures in a school office to ensure timely preparation and [L] [SEP] submission of reports, records, studies, letters and other materials to parents [L] [SEP]
- Develop school communications in English and Spanish, write letters and reports [L] [SEP]
- Prepare and/or maintains a variety of records and reports requested by Principal and [L] [SEP] Superintendent as they relate to parents and community [L] [SEP]
- Prepare assessment data for Principal utilizing participation data [L] [SEP]
- Communicate effectively and tactfully in both oral and written forms.
- Knowledge of communication skills; general office procedures and correct use of English [L] [SEP] and Spanish punctuation, spelling, and grammar

Overall Qualifications: [L] [SEP]

- A minimum of an BA degree or [L] [SEP] a minimum of 2 years' experience in a similar position [L] [SEP] or equivalent desired
- Background Clearance from FBI/DOJ [L] [SEP] required

Possession of a valid First Aid Certificate [L] [SEP] required

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) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, 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 school wide 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 school site 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.

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.

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.

Suicide Prevention Policy

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

Human Trafficking Prevention Resources

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

Feminine Hygiene Products

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

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.

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 school site employees and all other school site 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 maintains 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 childcare 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 ensures that each school bus, student activity bus, youth bus, or childcare 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.)

Custodian of Records

The Director of Human Resources will serve as the Custodian of Records for Prepa Tec Los Angeles High.

Student Health And Wellness

Prepa Tec Los Angeles High is committed to providing a school environment that promotes and protects students' health, wellbeing, and ability to learn by supporting healthy eating, and overall physical and emotional health. All students will have opportunities, support, and encouragement to be physically active on a regular basis, including at physical activity during P.E. and in the After School Program. Our food vendor provides students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and will provide clean, safe, and pleasant settings and adequate time for students to eat. Prepa Tec Los Angeles High will participate in appropriate and available federal school meal programs (including the School Breakfast Program, National School Lunch Program, etc.).

During the school day and in P.E. class, students engage in health education, including nutrition and the importance of physical activity, drug and alcohol abuse awareness, healthy relationships, and more. The Prepa Tec Los Angeles High conducts regular health, vision, hearing and scoliosis screenings. Counseling services are provided for all students in need of additional social and emotional health support.

Prepa Tec Los Angeles High is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating and physical activities that support student achievement. Our Board reviews our policy each year to ensure we maintain our commitment to wellness.

Element 7 – Means to Achieve Racial and Ethnic 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.

PTLAH Court-Ordered Integration Plan

PTLAH makes every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD.

“The means by which the school achieves 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).)

PTLAH conducts orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings are held in several locations of the Southeast LA County area in order to ensure all students in the area have an opportunity to attend the Charter School. Open houses and school tours are conducted on a regular basis during the school year as well.

Our annual outreach efforts are support of our mission and commitment to serve all students has been designed to attract a diverse student population representing the community at-large. Prepa Tec Los Angeles has instituted a “LRFL” or Lead, Rigor, Family and Learn “ campaign that involves administration, teachers, parents and community members defining what educational priorities, delivery of instruction, a parent component and overall dedication to instituting the values we hold true for our schools. With this LRFL campaign we reach out to our community with our values. Those that believe in our values are instantly attracted to our schools and the work that we endeavor in daily.

Prepa Tec Los Angeles High continues to utilize a variety of free and volunteer strategies to communicate with local and hard-to-reach families, organizations, and community leaders to reach the racial and ethnic balance reflective of the LAUSD using:

Fliers – We use fliers, in English and Spanish, to connect with our surrounding community outlining our mission and vision for the school and the community. The flyers promote our school and forward an invitation to monthly community meetings. Numerous locations in the Prepa Tec Los Angeles High target community have been identified including several key locations to contact hard-to-reach members of the community.

Our strategy is to deliver informational flyers to all of these locations once per quarter and focus on church locations that are in close proximity and with great attention to those independent and private schools for a second and third flyer delivery.

Posting flyers and or speaking to parents in and around neighborhood schools are done with the permission of school administrators. Prepa Tec Los Angeles High volunteers meet with all target area preschools and elementary school administrators; non-charter public schools, private schools and other charter elementary schools to gain permission to pass out flyers at a time that is convenient to the schools and that is free from interruption of said school activities.

Electronic Media – The Alta Public Schools Digital Facilities team is in charge of creating and monitoring the social media strategy that reaches our surrounding community

through social media venues. Our goal through social media is to drive interest of affinity viewers to visit our school and eventually enroll their children in our schools. Social media and electronic media, such as Parent Square, Facebook, Instagram and Twitter are utilized to promote the schools and provide needed information about our school to the internal and external school community.

Earned Media - The Alta Public Schools Board of Directors has created a public relations team that has produced a media deck to distribute to local media outlets to receive free earned media placements. The team sends quarterly news releases or as Prepa Tec Los Angeles High creates newsworthy stories to these outlets. Alta Public Schools continues to pitch our stories to newspapers and local TV outlets. These stories include features of families and their experiences participating in our educational programs. Progress reports and invitations to community meetings and events are in place and follow-up calls are made to ensure attendance. All press releases are translated into Spanish, or other languages, if required or appropriate. The following publications will be included:

PRINT

- La Opinión newspaper
- La Ola - Los Angeles
- El Aviso magazine
- Hoy newspaper
- Los Angeles Sentinel newspaper
- Los Angeles Wave newspaper
- Daily Breeze newspaper
- LA Families magazine
- LA Parent magazine
- LA Weekly newspaper
- Los Angeles magazine
- Los Angeles Times newspaper

While we believe these periodicals reach our target communities as it is generally known by public relations and marketing professionals that Hispanics/Latinos, our largest ethnic group, do not primarily consume their news through print media. Therefore, we continue to work diligently to receive coverage in local Spanish-language television, which includes: KMEX TV 34- Univision and KVEA TV 52- Telemundo. At the same time, we also work to receive coverage in all local general market TV media outlets, including and not limited to public broadcast and other ethnic stations. This strategic plan has been implemented and it is anticipated that we receive positive name recognition by the local community as a school with a rigorous International Baccalaureate program, staff and excellent educational opportunities for students.

