

Alta Public Schools

**2410 BROADWAY
WALNUT PARK, CA 90255
www.ALTAPUBLICSCHOOLS.ORG
323.923.0383 Fax 323.923.0380**



**Submitted to the California Department of Education
1430 N Street, Suite #5111
Sacramento, CA 95814**

PETITION WITH MATERIAL REVISIONS FOR APPROVAL

October 14, 2015

Resubmitted August 8, 2017

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AFFIRMATIONS

Prepa Tec, Los Angeles High School (also referred to herein as “PTLAHS” and “Charter School”) shall:

- (1) [A] Charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall 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 California *Penal Code*. Except as provided in paragraph (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 guardian, within this state, except that any 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 public school.
- (2) (A) A charter school shall admit all pupils who wish to attend the school.
(B) However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in *EC* Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.
(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding
- (3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to *EC* Section 48200.

Xavier Reyes, Lead Petitioner

5.31.17
Date

ELEMENT 1: Description of the Educational Program

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

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

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

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	Xavier Reyes, CEO
• The contact address for Charter School is:	2410 Broadway Walnut Park, CA 90255
• The contact phone number for Charter School is:	323-923-0383
• The proposed address or target community of Charter School is:	4210 Gage Avenue Bell, CA 90201 6020 Miles Avenue Huntington Park, CA 90255 2665 Clarendon, Huntington Park, CA 90255
• This location is in LAUSD Board District:	5
• This location is in LAUSD Educational Service Center:	ECS South
• The grade configuration of Charter School is:	9-12
• The number of students in the first year will be:	130

• The grade level(s) of the students in the first year will be:	9
• The scheduled opening date of Charter School is:	August 15, 2016
• The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	520
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	6 period day with Period 0 option
• The term of this charter shall be from:	July 1, 2016 to June 30, 2021

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

Community Need for Proposed Charter School

The target community from where our students will come from is bounded by the City of Cudahy in the East; unincorporated Walnut Park in the North; and the South and West portions of the City of South Gate. While this target community has many municipal jurisdictions, it is essentially and demographically the same community.

While the majority of our students will come from the City of South Gate, the demographic profile is similar to the surrounding cities from where a portion of our students will come to our school. South Gate is a city that is predominately Latino/Hispanic at 94% as compared to the California average of 37%, according to the 2010 Census¹. Other ethnic or racial groups include Whites at 3.4%, and approximately 1% each African American, American Indian, and Asian.

While the community is predominately Latino/Hispanic, it is also a very young community with the largest demographic age group being the 18-year-old and under age group. This group comprises 32% of the total population in the City of South Gate as compared to the rest of California at 25%.

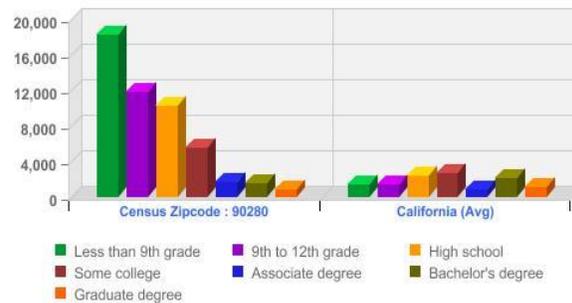


Within our target group for our school, we will receive an average of 33% already in poverty in the 18-year-old and under category as opposed to the California average of 19.6%, according to Citydata.com and the U.S. Census. Moreover, near half of our students' parents will be in the poverty category and will have very little educational attainment. The majority of our parents will have a less-than-9th-

¹ <http://quickfacts.census.gov/qfd/states/06/0673080.html>

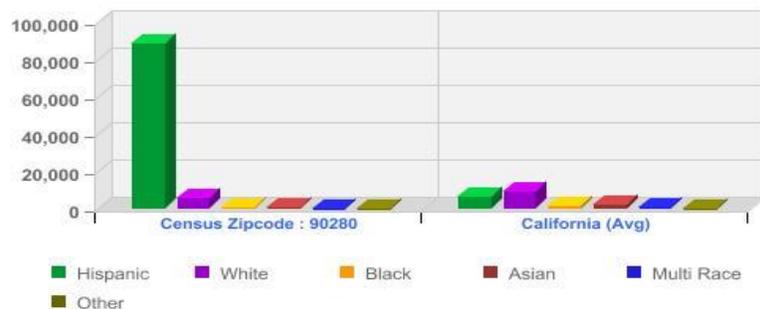
grade education, at 36%, as compared to the California average of 11% (table below). Only 4.6% will have obtained a college degree as compared to the average for California at 18.8%.

We will also see an average number of monolingual Spanish speakers coming to our door entering in ninth grade given the high percentage of Spanish as the language spoken at home at 86.8% with English at 12% as the primary language spoken at home.



In terms of crime, according to the California Office of the Attorney General, the City of Los Angeles had 317 violent crimes per one hundred thousand people in 2005. South Gate had 527 violent crimes in 2005 for a small city of 98 thousand people. Other surrounding cities with similar population numbers included Huntington Park with 577 violent crimes in 2005, as well as Inglewood with 1057 and South Pasadena with 42 violent crimes. Overall, by comparison, the City of South Gate would be considered a moderately violent city from where our students will attend.

Additionally, according to the 2010 U.S. Census information, major indicators for the South Gate community include a medium household income below county and state averages, yet slightly higher than its neighbor city to the North, Huntington Park; In terms of age, South Gate is a very young city. It has a higher percentage of “Persons Under-5 years” than the average for the county and for the state, which equals to a total of 9,794 persons. Yet, compared to its neighbor Huntington Park (6,380 persons), it has a slightly lower percentage of “Persons Under-5 year” olds. There may be a correlation for South Gate’s neighbor city having a larger “Under-5” population percentage given the larger foreign born population, although, South Gate also has a significantly larger than average number of “Foreign Born” persons than the county and state averages; In terms of transiency, South Gate is a community that on average is significantly on par with the county and the state. Almost half of South Gate’s population have stayed in South Gate for five or more years; In terms of education, the percentage of the population in South Gate with a bachelor’s degree or higher is significantly below county and state averages. Also, educational attainment as measured by high school graduation levels are at 50%, according to LAUSD/UCLA study; In terms of size of households, South Gate has a significantly larger average number of persons per households, many under five years old and the vast majority speaking Spanish as their primary language spoken at home.



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Census 2010	SG	CA
Population	99,400	37.8 m
Persons under 18	31.75	25.48
White	4.5	40.9
Black	0.47	5.9
Hispanic	94	37.1
Foreign born	49.3	26.2
Language other than English (S)	86.87	28.18
HS graduates	25.4	21.6
Bachelors or higher	4.6	18.8
Persons per households	4.2	2.9
Medium household income	42,362	58,931
Below poverty	14.72	9.8

In sum, the community from which we will draw our students is a city with relatively moderate poverty, largely Latino/Hispanic, with a large number of young people, a population with low percentage of formal educational attainment and with a moderate violent crime index.

Community Educational Profile

The target student population coming to PTLAHS will be students that will enjoy the experience of an academically rigorous program, small classes and an international approach to learning.

In our first year, our ninth grade students will arrive primarily from the five surrounding high schools, depicted in the following table, with varied educational programs and academic performance levels.

We anticipate that the majority of our students will come from the home attendance area of Huntington Park HS and South Gate HS, where the enrollment 1466 and 2312 students, respectively, and the mean 3-year weighted average API is 664. Both schools are Title I schools with 99-100% Latino students, and an average 24% English Language learner population. The local charter high schools each have an approximate enrollment of 460 students. However, among district and charter schools in the local area, only one school, Alliance Collins Family College Ready HS, is classified as “excelling” according to the School Performance Framework.

Implications for PTLAHS and Modifications

Key demographic indicators that will have an impact on the way PTLAHS operates are the following:

- Large number of persons in “poverty”
- Large number of persons per households

- Low percentage of higher education attainment
- Large percentage of people speaking other languages other than English at home
- Large percentage of foreign born
- Significant percentage of non-transiency
- Large percentage of Hispanic persons
- Large percentage of persons under-5 years old

Similar to surrounding Los Angeles Unified School District schools, PTLAHS will face many challenges. One significant challenge for PTLAHS is the large number of children and families demographically in “poverty”. As such, these students attending our school will allow us to live and fulfill our mission to provide a world-class education to all students. Additionally, it makes for a more diverse student body.

On the operational side, because of the large number of students in “poverty,” we will hire staff that have prior experience working with economically challenged populations or that have experience with Free & Reduced Lunch program students. Moreover, having a large population of students in “poverty” will designate our school as a Title I school. This designation will allow us additional resources to better assist students that are economically and educationally challenged. Because this group will be one of the largest groups in the school, we will create a school council composed of parents and staff to identify and address the challenges these students face.

Additionally, serving large families in our target community is an indicator that the Alta Public Schools Board of Directors will need to consider in our Enrollment Policies a “siblings” clause that will allow a certain priority to brothers and sisters wishing to attend our school, if enrollment capacity will allow. Culturally, we welcome the added family feel and culture created when siblings attend the same school.