Community Meetings – Prepa Tec Los Angeles High holds community meetings open to the general public to inform and equip families to make decisions about enrolling their children in Prepa Tec Los Angeles High. At each meeting, Prepa Tec Los Angeles High representatives collect interested families' information including name, address,

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telephone number and email address for future communications about student matriculation and other activities. Community meetings are ongoing and are held monthly until the end of February of each year when our potential lottery will be held. PTLAH reserves the right to change lottery dates if it sees fit to do so.

The CEO, Superintendent of Instruction, Principal and recruitment team conduct ongoing meetings. At every meeting, Spanish-speaking representatives of Prepa Tec Los Angeles High are present to assist non-English speaking parents of prospective students. The meetings are held at diverse locations Prepa Tec Los Angeles High staff have chosen and are popular venues widely frequented by families of all backgrounds. These locations include South Gate, Walnut Park, Florence-Graham and Huntington Park. Other locations include City Libraries and Recreation Centers. Church community rooms are also utilized as meeting centers.

Individual/Family Meetings – Prepa Tec Los Angeles High recognizes that personal one-on-one contact with families is the best way to reach potential students. Prepa Tec Los Angeles High representatives create opportunities for meetings with prospective students and their families at their home or at the home of our representatives, always with Spanish translations. Individual meetings are ongoing. The CEO or his designee, community representatives, recruit team members, volunteers, and Board members to meet with families.

Table 7.1: Summary of Typical Outreach Activities

Method	Location/Partner/Organization	Date/s
Door-to-door flyer distribution	1 mile radius—Southeast Community	January – March
Flyer distribution	Community-based organizations and schools	January - March
Electronic media	Website; participation in various events	Ongoing
Earned media	Stakeholders, recruitment team, staffs	Ongoing to March 30th
Community meetings	Prepa Tec Los Angeles High (elementary school)	Jan – March-ongoing

Family meetings	Community Representatives, recruitment team, Principals, all stakeholders	On-going to end of March and start up process again.
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Racial & Ethnic Balance Reflective of the District

Dictated by the tenets of the International Baccalaureate program and a culture of inclusiveness, Prepa Tec Los Angeles High extends its outreach efforts through social media and direct mail outside of the local community to ensure that the school maintains a racial and ethnic balance reflective of the district.

Given that our surrounding neighborhood is not reflective of the LAUSD community at large, we make it a priority to seek out a larger diversity of students for our Charter School reflective of LAUSD. Some of these efforts include reaching out to diverse ethnic and racial groups within the target community as well as expanding our outreach efforts outside our target area, which includes South Los Angeles, using flyers, presentations, word-of-mouth communication with current parent contacts, and local ethnic media outlets, such as the Sentinel Newspaper and the Press Telegraph Spanish editions and Spanish-language websites such as La Opinión (www.laopinion.com).

Similar to the plan to maintain the racial and ethnic balance and dictated by the tenets of the International Baccalaureate program and a culture of inclusiveness, Prepa Tec Los Angeles High extends its outreach efforts through social media and direct mail outside of the local community to ensure that the school maintains a balance reflective of the district of its 12.1% Special Needs students and English Learner population percentages.

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 inquires 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.)

Prepa Tec Los Angeles High will admit all students who wish to attend the school up to capacity and at the point of capacity students are placed in a waiting list in order drawn from a random public lottery. There is not a test or assessment required of students prior to acceptance and enrollment into the school. Enrollment into Prepa Tec Los Angeles High will not be determined according to the place of residence of the pupil, or of his/her parent or guardian as provided in Education Code Section 47605(2)(A).

Prepa Tec Los Angeles High is:

- open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(e)(2)(A)
- nonsectarian in its programs, admission policies, and all other operations
- following and adheres to all state laws regarding the minimum age of students
- following admission eligibility that will not be determined by the place of residence of a pupil, except as otherwise required by law

Admission Requirements

Prepa Tec Los Angeles High is a school of choice. When applying for admissions, an electronic interest form is provided through our website as a first step in the enrollment process. Students may fill out the interest form electronically or through a paper form picked up at our Prepa Tec Los Angeles High main office any time during the year. However, if at the end of the open enrollment period the Charter School has more admission interest forms than seats available, the Charter School will hold a public random drawing. If interest forms were received before the Open Enrollment period, these forms will be held until the end of Open Enrollment and will be included in the random public drawing. If applicants were chosen or not in the random lottery, they will be notified, in person or by mail by the Charter School office, of their position, i.e., that they have been selected in lottery to be enrolled or are provided a waitlist number.

Prepa Tec Los Angeles High will typically have open enrollment November to February each year. The Alta Public Schools Board of Directors has the discretion to set admission application deadlines for each enrollment period on an annual basis based on population trends analysis or other factors that may provide the optimal period to begin or end the open enrollment periods.

Student Recruitment

Prepa Tec Los Angeles High actively recruits a diverse student population, including low achieving and low-income students, from the District and surrounding areas and will abide by all state and federal laws regarding admissions.

Upon such time that the new enrollment dates are created by the Board or not, our Outreach Plan tactics described on Element 7 will be utilized and implemented to outreach to hard-to-reach, underserved populations, and to make sure parents and community are aware of such changes. In addition, after the Charter School has commenced operations, we will utilize the existing parent database to communicate directly with parents to inform them of the new application dates by mail, phone or by email.

Application Process

The application process is as follows:

- Completion of a Student Interest Form, electronic or hard copy, may also be used as lottery form
- Parent attendance at one of our weekly school orientation meetings, not mandatory for admission
- Parent signature of volunteer School Compact, not mandatory for admission and can be turned in after enrollment is secured
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form

Interest Forms will be accepted all year long, electronically or hard copy, for enrollment in the following school year. Upon receipt of Interest Form, which is used as the Lottery Form, if the Charter School is at capacity. Each Lottery Form will be numbered and stamped with the date and time. Typically, the Charter School will hold its open enrollment during the period November and February or the subsequent school year. For the Prepa Tec Los Angeles High, the dates for open enrollment and random public drawing are as follows:

Open Enrollment: November 1 – February 14 or second Friday in February
Lottery Date/Time: February or last Friday of February

Lottery Preferences and Procedures

Following the open enrollment period each year, applications will be counted to determine whether the Charter School has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine enrollment, with the exception of existing students who are guaranteed enrollment in the following school year.

If there are more applications than there is capacity, a random public drawing will be held using impartial witnesses, such as local elected officials or members of the business community. The date of the lottery will be announced in the public venues listed in the Community Outreach Plan, with at least one month for applicants to apply before the date of the lottery. Before the day of the lottery, all families who are to be included in the lottery will be notified by mail or by email of the date and rules of the public lottery.

When there are more applications than there are seats available a public random lottery will take place. The lottery will be fairly executed in the following manner:

1. At the end of Open Enrollment, all Interest Forms/Lottery Forms will be counted by the Office Manager and Principal to determine if there are sufficient applications to fill vacant seats. If the Principal and Office Manager discover that there are more applications than there are seats, it will be determined that a public random lottery will be held.
2. After the determination to hold a public random lottery, the lottery will be held on February 28th or the last Friday in February

Communication to interested parties for lottery:

1. 1. A notice will be sent by mail, phone or email by our Office Manager to all interested parents or interested observers and will be announced on the school website and weekly newsletter.
2. 2. The Principal and Office Manager will send a letter by US mail to all applicants no later than seven days before the lottery date. The letter will state the rules, procedures, date, time and location of the public random lottery, as well as other arrangements made by the school such as childcare or parking, and contact information. All public random lotteries will take place in the school grounds of the Charter School requiring the lottery.
3. 3. At the day of the lottery, in public view, all in-district applicants present will be called and will receive two lottery tickets; out-of-district applicants will be given one lottery ticket. After parents are notified by mail of lottery date 7 days before the event by Prepa Tec Los Angeles High, and after parents have confirmed their attendance, lottery forms not having representation, by parents or otherwise, at the day of the lottery will not be given lottery tickets. All lottery participants must be present.
4. All tickets will be duplicate tickets. One ticket will be given to the applicant and the other will be placed in a large empty envelope with the name, grade level and class written on them. All lottery tickets will have a number, the students' name and the class seat being raffled.

Fair execution of the lottery:

1. 1. As the lottery begins, all the tickets will be taken out from the large empty envelope and placed in a bowl or tumbler by the Principal or Clerk. An impartial witness, such as local elected officials or members of the business community, will then agitate the tumbler or bowl to secure a random outcome and will draw a ticket per seat being raffled. The ticket number will be read aloud and in public to indicate a winner.
2. 2. A designated clerk, appointed by the Principal, will verify that the name and number match those on the duplicate card as they are being drawn. The administrative assistant will record all names of the lottery winners and will deliver, in person and the same day, an Enrollment Packet for Prepa Tec Los Angeles High.

3. The designated, objective clerk, (a non-parent) appointed by the Principal will ensure that the grade level, name and number match those on the actual application and will gather all information results of the lottery to present to the Board. A record of the lottery will then be presented and included the minutes of the Board of Directors.

Waiting list

1. When student seats for each grade level are filled, names will continue to be drawn to create an orderly waiting list of students to be called upon when a vacancy occurs.
2. In the event that an emergency arises or a dispute occurs, a backup or follow-up lottery date will be scheduled.
3. Applications are matched with enrollment packet after the open enrollment period
4. As spaces become available throughout the year, the Office Manager will refer to the waitlist binder to contact the first student on the waitlist. If first student is no longer interested, the Office Manager moves on to the second student on the list, and so on
5. Wait list does not carry over year-to-year

Preferences

“Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

1. pupils currently attending Alta Public Schools due to their familiarity with the IB program
2. pupils who reside within the boundaries of the LAUSD, and
3. siblings of students currently attending an Alta Public Schools school

Timeline to Secure Admission

Upon the conclusion of the random public lottery, the administrative assistant will give each student admitted through the lottery process an Enrollment Packet to bring back to the Charter School completed within 5 calendar days and conclude the matriculation of the student into the Charter School. If a parent or guardian has not completed the enrollment packet within 5 days after the lottery, calls will be made to check on status and a letter will be sent to the parent to ensure the student is still interested in enrolling in the Charter School. The letter will include the deadline of 5 additional days from the original deadline, in total, parents will have 10 calendar days to answer with an affirmative response they are still enrolling in the Charter School. If the parents are not

interested, a “no” answer is required and that the answer be made in person or by mail, after which the seat will be given to the next person in the waiting list.

Waiting list

All names not admitted because of capacity are retained in a waiting list. Upon an open seat, students are admitted in the order they were drawn in each grade level. Students are called and informed by mail or by phone of the open seat available to the waiting list applicant. If a letter is sent to the parents, the letter will include a deadline of ten (10) calendar days to accept the space provided for enrollment.

Lottery documentation

All lottery policies are revisited yearly by operations personnel or as deemed necessary, with the approval of the District. If so, the Charter School will notify the District of the new policies within 45 days of approval of the Board of the revised policy, prior to the enrollment period in which the revised policies will be implemented.

Lottery policies

All lottery policies are revisited yearly by operations personnel or as deemed necessary, with the approval of the District. If so, the Charter School will notify the District of the new policies in accordance with LAUSD’s material revision policies after approval of the Board of the revised policy, prior to the enrollment period in which the revised policies will be implemented.

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(c)(5)(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

Other reports as requested by the District

Annual Audit Procedure

Prepa Tec Los Angeles High is an independent, directly funded charter school currently operating as authorized by the State Board of Education.