Other challenges PTLAHS will face locating the school in South Gate, or nearby communities, is the challenge of serving a largely formally uneducated, Spanish-speaking, immigrant, non-transient homeowner community. In other words, we will serve a community that almost mirrors the home ownership average of the state but have low levels of higher education and are Hispanic immigrants. This means that we will have half of our families with strong ties to the local community and the other half will be transient, renters moving every five years. This community profile is not unusual in LAUSD schools. To meet the challenges this community will bring to us we will hire a majority of our staff to be bilingual Spanish speaking to assist the anticipated English Language Learner population of approximately 24%, as indicated by the average ELL population of surrounding district schools. Also as part of our educational program we will invest heavily in an English Language Learner program dedicated to transition students out of ELL classification within two years with intensive English language acquisition.

Moreover, we will create a Parent Center that will provide for parents an opportunity to interact with each other and create learning opportunities for parents as individuals and to assist their children with school- in addition to training leaders to formally join our school board and our other school-wide policy committees. It is our mission that we can only

succeed with the assistance of our parents and thus we will also create opportunities for local parents to be part of the school success team.

Student Population to be Served

PTLAHS will be a school that models the lessons of the IBMY/DP curriculum - inclusiveness and recognition of a common humanity. With this model in mind, we seek to be a school that will serve one and all that walk through our doors. We will 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 South Gate, Walnut Park, Huntington Park, and Cudahy.



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

PTLAHS will recruit and serve all types of learners. In our first two years we expect that we will 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 at 94%.

Our enrollment at capacity will be 520 students in grades 9 through 12 by the fifth year of operations (2020-2021). Beginning in Year 1 we will serve 130 9th grade students in the fall of 2016-2017 and every year after that, another cohort of 168 students will be added. The table below illustrates our enrollment plan.

Enrollment Roll Out Plan					
	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 9	130	130	130	130	130
Grade 10		130	130	130	130
Grade 11			130	130	130
Grade 12				130	130

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA														
Address: 2665 Clarendon, Huntington Park, CA 90255														
LAUSD Schools	# of Students 2013	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	[YEARS SPAN] API 3 Year Average	[YEAR] API Statewide Rank	[YEAR] API Similar Schools Rank	School Performance Framework Classification (SPF) ²
Marquez HS	433 ³	84	7	30	100% Latino			662 ⁴	NO	NO	N/A ⁵	2	2	WATCH
Huntington Park HS	1466 ⁶	100	12	23	99% Latino			673 ⁷	YES	NO	636 ⁸	2	6	WATCH
South Gate HS	2312 ⁹	89	9	19	99% Latino			709 ¹⁰	YES	NO	693 ¹¹	3	4	WATCH
Charter Schools														
Alliance Collins Family College-Ready HS	461 ¹²	96	5	11	98% Latino			815 ¹³	YES	YES	796 ¹⁴	8	10	EXCELLING
Aspire Pacific Academy HS	464 ¹⁵	91	11	11	99% Latino			741 ¹⁶	NO	NO	743 ¹⁷	5	8	N/A

²http://schoolinfosheet.lausd.net/budgetreports/GetFile?schoolYear=2013&fileName=Senior_Website_SPF_2013_2014.pdf&linkType=file

³ <http://dq.cde.ca.gov/dataquest/Acnt2013/2013GrthSchDem.aspx?allcids=19-64733-0126516>

⁴ <http://dq.cde.ca.gov/dataquest/Acnt2013/2013GrowthSch.aspx?allcids=19647330126516>

⁵ <http://dq.cde.ca.gov/dataquest/Acnt2014/apiavgSchNoData.aspx?allcids=19647330126516>

⁶ <http://dq.cde.ca.gov/dataquest/Acnt2013/2013GrthSchDem.aspx?allcids=19-64733-1934157>

⁷ <http://dq.cde.ca.gov/dataquest/Acnt2013/2013GrowthSch.aspx?allcids=19647331934157>

⁸ <http://dq.cde.ca.gov/dataquest/Acnt2014/apiavgSch.aspx?allcids=19647331934157>

⁹ <http://dq.cde.ca.gov/dataquest/Acnt2013/2013GrthSchDem.aspx?allcids=19-64733-1938307>

¹⁰ <http://dq.cde.ca.gov/dataquest/Acnt2013/2013GrowthSch.aspx?allcids=19647331938307>

¹¹ <http://dq.cde.ca.gov/dataquest/Acnt2014/apiavgSch.aspx?allcids=19647331938307>

¹² <http://dq.cde.ca.gov/dataquest/Acnt2013/2013GrthSchDem.aspx?allcids=19-64733-0108936>

¹³ <http://dq.cde.ca.gov/dataquest/Acnt2013/2013GrowthSch.aspx?allcids=19647330108936>

¹⁴ <http://dq.cde.ca.gov/dataquest/Acnt2014/apiavgSch.aspx?allcids=19647330108936>

¹⁵ <http://dq.cde.ca.gov/dataquest/Acnt2013/2013GrthSchDem.aspx?allcids=19-64733-0122721>

¹⁶ <http://dq.cde.ca.gov/dataquest/Acnt2013/2013GrowthSch.aspx?allcids=19647330122721>

¹⁷ <http://dq.cde.ca.gov/dataquest/Acnt2014/apiavgSch.aspx?allcids=19647330122721>

In terms of students arriving to our school from private and or religious schools from the surrounding community, we will draw students from Renuevo Academy.

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 first year.



Goals and Philosophy

Vision

PTLAHS' 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.

PTLAHS 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.

PTLAHS 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.

Mission and Goals

PTLAHS' 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. We will fulfill our mission with:

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 IBMYP/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

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

Within this context, PTLAHS believes a truly educated person in the 21st Century must possess the following skills and attributes:

1. *High Academic Proficiency*: the academic understanding of concepts that include and exceed the scope of state and national standards in the major subject areas.
2. *Communication skills*: the ability to communicate ideas effectively through reading, writing, and speaking in more than one language.
3. *Research Skills*: the aptitude to access, process, manage, interpret, question, validate, and act upon information.
4. *Technological Proficiency*: the knowledge of the software and hardware required to research and present information in a variety of media.
5. *College and Career Readiness*: In addition to academic preparation, students must have consistent access to college and career counseling, as well as opportunities to explore higher-Ed options through college days/nights and college and career fairs for the community.
6. *Interpersonal Skills*: the social skills necessary to cooperate, make group decisions, resolve conflicts, and identify group roles in order to work effectively as a team.
7. *Intrapersonal Skills*: the ability to be aware of one’s own learning, reflect upon personal strengths/weaknesses, and identify and execute the steps necessary to achieve growth.
8. *Innovation*: the ingenuity to creatively solve problems, make connections, and construct interdisciplinary combinations (Boyer 1995, Friedman).
9. *Tolerance*: the willingness to understand and respect cultural differences in perspectives,

beliefs, values and traditions.

10. *Curiosity: the capacity to recognize* personal inquiries and identify individualized learning goals accordingly.

We believe that these skills and qualities are necessary for humankind to adequately resolve the tenacious and long-standing problems facing our world at the dawn of this new century. We believe that fostering the development of these skills and qualities in an educational environment by upholding standards of academic excellence, democratic processes and developmentally appropriate learning experiences, will encourage the creative and critical thinking skills that will enable our students to find workable solutions to these kinds of problems.

How Learning Best Occurs

PTLAHS will apply the best of research-proven strategies to provide a rich and rigorous academic program that gives all students the chance to be successful.

PTLAHS will be a small school with relatively low student-to-teacher ratios. We anticipate having less than a 28:1 student to teacher ratio. As such, learning best occurs when schools are small. Research has shown that second only to socioeconomic status, school size is the most significant predictor of student success (Klonsky, 1998). Also, research strongly emphasizes the superiority of small schools as places where the learning environment is enhanced (Raywid, 1998). The enhanced social relationships of small school environments affects student achievement by increasing trust and positive attitudes toward school among students and staff, while decreasing violence and conflict (Gladden, 1999). Small schools also tend to increase student participation across the board resulting in lower dropout rates and higher attendance rates (Fine, 1998).

Learning best occurs when parents participate in the educational program, and small schools are more likely to encourage parental involvement (Cotton, 1996). When the US Department of Education focused their research on 4th grade reading comprehension (1996), researchers found, after eliminating confounding variables, a 44-point gap in scores still existed between students with significant parent involvement and students without. PTLAHS will strive to enhance relationships with parents through a program of parent participation, education about students, and parent educational opportunities in technology and higher educational opportunities.

Learning best occurs in a collaborative environment. Research has shown that school success is dependent upon collaboration and goals (Schmoker, 1996). Collaboration among teachers, between students and teachers, between parents and teachers and administration and community is necessary for a successful school. PTLAHS will also emphasize cooperative learning for students. Our current educational model further enhances this spirit of collaboration where teaching teams work together to develop IB thematic units and share the implementation of such units between all teachers across grade levels.

Learning best occurs in a climate where there are measurable goals. This "beginning with the end in mind" requires a standards-based system that gives direction to academic

programs and is designed to ensure proficiency for students. The assessment of student's progress is based on multiple measurement tools looking at the many facets of the learners.

Learning best occurs in a climate of accountability. As Schmoker (1996) so simply states, "What gets measured gets done". PTLAHS will provide a continuous collection and application of data for students, parents, teachers, administrators, and Board. By being accountable to each constituency, all charter schools can positively change the climate of accountability in a district (Gil, 1999).