Each year, the APS Board of Directors forms an audit committee who contracts an independent auditor to prepare the annual audit of the Charter School's financial affairs. . An accountant certified by the State of California with knowledge of school budget and accounting procedures will conduct the independent audit. This audit will be conducted according to generally accepted accounting practices (GAAP) and the Charter School K-

12 Audit Guide regulations to verify the accuracy of the schools financial statements, attendance, and enrollment accounting principles and review the schools internal controls. On a daily basis, a system of internal controls will be instituted and maintained by the Charter School's CEO with the assistance of the Charter School's business services provider.

Staff Accountability

The Chief Executive Officer is responsible for:

- Working with the Board to identify and facilitate a contract for an independent auditor to conduct the required annual financial audit
- Working with the auditor to complete the audit
- Ensuring that the auditor will complete and submit the final audit report to the required deadlines by the statutory deadline

Selection of Independent Auditor

An audit committee will select an independent, external auditor through a request for proposal format and bring to the APS Board for approval. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider.

Preparing for the Audit

The designated fiscal officer will be the CEO, assisted by the outsourced fiscal manager, such as Charter Impact. The Treasurer of Alta Public Schools Board will also participate in the audit process along with the CEO.

To the extent required under applicable federal law, the audit scope will include items and processes specified in any applicable Office of Management and Budget Circulars. 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.

Accordingly, the independent auditor will be presented with the following systems and procedures to conduct the required audit:

- Compliance with terms and conditions described in the approved charter
- Internal controls, operational and financial
- Board agendas, minutes and other information related to financial reporting
- The Charter School's debt structure
- Governance policies and procedures
- The Charter School's enrollment process
- Compliance with safety plans and procedures
- The process for attendance recording and reporting
- Compliance with grant requirements

Process for Addressing Exceptions or Deficiencies

Audit exceptions and deficiencies will be resolved in conference with an independent auditor prior to the completion of the final report and to the satisfaction of the District and SBE/California Department of Education. Prepa Tec Los Angeles High will utilize attendance accounting procedures that will satisfy requirements for LACOE and LAUSD.

To address audit findings, Prepa Tec Los Angeles High will undertake three steps to address audit findings or exceptions:

1. Auditor and CEO will re-inspect by revisiting background information, which inspectors will use to gage the finding's context and to identify possible strengths and weaknesses;
2. The auditors will observe and examine the actual process, internal assessment or external tests, that may have caused the deficiency and discuss with staff or students and parents; and
3. Auditors will create a formal report that provides feedback to the CEO and school leadership, the Board, LAUSD, the State Board of Education and California Department of Education that outlines the strengths and weaknesses and any improvement recommendations.

Prepa Tec Los Angeles High agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. Prepa Tec Los Angeles High will provide interim financial data required by the District to fulfill its obligation to the county and state.

Submitting the Audit

After the APS Board approves the final annual audit, the CEO will be responsible to submit the final audit report to the California Department of Education, and to LAUSD by December 15 following each school 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).” (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:

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- 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.

Discipline Foundation Policy

All students at PTLAH are expected to behave appropriately and to learn and follow all guidelines and school policies. Positive Behavior Intervention and Support, known as PBIS, has been implemented. Corrective feedback and positive response strategies are used for students who are exhibiting inappropriate or disruptive behaviors.

Schoolwide Positive Behavior Intervention and Support

The staff at PTLAH believes that every student should have the opportunity to learn skills and values that are necessary for personal development. In order for children to learn from their behavior, they must understand that they have choices and are accountable for their actions. They must be willing to acknowledge, correct and learn from their mistakes. In order to achieve this goal, it is necessary for students to behave in a safe and orderly way for an effective learning environment.

School-Wide Positive Behavior Intervention and Support (SWPBIS): The Charter School's systemic approach to teaching and managing behavior in schools, with the goal of creating and maintaining positive school environments. PTLAH's positive behavior plan is used to address the needs of our students using a Multiple-Tier process. Tier one will focus on universal strategies that encourage all students to be safe, respectful, and responsible. Tier one strategies will include but not limited to the following efforts: praise of positive behavior, a token economy, student activities during nutrition and lunch clubs, incentive trips, service activities, a rich advisory program, a competitive sports program, an academic support and enrichment program outside of school hours, assemblies, and workshops for students and parents.

Restorative Justice Practices are used to build the Charter School's community and repair harm done to relationships. Restorative practices allow for a shift in practice that results in a culture; which is inclusive, builds fair process into decision-making practices, and facilitates student learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding. As implemented at PTLAH restorative practices, students...

- Have an opportunity to be heard;
- Understand the greater impact of one's actions;
- Learn to take responsibility;
- Repair the harm one's actions may have caused;
- Recognize one's role in maintaining a safe school environment;
- Build upon and expand on personal relationships in the school community; and

- Recognize one's role as a positive contributing member of the school community.

Ultimately, all members of the Charter School community learn to make positive, productive, and effective choices in response to situations they may encounter in the future after engaging in a restorative practice.

PTLAH's positive behavior plan is used to address the needs of our students using a Multiple-Tier process. Tier one focuses on universal strategies that encourage all students to be safe, respectful, and responsible. Tier one strategies will include but not limited to the following efforts: praise of positive behavior, a token economy, student activities during nutrition and lunch clubs, incentive trips, service activities, a rich advisory program, a competitive sports program, an academic support and enrichment program outside of school hours, assemblies, and workshops for students and parents.

Tier Two and Tier Three will provide more intensive and targeted services for students and families that need greater support from the school community. Services will include Student Success Team (SST) meetings, Family Support Team, counseling services on site and in the community, individualized incentive plans, behavior contracts, social skills training, and referrals to community based programs, parent conferences, and student and parent workshops.

PTLAH will continue to build upon a schoolwide classroom management plan that will ensure an equitable disciplinary system across classrooms, and clearly articulated and explicitly taught behavioral expectations for all common areas of the school as evidenced by signs and behaviors throughout the Charter School campus.

The PTLAH's three-tiered approach is the foundation that is used to reduce suspensions and expulsions. Other alternatives to suspension will include:

- In-school suspension
- Parent supervision
- Make-up time (before or after school)
- Loss of privileges during lunch, recess, social time, etc.
- Mentoring (with a teacher, counselor, or other staff member before or after school)

When other means of corrective action are not feasible or have repeatedly failed to bring about proper conduct the following actions will be considered:

- In school suspension-must have a credentialed teacher assigned to the student.
- Out of school suspension
- Expulsion

Alternatives to Suspension: Describe the age-appropriate responses that will be used to address and correct the student's specific misconduct. Include a professional development plan for teaching, communicating, and modeling to the charter school community the charter school's discipline policy to ensure school practices are consistent.

Discipline Data is maintained in the Charter School's student information system; and monitored by the Assistant Principal and Counselor. Reports are reviewed at leadership meetings and appropriate data is shared with a team of teachers who collaborate in order to continually improve approaches and supports in both academic and behavioral areas.

Parents and teachers are actively involved in helping students understand their choices and that they have either a positive or negative effect. Our progressive discipline plan is designed to assist children in being aware of their behavior. It applies to classroom as well as playground and cafeteria behavior.

Guiding Principles

- **Respect:** Treat others the way I want to be treated; respect laws, rules, and school authority; treat people fairly and respect their rights; respect public and private property.
- **Responsibility:** take responsibility from my actions; choose how I respond to others; return what I borrow.
- **Appreciation of Differences:** look to the good in others; respect each person's right to be different; see cultural diversity as an opportunity for learning
- **Honesty:** be honest with yourself and others; act with integrity; avoid spreading rumors or gossip
- **Safety:** engage in safe activities; keep body and mind healthy; choose only those things that are really good for me
- **Life-Long Learning:** come to school prepared to learn; give me best in everything I do; be open and alert to solutions

When students model the guiding principles, they treat others with respect; find peaceful solutions; listen to each other; are drug free; keep school clean; have healthy friendships; produce their own work; maintain honesty and integrity; show empathy and compassion; defend other's rights; appreciate differences; respect the property of others; engage in safe activities, and do not tolerate bad activities.

To create a culture of discipline students are expected to:

1. Learn and follow school and classroom rules
2. Solve conflicts maturely, without physical or verbal violence
3. Keep a safe and clean campus that is free of graffiti, weapons, and drugs
4. Be good role models and help create a positive school environment

5. Report any bullying harassment, or hate motivated incidents
6. Display good sportsmanship on both the athletic field and playground
7. Attend school on time, have school books and supplies and be prepared to learn
8. Keep social activities safe and report any safety hazards

Parent/Caregiver Responsibilities

Parents and caregivers and the Charter School are partners in their children's education. In order to create a safe, respectful, and welcoming Charter School, parent support is needed to help children learn and follow school and classroom rules. Parents are the most important persons in a child's life, and have the power to influence the attitudes and behavior of their children both at home and at school. How parents handle discipline at home affects a child's behavior at school. Treat the Charter School personnel with respect and expect them to treat you and your child with respect. These are some tips for parents:

- Learn the rules for your child's school and make sure you and your child understand them
- Involve your child in the establishment of the rules in the home
- Participate in the child's education, help with homework, speak to their teachers, attend school functions
- Use a positive approach when disciplining your children; say more "do this" than "don't do that; set limits
- Help your child develop a network of trusted adults to provide additional support when needed
- Teach your child to resolve problems
- Recognize your child's accomplishments and improvements
- Help your child understand the value in understanding individual differences
- Help your child find ways of expressing anger without verbal attacks of physical violence
- Keep an open communication with your child
- Set an example for them

Outlined and composed in the PTLAH's Progressive Discipline Plan sheets, which are utilized in the classroom, stipulates behaviors that are not allowed at school. Also outlined are the possible consequences of engaging in such behaviors. Each teacher has the Discipline Behavior Sheets in which teachers will record each disciplinary incident. Staff members utilize their classroom management system and give verbal warnings prior to progressing through the consequences. All intervention reports and citations are kept on file in the student information system

Students learn best in a safe and healthy environment where there are clear expectations about behavior, and when the culture of the Charter School values and respects all stakeholders. To set clear expectations of students, the student discipline policies at

PTLAH will be further refined as the school accesses input from parents, teachers, and students. These policies are distributed in the Charter School's Student Handbook and describe the school's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse, among other topics. Each family receives a copy of these policies and we are required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

PTLAH staff has developed a comprehensive set of student discipline policies through the work of the Charter School Administration and approved by Alta Public Schools Board that includes the work of parents, students, and staff and is in accordance with California Education Code Section 48900.

Students who do not live up to their responsibilities and who violate the Charter School rules may expect some consequences for their behavior, such as:

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

When appropriate, prior to suspension/expulsion proceedings, a Student Success Team (SST) is formed by teachers, parents, and Superintendent to support the student in the improvement of his/her behavior. The SST develops specific modifications and intervention strategies for the student to follow. Student behavior is monitored with the expectation that the student will comply with the plan. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may be suspended.

Alternatives to Suspension and Expulsion

Suspension and Expulsion matters are immediately dealt with, first utilizing alternatives to Suspension and Expulsion, including but not limited to:

- Alternative programming; change of class; independent study
- Behavior monitoring; progress report cards
- In-school alternatives; social- emotional skills training
- In-school community service
- Counseling; anger management program
- In-school parent supervision
- Problem solving/contracting

A student will not be suspended or expelled for truancy or tardiness. PTLAH shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory education activities.