Learning best occurs with highly specialized teachers and staff. Specialized staff development programs provide proactive instructional leadership. Darling-Hammond (1997) states, "the single most important determinant of student achievement is the expertise and qualifications of teachers." PTLAHS will provide a complete program of staff development as outlined below and will participate in selected staff development programs in cooperation with the International Baccalaureate Organization and the Los Angeles Unified School District.

Learning best occurs in programs that have strong literacy components. Literacy provides a foundation for most academic success. If students do not succeed in the progression of reading skills, intensive remediation interventions are usually necessary (Torgeson, 1998).

Learning best occurs in a program that incorporates technology. Technological innovations can enhance communication and hence relationships within the academic environment and provide students with the knowledge and skills to enter the business and social opportunities of the 21st century.

Learning best occurs when students are immersed in an educational environment that honors their cultural heritage. Enduring understanding occurs when content instruction includes cultural learning as well. (Lessow-Hurley, 2000).

Learning best occurs when children are known and understood as individuals. We believe that each child's learning journey needs to start from the individual starting point, including the learner's existing knowledge and socio-economic background and cultural heritage.

Students as Self-Motivated Life-Long Learners

PTLAHS will create a culture of independent thinkers and lifelong learners 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.

Description of Annual School Goals and Actions to Achieve Those Goals

State Priority 1: Basic Services

Annual Goals	Specific Annual Actions to Achieve Annual Goals
<p>A. All teachers required to hold a credential will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing</p>	<p>Ensure valid, current credentials are submitted by all teacher candidates during the teacher recruitment process (Superintendent)</p> <p>Conduct a credential check at least semi-annually (Superintendent, Director of HR, Principal)</p>
<p>B. All students that will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition</p>	<p>Conduct annual inventory of textbooks and instructional materials (Principal and teacher committees)</p> <p>Allocation of funds to support purchases as part of budget planning process (Board, CEO, Superintendent)</p>
<p>C. The school will provide and maintain a safe and clean learning environment.</p>	<p>Ongoing maintenance and repair log (Custodial Staff, Director of Operations)</p> <p>Scheduled maintenance and deep cleaning (Director of Operations, Custodial Staff)</p> <p>Walk-through inspection of physical plant (Director of Operations, Custodial Staff)</p>

State Priority 2: Implementation of academic content and performance standards

Annual Goals	Specific Annual Actions to Achieve Annual Goals
<p>A. All teachers will participate in Professional Development and trainings in CA CCSS</p>	<p>Create annual professional development schedule; secure external facilitators as needed.(Superintendent, Principal)</p>
<p>B. Students will gain academic content knowledge through the implementation of the CA CCSS</p>	<p>Administer benchmark assessments; analyze student performance data; reevaluate lesson design to support student content mastery (Teachers and Principal)</p>

State Priority 3: Parental involvement

Annual Goals	Specific Annual Actions to Achieve Annual Goals
<p>A. Foster parent engagement by hosting parent activities/events each semester</p>	<p>Ongoing utilization of a several communication channels (e.g. emails, flyers, phone blasts) to invite parents to events and workshops (Office staff; Principal)</p>

<p>B. At all times, at least one member of the Alta Public Schools Board of Directors will be a parent representative</p>	<p>Attend parent committee meetings and inform parents of the ongoing opportunity to participate in school governance. Provide governance training to parent representatives (Parent coordinator, Principal, CEO)</p>
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State Priority 4: Student Achievement

Annual Goals	Specific Annual Actions to Achieve Annual Goals
<p>CAASPP English Language Arts/Literacy and Mathematics statewide assessment growth targets for students, including all significant student subgroups (Hispanic or Latino, Socio-economically Disadvantaged, English Learners, and Students with Disabilities) will meet or exceed growth targets</p> <p>API growth target, or equivalent assessment target will be met</p>	<p>Administer benchmark assessments; analyze student performance data; reevaluate lesson design to support student content mastery (Teachers, Principal and Superintendent)</p>
<p>Percentage of EL students advancing on performance level on CELDT/ELPAC, or other external assessment as available will increase annually</p> <p>Percentage of EL students reclassified as Fluent English Proficient will meet or exceed growth targets</p>	<p>Administer CELDT/ELPAC and other benchmark assessments; provide ELD support and targeted intervention (Ongoing, Teachers, Principal)</p> <p>Ensure allocation of federal funds to support English Learners (Board, CEO)</p>
<p>AP exam passage rate and course participation rate by graduating seniors will exceed the rate of resident schools</p> <p>Percentage of graduating seniors meeting A-G course requirements will exceed the rate of resident schools</p>	<p>Participation in professional development for CCSS and other content-area standards; ensure appropriate interventions for at-risk students (Teachers, Principal and Superintendent)</p>

State Priority 5: Student Engagement

Annual Goals	Specific Annual Actions to Achieve Annual Goals
<p>Annual Average Daily Attendance will be greater than 95%</p>	<p>Monitoring of attendance procedures, including incentives, phone calls home when absent, regular communication with parents, and tardy procedures; use Student Success Team (SST) process to</p>

Student Absenteeism Rates will be less than 5%	support students' regular attendance; employ the Student Attendance Review Board (SARB) procedures for chronic absenteeism (Teachers, Office Staff, Principal, Superintendent)
Middle School Dropout Rates	n/a
CDE Cohort High School Dropout Rates will be lower than resident schools	Use the Student Success Team (SST) to support high- risk students, including students at risk for drugs, gang activity, pregnancy, failing grades, etc. (Teachers, Principal)
CDE Cohort High school Graduation Rates will exceed those of resident schools	Secure wrap around physical and mental health services for struggling students (Superintendent and CEO) Ongoing communication with parents about low grades and at risk behaviors (Teachers, Principal and Superintendent)
Percentage of graduating seniors meeting A-G course requirements will exceed those of resident schools	

State Priority 6: School Climate

Annual Goals	Specific Annual Actions to Achieve Annual Goals
Pupil Suspension Rates will not exceed 4% of enrollment, and will decrease over time Pupil Expulsion Rates will be less than 1%	Comprehensive use of the school-wide Student Positive Behavior Support Plan by all stakeholders (Teachers, Office Staff, Superintendent, CEO)
Annual Stakeholder Survey Results will yield 85% or better positive response	Administer California Healthy Kids Survey; California School Climate Survey, California School Parent Survey and analyze results (Teachers, Superintendent, CEO, Board of Directors)

State Priority 7: Course Access

Annual Goals	Specific Annual Actions to Achieve Annual Goals
All students, including all significant student subgroups (Hispanic or Latino, Socio-economically Disadvantaged, English Learners, and Students with Disabilities), unduplicated students, and students with exceptional needs will have access to and will be able to enroll in all courses	Annual staffing audit conducted to ensure adequate number of classes offered and appropriately low student to teacher ratios (Superintendent, CEO). Semester transcript audit to review of course enrollment and progress toward A-G and graduation requirements (Teachers, Principal and Superintendent)

State Priority 8: Pupil Outcomes

Annual Goals	Specific Annual Actions to Achieve Annual Goals
Increase the percentage of students school-wide scoring proficient or advanced on the then-current state-adopted standardized assessment by 5% in each of the core disciplines: English, math, social and science	Comprehensive Common Core standards-based approach to yearlong planning, lesson design, and assessment (Teachers, Principal and Superintendent) Quarterly standards-based benchmarks to measure progress towards proficiency (Teachers, Principal and Superintendent)
Students are placed correctly in ELA intervention courses Students are placed correctly in Math intervention courses	Review of ELA and mathematics diagnostic assessment results (Teachers, Principal and Superintendent) Cross training between academic administrators and office staff to ensure accurate course enrollment (Office staff, Principal and HR)

Instructional Design

Educational Philosophy

Direct explicit instruction and a standards-based sequential curriculum will drive the educational philosophy of PTLAHS. Instruction will be inquiry and investigation-based and a holistic learning environment will be provided. Students will experience an inspirational learning environment with rigorous academic standards enriched with higher-level questioning and global mindedness. PTLAHS will not only have a rigorous learning environment that will enable 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.

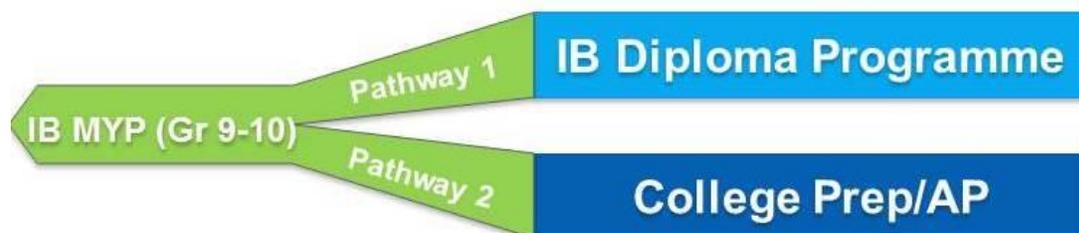
The following key elements, described below, comprise PTLAHS' approach to instruction, which also reflect our school's core goals that will fulfill our mission to provide a world-class education to every student:

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, PTLAHS has adopted the internationally recognized International Baccalaureate Middle Years (MYP) and Diploma Programme (IBDP) as our school model due to its *close alignment with our mission and vision, and because it focuses on meeting the needs of our target students and their community*. 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.

Pathways to Graduation: IB and College Prep/AP

PTLAHS 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 PTLAHS 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 PTLAHS, 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 PTLAHS 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.