School’s Disciplinary Jurisdiction

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

Grounds for Suspension and Expulsion

“A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the Principal of the school or his/her designee in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to” Education Code Sections 48900 et seq. while on campus, school sponsored activity or via internet/social media where the act has a direct impact at the Charter School or the Charter School sponsored activity. As outlined in noted Ed Code, a student may be recommended for suspension or expulsion depending on the severity of the infraction for any of the following reasons:

Table 10.1:

<p>ust Suspend. Mandatory Recommendation to Expel Offenses with No Principal Discretion. Expulsion Not Mandatory by the Alta Public School Board.</p>	<p>Must Suspend. Shall Recommend Expulsion Hearing Unless Particular Circumstances Render Inappropriate Expulsion Not Mandatory. Offenses Subject to Limited Principal Discretion.</p>	<p>May Suspend. May Recommend Expulsion Hearing. Offenses Subject to Broad Principal Discretion.</p>
<p><i>Education Code (EC) 48915(c)</i> Act must be committed at school or school activity ¹. Firearm a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written</p>	<p>Act must be committed at school or school activity ¹. EC Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance. 1. Causing serious physical injury to another person, except</p>	<p>Acts committed at school or school activity or on the way to and from school or school activity. a. Caused, attempted to cause, or threatened to cause physical injury b. Willfully used force or violence upon the person of another, except in self-defense</p>

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<p>permission from a certificated employee which is concurred with by the principal or designee.</p> <p>b. Selling or otherwise furnishing a firearm.</p> <p>c. Brandishing a knife at another person.</p> <p>d. Unlawfully selling a controlled substance listed in <i>Health and Safety Code</i> Section 11053 et. seq.</p> <p>e. Committing or attempting to commit a sexual assault as defined in subdivision (n) of <i>EC</i> 48900 or committing sexual battery as defined in subdivision (n) of 48900.</p> <p>f. Possession of an explosive with the power of an M-80 or greater.</p>	<p>in self- defense. <i>EC</i> Section 48915 (a)(1).</p> <p>2. Possession of any knife, explosive with less power than an M-80, or other dangerous object of no reasonable use to the pupil. <i>EC</i> Section 48915 (a)(1)(B).</p> <p>3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the <i>Health and Safety Code</i>, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</p> <p>4. Robbery or extortion. <i>EC</i> Section 48915 (a)(1)(D).</p> <p>5. Assault or battery, or threat of, on a school employee.</p>	<p>c. Possessed dangerous objects</p> <p>d. Possessed drugs or alcohol (policy determines which offense)</p> <p>e. Sold look alike substance representing drugs or alcohol</p> <p>f. Caused damage to propertyg. Committed theft</p> <p>h. Possessed or used tobacco (policy determines which offense)</p> <p>i. Committed obscenity/profanity/vulgarity</p> <p>j. Possessed or sold drug paraphernalia</p> <p>k. Received stolen property</p> <p>l. Possessed imitation firearm</p> <p>m. Committed sexual harassment</p> <p>n. Harassed, threatened or intimidated a student witness</p> <p>o. Sold prescription drug Soma</p> <p>p. Committed hazing</p>
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<p>Must Suspend. Mandatory Recommendation to Expel Offenses with No Principal Discretion. Expulsion Not Mandatory.</p>	<p>Must Suspend. Shall Recommend Expulsion Hearing Unless Particular Circumstances Render Inappropriate Expulsion Not Mandatory. Offenses</p>	<p>May Suspend. May Recommend Expulsion Hearing. Offenses Subject to Broad Principal Discretion.</p>
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	Subject to Limited Principal Discretion.	
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The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not ^[L]_[SEP]feasible or have repeatedly failed ^[L]_[SEP]to bring about proper conduct.

2. Due to the nature of the act, the ^[L]_[SEP]presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

s. Participating in the act of hate Violence and Terroristic Threats

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not ^[L]_[SEP]feasible or have repeatedly failed ^[L]_[SEP]to bring about proper conduct.

2. Due to the nature of the act, the ^[L]_[SEP]presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

† Section 48900 (t)(Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in *Penal Code* 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.

‡ Section 48900 (u)"school property" includes, but is not limited to, electronic files and databases.

Suspension and Expulsion Policy

The PTLAH Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as PTLAH' policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments are within the legal requirements.

PTLAH staff enforces the disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures are printed and distributed as part of PTLAH Student Handbook and clearly describe discipline expectations.

Corporal punishment is not 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.

PTLAH administration ensures that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The Policy and Administrative Procedures are included in PTLAH's Student Handbook.

Suspended or expelled students are excluded from all Charter School and Charter School-related activities unless otherwise approved by the Principal during the period of suspension or expulsion. Students are provided all classroom assignments and related materials with the expectation that these assignments will be completed while on an extended suspension.

Students serving in-school suspension shall be supervised by the Principal or a certificated designee in a classroom or office. Students are required to complete all classroom assignments, quizzes, tests and homework given during the duration of the in-school suspension with the same due dates as all other students in the same classes. Work is obtained by administration from teachers the morning of the in-school suspension and given to the student who will complete the work in an alternative setting.

Students serving out of school suspension are required to complete all classroom assignments, quizzes, tests and homework given for all classes missed during the duration of the suspension with the due date being no later than 24 hours after return from out of school suspension.

Work is obtained by administration from teachers the afternoon of the out of school suspension and placed in the front office to be available for pick up by a parent or guardian.

Suspension Procedures

1. Authority to Suspend

The Superintendent, his/her administrative designee, and the CEO are authorized to suspend students.

2. Notice of Potential Disciplinary Action

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. Notice and the opportunity for the student to respond shall be provided before the suspension begins. The conference may be delayed only if the Chief Executive Officer or designee determines that an emergency situation exists. An "emergency situation" is one that presents a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. In the event the conference is delayed due to an emergency, his conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

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

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice will also state the date and time when the student may return to school. If Charter School's Principal or designee wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. The written

notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

3. Suspension Appeal Process

The parent or guardian of a suspended student, including a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the suspended student himself or herself, may appeal the suspension decision within five (5) working days of the notification of suspension directly to the Superintendent in writing. The Superintendent will expeditiously review the case with the parent and/or student in question within five (5) working days of receipt of the appeal. If the Superintendent determines that the student has not violated one of the rules in the Student Handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed. Otherwise, the decision will be upheld. During the required parent conference, information is provided to the student and parent or guardian about their right to appeal a suspension, along with information about the appeal process.