Instructional Methods and Strategies

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

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, PTLAHS will provide 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

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. 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.

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 tools 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. Approaches to learning also include:

- 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 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?

Community and service starts in the classroom and extends beyond it, requiring students to take an active part in the communities in which they live.

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. The emphasis is on developing community awareness and concern, and the skills needed to make an effective contribution to society. 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.

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?

This area of interaction 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, 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. It deals with:

- 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:

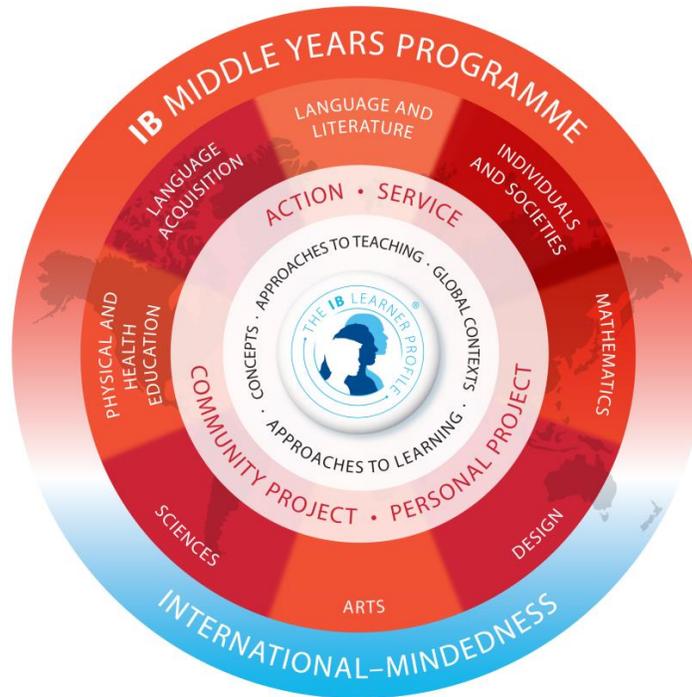
- physical
- psychological
- sociological
- economic
- legal

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.

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 understandings 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.



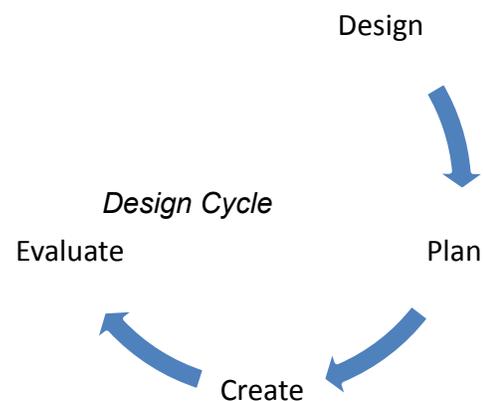
Capstone Projects

IBMYP projects provide students the opportunity to demonstrate what they have learned in the IBMYP. In schools that include IBMYP Year 5, all students must complete the personal project. In programs that include IBMYP Years 4 or 5, schools may offer students the opportunity to do both the community project and the personal project. As such, PTLAHS will ensure that students in grade 9 complete the community project and those in grade 10 the personal project

The Community Project (Grade 9) encourages students to explore their right and responsibility to implement service as action in the community. Students may complete the community project individually or in small groups.

The Personal Project (Grade 10) is developed by each student independently and reflect 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.

IBMYP Assessment

Through continuous and required IB professional development, teachers and administrators will become knowledgeable in the various methods of student assessment. The work of MYP students is internally assessed by teachers.

The IB Organization does not provide examinations. When students reach Year 5 (Grade 10) of the program, schools have the option of registering students to receive grades validated by the IB Organization, through a process of external moderation of schools' internal assessment.

Teachers organize continuous assessment over the course of the program according to specified assessment criteria that correspond to the objectives of each subject group. Regular school assessment and reporting play a major role:

- in the students' and parents' understanding of the objectives and assessment criteria
- in the students' preparation for final assessment
- in the development of the curriculum according to the principles of the program.

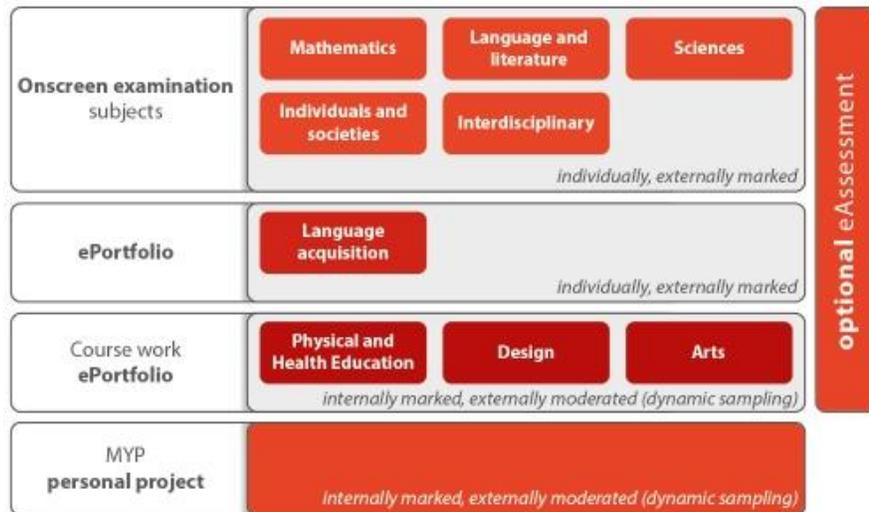
Teachers are responsible for structuring varied and valid assessment tasks, including tests and examinations, which will allow students to demonstrate achievement according to the objectives for each subject group. These include (1) open-ended, problem-solving activities; (2) investigations; (3) organized debates; (4) hands-on experimentation; and (5) analysis and reflection.

In keeping with the ethos of approaches to learning, schools also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer- and self-assessment. The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

In 2015, moderation¹⁸ is the only route to the IB MYP certificate and IB MYP record of achievement. As of this writing, the IBMYP will implement a revised assessment model

¹⁸ Moderation is assessment of student work by moderators—teachers in IB World Schools offering the MYP, ideally with experience of teaching the final year of the program

beginning in 2016. Two-hour onscreen examinations in four subject groups (language and literature, sciences, mathematics, humanities and social sciences) and interdisciplinary learning are externally marked by IB examiners, as is a portfolio of student work for courses in language acquisition. Students also submit an ePortfolio of coursework for a performance-oriented subject group (physical and health education, arts, and design), which is moderated to international standards. These innovative assessments focus on conceptual understanding and the ability to apply knowledge in complex, unfamiliar situations. They offer robust and reliable assessment of student achievement in the IBMYP. The model is illustrated on below.



IB MYP Certificate and IB MYP Record of Achievement

Per IB regulations, only PTLAHS students who have participated in years 4 and 5 (Grades 9 and 10) of the program will be eligible for the IBMYP certificate. Other students will be eligible for the IBMYP record of achievement only. Students whose grades have been validated by the IB Organization and have met specific assessment requirements will be eligible to be awarded the MYP certificate and to be issued with a MYP record of achievement

In order to have grades validated by the IB Organization, students must be registered by the school and take the requisite subject courses and complete assessments at the school. Additionally, the school must complete such registrations and pay the related fees by the relevant deadlines. As a public, charter school, PTLAHS will not assess any of these fees to students, and will ensure that the school's budget supports this expense annually.

It is the responsibility of PTLAHS to ensure that students comply with all the assessment requirements of the IBMYP. It is also the responsibility of schools to submit samples of students' work for moderation in line with IB Organization requirements and deadlines. Non-compliance with these requirements may mean that IBMYP certificates and IBMYP records of achievement cannot be awarded.

To be eligible for the MYP certificate and MYP record of achievement, students must complete (as a minimum) the assessment tasks prescribed by the IB Organization for each subject group. These tasks are set by teachers, normally in the final year of the program (Year 5/Grade 10), and assessed internally according to IB Organization subject-specific assessment criteria that address the objectives in the appropriate group.

Teachers must assess each student’s work against IB Organization-prescribed criteria for each subject in which the student is registered. Teachers must also supervise and assess the personal project in the same way.

The levels achieved for each criterion are added together to give a criterion levels total for each student in each subject and the personal project. The final grade is determined by the IB Organization, following a process of external moderation. Grades range from 1 (lowest) to 7 (highest). IB Organization grade descriptors are published, which indicate the standard achieved for each grade.

Moderators appointed by the IB Organization review and assess samples of students’ work according to the same IB Organization subject-specific assessment criteria used by teachers. Validated grades are determined by the IB Organization by applying the grade boundaries to the moderated criterion levels totals. Students’ grades may or may not be adjusted depending on whether or not teachers’ assessments in their school meet predetermined standards for each subject and the personal project.

The IB Organization will award an IBMYP certificate to each registered student who has participated in Years 4 and 5 of the program and has achieved an overall standard in all aspects of the IBMYP. The following table summarizes the subject and service requirements

Subject Area	Criterion Levels Possible	Requirement
Language Acquisition; Language and Literature; Individuals and Societies Sciences; Mathematics; Arts Physical and Health education; Design	1 – 7 for each of the 8 subject areas	At minimum a score of 2 or higher in each of the eight subject areas ¹⁹ .
Personal Project	1 – 7	A minimum score of 3
8 subjects + Personal Project Score	A minimum combined score of 36 out of possible 63	

¹⁹ If more than one subject has been entered in a given subject group, only the single best grade will count towards the MYP certificate.