If the parent/guardian or student disagrees with the Superintendent's determination, they may appeal to the Chief Executive Officer via a written, dated request. Within five (5) working days, PTLAH's Chief Executive Officer will gather information from the Superintendent, student, parent or guardian to determine whether or not the Superintendent suspended the student properly and followed all applicable procedures. The Chief Executive Officer will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or Charter School staff to clarify information. Based on the information submitted or requested, PTLAH's Chief Executive Officer may make one of the following decisions regarding the suspension:

1. Uphold the suspension
2. Determine that the suspension was not within the Charter School's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

PTLAH's Chief Executive Officer will mail a copy of the decision to the student and/or parent or guardian within five days of issuing the decision. A copy of the decision is also mailed or delivered to the school Superintendent.

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Charter School if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings. When an appeal relating

to the placement of the student or the manifestation determination has been requested by either the parent or Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five-day (45) time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Charter School agree otherwise.

4. Length of Suspension

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made by the Principal/Superintendent or CEO. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension on or before the completion of the fifth (5th) day of suspension.

5. Student Access to Education during Suspension

All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Students serving in-school suspension will be required to complete all classroom assignments, quizzes, tests and homework given during the duration of the in-school suspension with the same due dates as all other students in the same classes. Work will be obtained by administration from teachers the morning of the in-school suspension and given to the student who will complete the work in an alternative setting.

Students serving out of school suspension will be required to complete all classroom assignments, quizzes, tests and homework given for all classes missed during the duration of the suspension with the due date being no later than 24 hours after return from out of school suspension. Work will be obtained by administration from teachers the afternoon of the out of school suspension and placed in the front office to be available for pick up by a parent or guardian.

6. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. According to Education Code 48900.5, a student will be considered for expulsion when other means of correction have failed to correct the student's specific misbehavior.

7. Procedures for Suspension Pending the Outcome of an Expulsion Process

Upon a recommendation of Placement/Expulsion by the Superintendent or designee, the pupil and the pupil's guardian or representative will be invited to a conference to

determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Superintendent or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The maximum consecutive number of school days for a suspension of a single incident is five (5), the maximum number of days for suspension during the school year for general education students is 20 days and 10 days for Special Education students, unless it is necessary to extend a suspension pending resolution of an expulsion hearing for appeal and unless the student transfers in from another school and already has a suspension record for the year. In that case, the total number of days may be increased by 10 days or a total of 30 suspensions in that school year. The maximum number of suspension days for a student with disabilities in a school year is 10.

At all steps during the suspension and expulsion necessary transition or interpretation services are provided to ensure parents/guardians are able to understand and participate in the process. Reasonable accommodations are made to ensure parents/guardians who wish to attend a conference are able to do so.

Any student who engages in more than one violation of the Charter School's behavioral expectations will be required to attend a meeting with school site administration and the student's parents. The Charter School will prepare a specific, written remediation agreement outlining expectations for future student conduct, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. Suspension and Expulsion will only be considered after all other alternatives have been exhausted or the students, faculty staff, or property are in jeopardy.

Expulsion Procedures

1. Authority to Expel

The Alta Public Schools' Board has the authority to expel a student upon the recommendation of an Administrative Panel. The Panel is to be assigned by the Alta Public Schools' Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or an Board of Directors member. The Administrative Panel will consist of impartial parties approved by the Board of Directors may recommend expulsion to the Board of Directors of any student found to have committed an expellable offense.

2. Notice of Potential Disciplinary Action

Students recommended for expulsion are entitled to a hearing by the Administrative Panel to determine whether the student should be recommended to be expelled. Unless

postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or Administrative designee determines that the Pupil has committed an expellable offense.

The Charter School will follow the procedures in EC 48918. All expulsions cases will be heard by the independent Administrative Panel pursuant to E.C. Section 48918 (d). And as such, the panel will make a recommendation to the Board of Directors for a final decision whether to expel. The administrative hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Under the direction of the Administrative Panel, the Superintendent or the Principal will give written notice of the hearing to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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

3. 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.

4. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors of PTLAH who will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made at the next regularly scheduled board meeting.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

5. Written Notice to Expel

The Superintendent or designee following a decision of the Board of Directors to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense(s) 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 PTLAH
- The reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion
- Appeal procedures
- Pupils who are expelled shall be responsible for seeking alternative education programs

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

6. Expulsion Appeal Process

The charter school will afford students meaningful opportunity to be heard, reasonable accommodations and language support, and other due process protections and rights. As addressed in the District Required Language the student will be provided 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.

After the Alta Public Schools Board has sent the written notice to the parent/guardian of a student expulsion, a request for appeal must be sent by mail or hand delivered to the PTLAH CEO within five (5) working days. The student will be considered expelled until an appeal hearing is convened. The appeal hearing itself will occur within ten (10) working days after the written notice to appeal has been received by the Chief Executive Officer, and must be attended by parent(s)/ guardian(s).

The hearing will be held by a fair and impartial panel after signed documentation attesting to the fact that the panel members do not have any prior knowledge of said student or have any connection to the act for which the case was brought to the panel. The decision of uninterested representatives including educators, community members and other stakeholders approved by Alta Public Schools Board will be final. This hearing will allow the student to present their reasons, supporting evidence, and other documentation to support the request for appeal. The panel shall consider this testimony in reaching their decision. Further, the student will be provided reasonable accommodations and language supports as needed. This appeal process addresses all of the student's rights and protections concerning due process.

Disciplinary Records

The Charter School shall maintain the confidentiality of Pupil Records of all student suspensions and expulsions in locked files at the Charter School. These files will only be accessible to PTLAH's Chief Executive Officer, Superintendent, and designated staff members providing services to the students. Signatures will be required of those utilizing the confidential files. Such records shall be made available to the District upon request.