Community and Service activities	Must meet school's local expectations
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Upon successful completion of the subject and service requirements, in addition to the administrative requirements of the school, the IB Organization will issue an MYP record of achievement to each student indicating:

1. the grade obtained for each subject in which the student has been registered
2. the grade obtained for the personal project
3. that community and service requirements have been met, unless the school notifies the IB Organization to the contrary.

Method 1.2 - High Academic Achievement: College Prep/ AP, Grades 11-12

Curriculum and Instruction

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 PTLAHS student will have 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 Superintendent, in consultation with Principal and teacher committees, identifies areas of need and orders texts and materials for the following year.

Course Materials

CONTENT AREA	INSTRUCTIONAL MATERIALS
English	<ol style="list-style-type: none"> 1. Grade level appropriate literature as designated by Common Core Appendix B 2. Achieve 3000 3. CSU Expository Reading & Writing Course Reader 4. AP Approved Texts 5. Holt McDougal Literature Anthology Textbooks
History/ Social Studies	AP approved texts for: <ol style="list-style-type: none"> 1. World History 2. US History 3. US Government 4. Economics

Mathematics	<ol style="list-style-type: none"> 1. Holt McDougal texts for Mathematics 2. AP Approved texts for Calculus 3. Math Assessment Project (MARS) resources
Science	AP approved texts for: <ol style="list-style-type: none"> 1. Biology 2. Environmental Science 3. Chemistry
World Languages	<ol style="list-style-type: none"> 1. Holt McDougal texts for Spanish

Course Offerings

The next section provides a description of academic courses with examples of instructional strategies and student applications of learning embedded into the curriculum. PTLAHS reserves the right to modify the instruction program and strategies where necessary to serve the needs of the school community, while continuing to mandate a UC approved A-G course of study.

English Language Arts (Core/College Preparatory)

The English Language Arts curriculum is founded on the believe that all students is capable of achieving mastery over academic English, provided intentional, vertically aligned, rigorous instruction and the necessary scaffolding to access college preparatory curriculum. Using the state standards as a base, the first priority of the English Language Arts program is the development of academic language. All PTLAHS English classes include: in-class reading, timed writing and explicit vocabulary instruction. They are vertically aligned to AP Literature and Language courses.

English 9: Urban Studies

English 9 is an introduction to literature and to the 9th and 10th grade state standards that focus on Reading, analyzing and writing of literature. Topics included in this course delve into themes in Urban Studies such as overpopulation, energy usage, waste management, green space, transportation, housing and social services. The literature students study relates to these issues and is expanded on by the study of expository texts.

English 10: World Literature

As 10th graders, PTLAHS students continue the pursuit of the mastery of English grammar, vocabulary, and expository writing that is begun in the 9th grade. They interact with the state standards through the lens of World Literature. They are exposed to texts that add to their understanding of agency and of community and global wellness. This curriculum emphasizes texts from non-Western parts of the world, and from underrepresented populations in Western civilization.

English 11: CSU Writing

Our 11th graders take an English course created by the California State University system. This is a two-semester expository reading and writing course that includes explicit instruction in key skills identified by researchers. This course is intended to ensure that all students are ready to take AP level English coursework their senior year. This course is rounded out by our English teachers to ensure any standards outlined in the Common Core, but not addressed by the CSU curriculum is included in their pacing plans.

English 12: AP English Language or AP English Literature

As twelfth graders, all students are expected to take either AP Literature and Composition (for those who love literary works) or AP Language and Composition (for those more interested in rhetoric). The AP English Language and Composition course is designed to help students become skilled readers of prose, aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The aim of this course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Both courses require students to write with attention to developing and organizing ideas in clear, coherent, and persuasive language; engage in a study of, and employ, the elements of style in their writing; and maintain a tenacious attention to precision and accuracy. Rather than tracking students into these courses, PTLAHS is dedicated to preparing all of our students for this level of writing by providing co-requisite or additional academic support for those students who need it.

Mathematics (Core/College Preparatory)

As outlined by the Common Core State Standards, the math program is designed to offer students the fundamentals they need while providing opportunities to explore real world and academic mathematics. We believe that students acquire an appreciation for, and develop an understanding of, mathematical ideas if they have frequent encounters with interesting, challenging problems. Fluency in number sense and foundational algebra is an expectation for all students.

At PTLAHS, students are placed in the math course that best match their level of preparation, as indicated by the MDTP math assessment. Students who have not demonstrated mastery of Algebra 1 content prior to entering high school enrolled in Algebra 1. Students who demonstrate mastery in the Algebra 1 standards align their coursework with Algebra 2. All students are expected to graduate having completed a math course at the level of Pre-calculus, Statistics or Calculus and have met the UC geometry requirement. Summer school and academic support classes are offered for students who

require additional support. Problem solving and reasoning is stressed throughout the goals at each grade and in every course. The development of problem-solving skills is a major goal of the mathematics program. Mathematical modeling is an important technique used to build understanding of abstract ideas. Teachers expose students to physical representations that help develop understanding of abstract concepts. Students develop mathematical competence and power by engaging in solving meaningful problems.

Algebra I

This is a beginning course in Algebra. Students are instructed in algebraic operations, rational and irrational numbers and expressions, monomials and polynomials, variables, linear functions, graphing, and quadratic equations. Students in Algebra 1 practice solving multi-step word problems involving linear equations and inequalities as well as finding the equations of lines using the slope and y-intercepts. Students are encouraged to estimate and check their own work. Graphing calculators is also used. Emphasis in supplemental course work is on graphing equations and finding solutions to numerical equations using letters to stand for unknown numbers. Students learn problem-solving strategies, such as visualizing, sketching, organizing information to make a mathematical restatement, and checking reasonableness of an answer in the context of the problem, with a special focus on problems involving rate, work, and percent mixture.

Geometry

This course covers traditional Geometry topics such as points, lines, planes, angles, properties of parallel lines, transverse lines, triangles, quadrilaterals, polygons, circles, area, and volume congruence and similarity. The course helps students to employ inductive and deductive reasoning to formulate logical arguments and justify conclusions using a library of definitions, axioms, theorems, and postulates. Through writing geometric proofs, students learn to construct formal, logical arguments, identify errors in logic in chains of reasoning, test general assertions and learn to prove assertions false with counter-examples. In Geometry, students solve problems involving perimeter, circumference, area, volume, lateral area, and surface. They learn to use a compass and protractor to make and measure angles and use coordinate geometry to prove theorems. Students learn to use angle and side relationships in problems with right triangles; learn the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.

Algebra II

Prerequisite: Algebra I or its equivalent

This course builds on the content and concepts of both Algebra I and Geometry. Algebra II teaches students to use induction and to solve equations or systems of equations or inequalities. Students learn to factor polynomials and to predict what effect changing a coefficient has on the graph of a function such as a parabola. Algebra II also covers concepts such as linear, quadratic, and rational functions, direct and inverse variation, inequalities and absolute value, systems of equations, and exponential and logarithmic functions. Students in Algebra II prove simple logarithms and judge the validity of an argument based on whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step. They use exponential functions in problems

involving exponential growth and decay. They find the sums of arithmetic and geometric series and can expand binomial expressions. The course also teaches students to use properties from number systems to justify steps in combining and simplifying functions.

Statistics

Prerequisite: Algebra II or its equivalent

This course covers the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Statistical concepts are studied in order to understand related methods and their applications. Other topics include probability distributions, sampling techniques, binomial distributions, and experimental design. The course also looks extensively at the principles of hypothesis testing and statistical inference. Measuring the probability of an event, interpreting probability, and using probability in decision-making is central themes of this course. Students are able to complete a thorough investigation of both one-variable data sets and of the relationship between two variables. Examples of games of chance, business, medicine, policy-making, the natural and social sciences, and sports are explored. Use of the computer and the graphing calculator expose students to the power and simplicity of statistical software for data analysis. The graphing calculator is used extensively as a learning tool and is required for the course.

College Mathematics

Prerequisite: Full year of Algebra II.

This is a rigorous, college preparatory math course that covers topics from a variety of fields. In an aim to make students mathematically literate citizens with a sense of informed agency, this course takes students through application. This goal is accomplished by analyzing the stock market, businesses, banking, credit, and taxation as well as carbon dioxide concentrations on the earth and in the oceans, global warming and deforestation. They also look at the application of trigonometry and the concept of limits to real-life situations. The lenses of financial literacy and environmental husbandry are particularly appropriate for PTLAHS students as seniors are expected to take Economics. Mathematic topics used in these explorations include: representing data and math modeling, polynomial functions, rational functions, geometry, advanced trigonometry, exponential functions, logarithmic functions, statistical analysis, matrices, limits.

Pre-Calculus

Prerequisite: Full year of Algebra II.

This course is a preparation for Calculus. Standards used to outline this course are chosen from among the California State Standards for Linear Algebra, Statistics, Mathematical Analysis and Trigonometry. Topics may include: recognizing, writing, and graphing linear, quadratic, polynomial, rational, radical, exponential, and logarithmic functions and solving exponential and logarithmic equations; sequences and series; and matrices. The course also deals with evaluating, sketching, and composing trigonometric functions of any angle, the unit circle, and radian measurements. Students in the course learn to solve systems of inequalities using several different methods; solve linear programming problems and real

life problems; write matrices; write equations of spheres in space; find the cross products of vectors in space; find equations of lines in space; estimate, find, and evaluate limits; approximate slopes of tangent lines; and use the limits of summation to find areas of regions bounded by graphs and functions.

Calculus/A.P. Calculus

Prerequisite: Pre-calculus

This course is taught with the same level of depth and rigor as entry-level college and university calculus courses in one variable calculus. The course teaches students how to prove and use theorems evaluating the limits of sums, products, quotients, and composition of functions; how to use graphing calculators to verify and estimate limits; and how to prove and use special limits. Students in Calculus is able to define and graph the continuity of functions; apply the intermediate extreme value theorems; and both derive derivative formulas and use derivatives to solve a variety of problems from physics, chemistry, and economics involving rate of change of a function. The course explore the chain rule, its proof, and applications to derivatives; parametrically defined functions; Rolle's theorem, Newton's method for approximating the zeros of a function, and "L'Hopital's Rule." Calculus students learn to use differentiation to solve optimization and rate problems and to sketch graphs of functions by hand and to identify maxima, minima, inflection points, and intervals in which the function is increasing and decreasing. Students use definite integrals to model problems in physics, such as area, velocity, acceleration, area of a surface of revolution, and work. The course covers using the fundamental theorem of calculus to interpret integrals as anti-derivatives and the properties and computation of inverse trigonometric functions. Calculus includes instruction in how to use various tests to determine whether a series converges; how to form new series from known ones; how to calculate Taylor polynomials; and how to apply different techniques to solve elementary differential equations in the context of a wide variety of real world situations, including growth- and-decay problems. Graphing calculators is used throughout the course.

History (Core/College Preparatory)

PTLAHS embraces need for content area literacy as called upon by the Common Core State Standards. The History-Social Science courses at the school are designed to develop the following literacies:

- *Historical Literacy*: developing research skills and a sense of historical empathy;
- *Ethical Literacy*: recognizing the sanctity of life and dignity of individual, understanding the ways in which different societies have tried to resolve ethical issues;
- *Cultural Literacy*: understanding the rich, complex nature of human cultures
- *Geographic Literacy*: developing an awareness of place;
- *Economic Literacy*: understanding the basic economic problems confronting all societies;
- *Socio-Political Literacy*: understanding the close relationship between social and political systems.

Grade 10: World History/AP World History

In the 10th grade, students take World History or AP World History. This course focuses on the ancient and contemporary History of Europe, Asia, Latin America, and Africa. Through their studies, students develop in-depth theories on government, democracy, revolution, technology, distribution of wealth, and change. Students study Enlightenment philosophers and then write a personal philosophy paper expressing their own beliefs. They compare the French, Mexican, and American revolutions, synthesizing the outcomes to determine if each revolution can be considered “successful” and if it can be justified. The students then focus on the Industrial Revolution’s transformation of society and the era of Imperialism. The course also guides students to see the extension of the worldwide interactions that began in the industrial era to the current integration of markets we call Globalization today. Students culminate this unit by individually writing a feature article about the effect of European Imperialism and collaboratively creating a news website with articles on topics in the area of Globalization. After Industrialism, the course turns to the study of the Russian Revolution and Totalitarianism, including the causes and consequences of World Wars I and II.

Students research a dictator and then write a paper comparing World Wars I and II to “Just War Theory.” The last quarter of tenth grade Humanities focuses on the Holocaust and international developments in the post-World War II world, including non-violent protest movements. Students research a current issue of justice and prepare for a debate and a dialogue between representatives from opposing sides of the issue, culminating in a mock trial. Through this final unit, students reflect on their obligation to others, human rights, and the creation of lasting peace. This course prepares students to take the AP World History examination.

Grade 11: US History/AP US History

Prerequisite: World History

As 11th grade students, PTLAHS students take United States History or AP US History. This course is a general survey of United States History from colonization to the present. Major social, political, economic, and cultural issues are examined. The course is designed to help students understand and reflect upon the conflicts and consensus associated with the principles of liberty, justice, and equality in United States history. Throughout this course, students critically analyze such events as the colonization, civil rights, democracy, rule by law. They learn about key introduce students to the trends in history, such as the worldwide diffusion of popular culture and expanding suffrage and consider changes in the global landscape brought about by industrialization, war, and the emergence of the U.S. as a major industrial power. Students also look at the United States’ international relations in the twentieth century and the battle over immigration that continues to this day. They explore principles of religious liberty and other key economic, political, immigration, and environmental issues. Throughout the course, the themes of meritocracy, universal rights, the concept of the American Dream, immigration, non-violent protests, and the role of individual identity shape students’ point of view. Course texts include many primary source documents, such as policy statements, speeches, and laws. Students use anecdotal scripting and annotated bibliographies to organize information and learn to draw comparisons between specific historical incidents and broader themes and abstract ideas.

At least one major research paper is required. This course prepares students to take the Advanced Placement exam.

Grade 12 – US Government/AP US Government

As 12th grade students, PTLAHS students take a year of AP US Government.

This course examines the United States system of government, the purpose, structure and functions of federal, state and local levels of government and the economic principles upon which the system is built. This course provides an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute the U.S. political landscape. In particular, students are expected to master the following six topics: constitutional underpinnings of United States government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government: the congress, the presidency, the bureaucracy, and the federal courts; public policy; civil rights and civil liberties. Students are prepared to take the AP US Government examination.

Grade 12 – Economics

In their second semester of 12th grade, all students take a one semester economics. They study the foundations of economics by examining the relationship between scarcity and need; opportunity cost, marginal benefit, and marginal cost; and monetary and non-monetary incentives and how changes in incentives can cause changes in behavior. Students assess a Los Angeles neighborhood through an economist's lens, considering housing, education, and health indicators and making recommendations for key economic improvements. This course covers the power of greed, scarcity and its impact on perception in the world, and the importance of careful analysis in decision making. Through this course, PTLAHS provides students with economic reasoning skills that they use for the rest of their lives. In addition, the course is meant to give students an idea of the power they have in the economy and the consequences of their choices.

Science (Core/College Preparatory) Grade 9 – Biology/AP Biology

Students at PTLAHS may take their first AP course as 9th graders. This course is designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The key concepts are evolution, cellular processes, genetics and the interaction of biological systems. This course prepares students to take the AP Biology examination.

Grade 10 – Environmental Science/AP Environmental Science

Prerequisite: Biology

As 10th graders, students at PTLAHS take their second AP science course. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: science is a process; energy conversions underlie all ecological processes; the Earth itself is one interconnected system; humans alter natural

systems; environmental problems have a cultural and social context; human survival depends on developing practices that achieve sustainable systems. This course prepares students to take the AP Environmental Science examination.

Grade 11 – Chemistry 1

Prerequisite: Algebra 2

In the 11th grade, students take the first of two years of chemistry. Chemistry 1 is a laboratory-based college preparatory course with an emphasis on discussion, activity, laboratory exercises, and promoting the understanding of the behavior of matter. Students in Chemistry understand the composition and chemical behavior of the world. Topics covered include: atomic and molecular structure; chemical bonds; conservation of matter; chemical reactions and thermodynamics; solutions and gases. Chemistry students is able to describe, analyze, and predict chemical reactions, engage in effective inquiry into scientific problems, use experimental evidence, graphs, and mathematical equations, and use technology, scientific instruments, and equipment to collect, record, and analyze data.

Grade 12: AP Chemistry

Prerequisite: Chemistry

For their fourth science course at PTLAHS, students take AP Chemistry. This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. Topics in this course include: structure of matter and nuclear chemistry; states of matter; reactions, stoichiometry and kinetics; descriptive chemistry; organic chemistry; chemical calculations and advanced lab work. This course prepares students to take the AP Chemistry examination.

World Language (Core/College Preparatory)

PTLAHS believes that it is important for all students to be literate in Spanish. Although many of the students attending PTLAHS speak Spanish, few read it or understand its grammar. Because bi-literacy is a tremendous asset to students, we offer Spanish to help each student become truly fluent in academic Spanish. Students are, therefore, expected to take a full four years of Spanish coursework. Courses begin with the grammatical groundwork for Spanish and move through successively more challenging and complex material at each level. Model sentences and reading passages gradually increase in length and complexity. Special long-range projects are designed to recognize multiple intelligences in student learning styles and interests. Teachers use audio and video tapes, computer software, and authentic texts (such as newspapers) to enhance reading and listening skills. Students write on a variety of topics, ranging from personal experiences and current events in the lower levels to literary analysis in the upper levels

Spanish 1

Spanish 1 is designed lay a foundation for conversational and academic Spanish literacy. The course focuses on grammar, pronunciation, and oral presentations on the targeted language, Spanish. Students : be introduced to the culture and history of the Spanish language; create a solid foundation onto which additional foreign language studies can be built; gain an ability to comprehend, read, speak, and write in Spanish; develop grammar

and vocabulary skills through written and oral exercises; explore cultural aspects of the Spanish language and life in the Spanish-speaking world; develop listening/ speaking/ pronunciation skills through the use of CDs &/or computer-based resources as well as person-to-person communication opportunities; gain insights into their own language and culture; become more effective communicators; apply information learned to real life situations.