Procedures for Expulsion hearings Involving Sexual Assault/Battery Offenses

PTLAH may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by PTLAH administration or the Superintendent's designee.. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil. The presiding officer may be the Superintendent or a member of the panel chosen by the panel upon convening the hearing. The Superintendent is not a voting member of the panel.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a)

receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. PTLAH must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the presiding officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The presiding officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The presiding officer may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding officer finds is disrupting the hearing. The Administrative Panel Chair person, is the presiding officer, person conducting the hearing, may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, PTLAH must present evidence that the witness' presence is both desired by the witness and will be helpful to PTLAH. The presiding officer, shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary

circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Expelled Pupils/Alternative Education

In the event of a decision to expel a student from PTLAH, the PTLAH administration will work cooperatively with LAUSD, the identified district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled.

Expelled Transfer Student Admission

If a student is under an expulsion order from another school district (LEA), all information must be provided to the Alta Public Schools Board of Directors for review. The Alta Public Schools Board of Directors will determine if enrollment will be granted. The decision to admit an expelled pupil from another school district or charter school shall be at the sole discretion of the Board. To determine if a student is "rehabilitated," the Superintendent will hold a meeting with the pupil and guardian or representative to determine progress and challenges. The Superintendent will make the determination whether the pupil has successfully completed the rehabilitation plan, from PTLAH or from the sending school, and will determine whether the pupil poses a threat to others or will be disruptive to the school environment.

The Superintendent shall make a recommendation to the Board following an investigation as to the student's progress in his/her Rehabilitation Plan and causes for expulsion. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks admission. All expelled students from other schools will begin their time at PTLAH by taking an after school Progressive Discipline class where they will be instructed on our Guiding Principles and Behavior and Consequences continuum. The parent, the student and the Charter School will sign a copy of the Progressive Discipline reports and ongoing weekly monitoring will determine the student's success at PTLAH.

Readmissions Due Process

In the event an expelled student is denied readmission to PTLAH, after the investigation and meetings by the Superintendent to determine that the student had made significant progress in their Rehabilitation Plan or they were deemed to possess no threat to the safety of the PTLAH students, the student will be notified by the Board in writing of the decision not to admit. The notice to the parent or guardian will be mailed three (3) days after the Board determination and will include the following:

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1. Notice of the previous specific offense committed by the student
2. 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 PTLAH Findings by the Board on the Superintendent's investigation and assessment of facts that determined unsuccessful completion of Rehabilitation Plan
3. Alternative area schools
4. New admissions eligibility date

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

Alta Public Schools’ certificated staff participates in CalSTRS. A volunteer 401(k) Retirement Savings Plan was implemented January 2017, and currently offers a discretionary profit sharing component. If continued participation in CalSTRS is not pursued, the 401(k) Plan will offer a competitive Employer Match in addition to the discretionary profit share.

The Charter School acknowledges that it must continue participation in CalSTRS for the duration of the School’s existence under the same CDS code.

Classified Staff Members

Alta Public Schools’ management and the Board of Directors accept the continued participation in CalPERS. A 401(k) Retirement Savings Plan was implemented January 2017 and currently offers a discretionary profit sharing component. If continued participation in CalPERS is not approved, the 401(k) Plan will offer a competitive Employer Match in addition to the discretionary profit share.

The Charter School acknowledges that it must continue participation in CalPERS for the duration of the School's existence under the same CDS code.

CalSTRS and CalPERS Reporting

If participation continues for either of these retirement plans, then reporting will be completed per the instruction and format provided by the Los Angeles County Office of Education (LACOE). Participating employees will contribute the mandated amount through payroll deduction, and Prepa Tec Los Angeles High will contribute the mandated employer contribution. Employees will accumulate service credit years in the same manner as all other members of STRS or PERS.

The CEO, through the Charter School's Human Resources Department, shall be responsible for ensuring that such retirement coverage is arranged or administered and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3. The Alta Public Schools 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.

As a school of choice, Prepa Tec Los Angeles High (PTLAH) does not restrict enrollment based on residence, income, and other protected classes under Federal law. Parents and students will be informed of their public school attendance alternatives during the enrollment process through such publications as the District’s School Choices brochure.

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.

All employees shall be sole employees of Alta Public Schools. Upon employment at Alta Public Schools, new employees will resign from any other full-time position.

All rights of employees are clearly listed in the latest version of the Alta Public Schools' Employee Handbook approved by the Alta Public Schools' Executive Board.

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

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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

Victor Aguirre, Principal
Prepa Tec Los Angeles High
c/o Xavier Reyes, CEO
2410 Broadway
Walnut Park, CA 90255
(323) 923-0383, x.reyes@altaps.org

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

Victor Aguirre, Principal
Prepa Tec Los Angeles High
c/o Xavier Reyes, CEO
2410 Broadway
Walnut Park, CA 90255

323-923-0383, x.reyes@altaps.org

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.

In the event of the closure of Prepa Tec Los Angeles High school’s closure the designated agent will be the CEO, Xavier Reyes.

Prepa Tec Los Angeles High
c/o Xavier Reyes, CEO

Prepa Tec Los Angeles High Petition

2410 Broadway
Walnut Park, CA 90255
323-923-0383, x.reyes@altaps.org

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).)

In the event of charter revocation or closure and before the Board votes on a “Closure Agent”, the Chief Executive Officer will lead preparations for such an event.

In the event of the closure of Prepa Tec Los Angeles High school’s closure the designated agent will be the CEO, Xavier Reyes.

Prepa Tec Los Angeles High
c/o Xavier Reyes, CEO
2410 Broadway
Walnut Park, CA 90255
323-923-0383, x.reyes@altaps.org

ADDENDUM

Assurances, Affirmations, and Declarations

[Prepa Tec Los Angeles High] (also referred to herein as “[PTLAHS]” 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).)

Prepa Tec Los Angeles High Petition

- 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.

Prepa Tec Los Angeles High Petition

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) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, 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.

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.

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.

SUICIDE PREVENTION POLICY

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

HUMAN TRAFFICKING PREVENTION RESOURCES

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

FEMININE HYGIENE PRODUCTS

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

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.

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 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)." (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.

HOMWORK 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,

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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]

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- 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.

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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

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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.

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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

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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).

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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

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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.

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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

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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).)