Spanish 2

Prerequisite: Spanish 1

Spanish II is designed to enhance the students' knowledge with the Spanish language and to deepen their command of Spanish grammar. Students develop the ability to communicate accurately and effectively in speech and writing within a range of authentic contexts; they respond to the language demands of transactional and social contacts. Beyond this, students gain insights into the Spanish and Latin American cultures while providing effective ways to integrate comprehension and productive skills with the teaching of culture. To do so, students create an expanded core of vocabulary when listening to Spanish as it might be spoken in Spain and Latin American countries; students write what they have heard orally in expanded paragraphs, using preterit, imperfect, and future tenses as well as using affirmative and negative commands; they respond orally to questions about daily life, expanding on the vocabulary learned in Spanish 1; finally, they demonstrate an increased understanding of the cultures of Spanish-speaking countries by engaging in various projects that identify the everyday living activities of the Spanish and Latin American cultures.

Spanish 3

Prerequisite: Spanish 2

Spanish 3 is designed for students who have successfully completed Spanish 2. This course is conducted almost exclusively in Spanish, with limited English use for grammar explanations and remediation. Spanish 3 uses a communicative approach program that builds on prior knowledge of grammar, oral and aural literacy, and writing skills; students participate in all four areas of language acquisition. Students achieve Spanish 3 reading proficiency by learning a well-developed vocabulary in addition to other linguistic features through the use of authentic literature. Literature is a crucial addition to this course. The program offers technology and access to online learning system designed to integrate the learning of the target language with an appreciation for Spanish-speaking cultures around the world. The program meets the needs of the student, school, and community by providing students with a thorough grammar review, opportunities for speaking, literature readings, a focus on acquisition of knowledge, technology interaction, and an understanding of cultures, geography, vocabulary, and idioms, of the Spanish-speaking world within and outside of the community.

AP Spanish Language

Prerequisite: Spanish 3

This AP Spanish Language course emphasizes the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition. Students understand Spanish spoken by native speakers at a natural pace, with a variety of regional pronunciations, in both informal and formal contexts; they develop an active vocabulary sufficient for reading newspaper and magazine articles, contemporary literature, and other non-technical writings (websites, letters and emails, advertisements, signs and instructions) in Spanish without dependence on a dictionary; and ultimately express themselves by describing, narrating, inquiring, and developing arguments in Spanish, both orally and in writing, with reasonable fluency, using different strategies for different audiences and communicative contexts. In this course, special emphasis is placed on the use of authentic source materials and the integration of language skills. Therefore, students receive extensive training in combining listening, reading, and speaking and writing skills in order to demonstrate understanding of authentic Spanish-language source materials.

AP Spanish Literature

Prerequisite: AP Spanish Language

Students qualified to take a fifth year of Spanish take an AP Spanish Literature course. The AP Spanish Literature and Culture course is designed to provide the student with an introductory college course in literature written in Spanish. The course introduces the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides you the opportunity to demonstrate proficiency in Spanish across the three modes of communication. The overarching aims of the course is to provide students with ongoing and varied opportunities to further develop proficiency across the full range of language skills—with special attention to critical reading and analytical writing—and to encourage students to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

Visual Arts (Core/College Preparatory)

PTLAHS offer two semesters each of Drawing and Painting. Both courses meet the Visual Arts requirement for the high school. Students also are informally exposed to other art forms through CNCA's experiential learning curriculum which is currently being developed. The curriculum provides students the opportunity to visit local museums, attend relevant performances, and engage their communities as an extension of their content area learning.

Curriculum and Instruction – IB Diploma Programme

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”

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 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.



IB exams differ greatly from AP exams. IB exams assess what students know and understand in depth. For instance, a typical AP exam requires students to answer 50-100 multiple choice questions and respond to free response questions. If, however, one did not cover the topic of the free response comprehensively, a student may find that answering this question is difficult and might, at best, earn a three on the exam. On a typical IB exam, however, students have choice in determining response questions. When taking IB externally assessed exams, students have the choice to write on one or two of the topics prepared for in class and, within each topic, have a choice of several questions. Thus, unlike the AP exam, IB provides students with the opportunity to showcase strengths by selecting questions in which they can demonstrate learning and mastery.

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.

The curriculum is illustrated by an octagon with eight academic areas or subject groups surrounding the five areas of interaction. 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. These concepts are based on:

- intercultural awareness
- holistic learning
- communication

Teachers organize the curriculum through the five areas of interaction:

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 tools 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. Approaches to learning also include:

- 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 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?

Community and service starts in the classroom and extends beyond it, requiring students to take an active part in the communities in which they live.

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. The emphasis is on developing community awareness and concern, and the skills needed to make an effective contribution to society.

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.

3. Homo Faber 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?

This area of interaction 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, Human Ingenuity:

- stresses the way humans can initiate change, whether for good or bad, and examines the consequences
- 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. It deals with:

- 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

4. The study of Environments assists students in:

- understanding the links between economic, political and social issues, and how these affect the environment
- developing positive and responsible attitudes towards their environments
- 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
- 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
- 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.

Diploma Programme Curriculum - Core Elements

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
- 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 disciplinary. 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.

PTLAHS 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.

IB DIPLOMA PROGRAMME ROAD MAP
GROUP 1: IB DP Language A - Language and Literature (SL/HL)
GROUP 2: IB DP Language B - (Spanish 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, ACTION, SERVICE (CAS)
TOK required as well as one course from each group 1-5, plus one additional course from groups 1-6, with 3 Higher Level (HL), and 3 Standard Level (SL) courses necessary to earn IB Diploma.

Group 1: Language A - Studies in Language and Literature

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 a 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.

Key features of the curriculum and assessment models

- Available at higher and standard levels
- Higher level study requires a minimum of 240 class hours, while standard level study requires a minimum of 150 class hours
- Students study 13 works at higher level and 10 works at standard level from a representative selection of genres, periods and places
- Students develop the ability to engage in close, detailed analysis of literary works, building understanding of the techniques involved in literary criticism
- The study of literary works in context is emphasized, and through the study of literature in translation the student is challenged to reflect on the role of cultural assumptions in interpretation
- Students are assessed through a combination of formal examinations, written coursework and oral activities
- The formal examination comprises two essay papers, one requiring the analysis of a passage of unseen literary text, and the other a response to a question based on the works studied
- Students also produce a written assignment based on the works studied in translation, and perform two oral activities presenting their analysis of works read

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.

Key features of the curriculum and assessment models

- Available at standard level only
- Standard level study requires a minimum of 150 class hours
- A minimum of five literary works must be studied, covering all the main literary genres
- An understanding of how language, culture and context determine the construction of meaning is developed through the exploration of texts from a variety of cultures, periods, genres and in translation
- Students develop strong oral and written powers of expression, and a range of performance skills
- Students are assessed through a combination of formal examinations, written coursework, performance and oral activities
- The formal examination comprises two essay papers, one requiring the exploration of issues involved in dramatizing a novel, and the other a comparative response to poetry studied
- Students also produce written coursework based on a critical analysis of a play they have studied and performed, a performance based on their transformation of literature studied, and an oral presentation

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 Ab Initio 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.

Key features of the curriculum and assessment models

- Only available at standard level (SL)
- The minimum prescribed number of hours is 150
- Interactive, productive and receptive skills are developed through contextualized study of language, texts and themes
- Intercultural understanding is a key goal of the course
- Students are exposed to a variety of authentic texts and they produce work in a variety of communicative contexts
- Students are assessed both externally and internally
- External assessment consists of exercises to demonstrate understanding of authentic print texts (receptive skills), two short writing exercises (productive skills), and a written assignment (integrating receptive and productive skills)
- Internal assessment tests students' abilities in listening and speaking in a genuine conversation format (integrating receptive, productive and interactive skills). Internal assessment consists of a presentation and follow-up questions based on a visual stimulus, and a general conversation with the teacher based in part on the written assignment

Group 2: Language B

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.

Key features of the curriculum and assessment models

- Available at standard (SL) and higher levels (HL)
- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Interactive, productive and receptive skills are developed through contextualized study of language, texts and themes

- Intercultural understanding and plurilingualism are key goals of the course
- Students are exposed to a variety of authentic texts and they produce work in a variety of communicative contexts
- Students are assessed both externally and internally
- External assessment at SL consists of exercises to demonstrate understanding of authentic print texts based on the core themes (receptive skills), a writing exercise based on the options (productive skills), and a written assignment based on the core themes (integrating receptive and productive skills)
- External assessment at HL consists of exercises to demonstrate understanding of authentic print texts based on the core themes (receptive skills), two writing exercises, one based on the core and the other based on the options (productive skills), and a written assignment based on one of the literary texts (integrating receptive and productive skills)
- Internal assessment at both SL and HL tests students' abilities in listening and speaking in a genuine conversation format (integrating receptive, productive and interactive skills). Internal assessment consists of an individual oral based on the options (presentation and discussion with the teacher), and an interactive oral based on the core (three classroom activities assessed by the teacher)

Group 3: Individuals and Societies

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 sub-topics 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 traditions.

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	SL and HL

	developments 5. Religion and the state	
Higher Level	Aspects of the history of medieval Europe and the Islamic world	HL only

Route Two Summary

20th century world history—prescribed subjects (one to be studied)	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 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)	<ol style="list-style-type: none"> 1. Aspects of the history of Africa 2. Aspects of the history of the Americas 3. Aspects of the history of Asia and Oceania 4. Aspects of the history of Europe and the Middle East 	HL only
Internal assessment (Routes one and two)	Historical investigation	SL and HL

Group 4: Sciences

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 how 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.

Key features of the curriculum and assessment models

- Available at standard (SL) and higher levels (HL)
- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Students are assessed both externally and internally
- Biology students at SL and HL undertake a common core syllabus and a common internal assessment (IA) scheme.
- While there are core skills and activities common to both SL and HL students, students at HL are required to study the options and some topics in greater depth as well as some additional topics. The distinction between SL and HL is one of breadth and depth.
- A practical approach to the course delivery is emphasized through the interdisciplinary group 4 project and a mixture of both short-term and long-term experiments and investigations.
- Internal assessment accounts for 20% of the final assessment and this is assessed through a single individual investigation. 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 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 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:

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,	Collaborative working will be emphasized through combined activity with like-

biology and design technology).	minded students.
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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 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.

Key features of the curriculum and assessment models

- Available at standard (SL) and higher levels (HL)
- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Students are assessed both externally and internally
- Chemistry students at SL and HL undertake a common core syllabus and a common internal assessment (IA) scheme.
- While there are core skills and activities common to both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the options. The distinction between SL and HL is one of breadth and depth.
- A practical approach to the course delivery is emphasized through the interdisciplinary group 4 project and a mixture of both short-term and long-term experiments and investigations.
- Internal assessment accounts for 20% of the final assessment and this is assessed through a single individual investigation. 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 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.

Key features of the curriculum and assessment models

- Available at standard (SL) and higher levels (HL)
- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Students are assessed both externally and internally
- Physics students at SL and HL undertake a common core syllabus and a common internal assessment (IA) scheme.
- While there are core skills and activities common to both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the options. The distinction between SL and HL is one of breadth and depth.
- A practical approach to the course delivery is emphasized through the interdisciplinary group 4 project and a mixture of both short-term and long-term experiments and investigations.
- Internal assessment accounts for 20% of the final assessment and this is assessed through a single individual investigation.

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.

Key features of the curriculum and assessment model

- SEHS is an SL course that requires 150 hours of teaching time over two years.
- The SEHS course follows the group 4 SL curriculum model; a core syllabus and a choice of four options. Students are required to spend 40 hours on practical/investigative work.
- The SEHS course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health.
- A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyze human performance.
- The SEHS course has strong international dimensions such as international sporting competition and the international bodies that regulate them. Ethical issues that exist within sporting competitions are considered.
- The comprehensive curriculum provides excellent preparation for university courses including those specifically related to Sport, Sports Science or Physical Education.

Group 5: Mathematics

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 factor.

- 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

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.

Music syllabus outline

Syllabus component	Suggested teaching hours	
	SL	HL
Music perception Study, analysis and examination, comparing and contrasting of musical cultures (compulsory for SL and HL students)	75	90
Creating The development of creative skills through exploration, control and development of musical elements The following options are available: <ul style="list-style-type: none"> • composing • music technology composing • arranging • improvising • stylistic techniques. (compulsory for HL and SLC* students only)	75	75
Solo performing The development of performance skills through solo music making (compulsory for HL and SLS* students only)	75	75
Group performing The development of performance skills through group music making (compulsory for SLG* students only)	75	N/A
Total teaching hours	150	240

Key features of the curriculum and assessment models

- Available at standard (SL) and higher levels (HL)
- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Students are assessed both externally and internally
- External assessment consists of a) the *Listening paper* (musical perception questions), and b) the *Musical links investigation* (a written media script investigating the significant musical links between two or more pieces from distinct musical cultures)

- Internal assessment consists, at HL, of a) Creating, and b) Solo performing. At SL students choose one option from among the following: a) Creating, b) Solo performing, c) Group performing.

Theatre (SL and HL) - Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively.

The IB Diploma Programme theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

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 from the perspectives of creator, designer, director, performer and spectator.

		THEATRE IN CONTEXT	THEATRE PROCESSES	PRESENTING THEATRE
HL ONLY	<i>Creating theatre based on theatre theory</i>	At HL, students research and examine the various contexts of at least one theatre theorist.	At HL, students practically explore at least one theatre theorist collaboratively and engage with the process of creating a piece of theatre based on their theory.	At HL, students create, present and evaluate at least one theatre piece based on an aspect(s) of a theatre theorist's work they have explored.
SL & HL	<i>Working with play texts</i>	Students research and examine the various contexts of at least one published play text and reflect on live theatre moments they have experienced as spectators.	Students take part in the practical exploration of at least two contrasting published play texts and engage with the process of transforming a play text into action.	Students direct at least one scene or section from one published play text which is presented to others.
SL & HL	<i>Examining world theatre traditions</i>	Students research and examine the various contexts of at least one world theatre tradition.	Students practically examine the performance conventions of at least one world theatre tradition and apply this to the staging of a moment of theatre.	Students present a moment of theatre to others which demonstrates the performance convention(s) of at least one world theatre tradition.
SL & HL	<i>Collaboratively creating original theatre</i>	Students reflect on their own personal approaches, interests and skills in theatre.	Students respond to at least one starting point and engage with the process of transforming it	Students participate in at least one production of a collaboratively created piece of

		They research and examine at least one starting point and the approaches employed by one appropriate professional theatre company, and consider how this might influence their own personal approaches.	collaboratively into an original piece of theatre.	original theatre, created from a starting point, which is presented to others.
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Students keep a theatre journal throughout the two-year theatre course which charts their development and their experiences of theatre as a creator, designer, director, performer and spectator.

Key features of the assessment model

- Available at standard (SL) and higher levels (HL)
- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Students are assessed both externally and internally

External assessment tasks	SL	HL
Task 1: Solo theatre piece (HL only) <ul style="list-style-type: none"> • Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory. 	N/A	35%
Task 2: Director’s notebook (SL and HL) <ul style="list-style-type: none"> • Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. 	35%	20%
Task 3: Research presentation (SL and HL) <ul style="list-style-type: none"> • Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. 	30%	20%

Internal assessment task	SL	HL
Task 4: Collaborative project (SL and HL) <ul style="list-style-type: none"> • Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice. 	35%	25%

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.

	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	Students evaluate how their ongoing work communicates meaning and purpose. Students consider the	Students select and present resolved works for exhibition. Students explain the ways in which the works are connected. Students discuss

	to formulate personal intentions for creating and displaying their own artworks.	nature of “exhibition” and think about the process of selection and the potential impact of their work on different audiences.	how artistic judgments impact the overall presentation.
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Key features of the assessment model

- Available at standard (SL) and higher levels (HL)
- The minimum prescribed number of hours is 150 for SL and 240 for HL
- Students are assessed both externally and internally

External assessment tasks		SL	HL
Task 1: Comparative study <ul style="list-style-type: none"> • Students analyze and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. 		20%	20%
At SL: Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 pages.	At HL: As SL plus a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3–5 pages).		
Task 2: Process portfolio <ul style="list-style-type: none"> • Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. 		40%	40%
At SL: 9–18 pages. The submitted work should be in at least two different art-making forms.	At HL: 13–25 pages. The submitted work should be in at least three different art-making forms.		

Internal assessment task		SL	HL
Task 3: Exhibition <ul style="list-style-type: none"> Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. 		40%	40%
At SL: 4–7 pieces with exhibition text for each. A curatorial rationale (400 words maximum).	At HL: 8–11 pieces with exhibition text for each. A curatorial rationale (700 words maximum)		

Instructional Methodology 2: Standards-Based Instruction

PTLAHS 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.

PTLAHS scope and sequence will be designed around the school's Program of Inquiry under the framework of the International Baccalaureate program and will be aligned with Common Core State Standards. As the Common Core Standards are developed, PTLAHS will phase in and replace the Common Core State Standards. In all content areas, the pacing plan will be 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 will be given to plan and introduce concepts at the most appropriate grade level. It is the goal of PTLAHS to ensure true depth of understanding rather than just provide minimally required coverage of topics. Therefore, when planning a unit of inquiry, teachers will 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 will be trained and supported to do this work.)

Specifically, faculty will be 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 PTLAHS.

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 PTLAHS 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 as well as the High School Exit Exam (CAHSEE) to graduate
 - 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 strategies 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 PTLAHS. 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 will 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 will be 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.

Computer-based Standardized Assessments

PTLAHS students will be prepared to take computer-based state standardized assessments, as they are available. The Alta Public Schools consortium (Academia Moderna, Prepa Tec LA middle school) had the benefit of participating in the Smarter Balanced Assessment field test in spring 2014. This experience proved to be valuable for students, teachers, and administrators in making any necessary adjustments or improvements to the technology resources and infrastructure at the respective campuses. Through any future field testing, the actual Smarter Balanced Assessment, and through administration of computer-based local assessments, as a school community we will:

- Expose students to Common Core aligned questions and adaptive assessments
- Assess logistical readiness to administer computer-based assessments
- Provide teachers and parents with student performance data
- Provide faculty exposure to proctoring online assessments

Accreditation

PTLAHS will seek accreditation from the Western Association of Schools and Colleges (WASC) and will submit its courses 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.

PTLAHS anticipates securing WASC candidacy status by the end of its first academic year (2015-16). This will ensure that high school courses will be transferable to other local high schools.

Following full-accreditation status, PTLAHS will engage in the WASC Focus on Learning Self Study for additional 6-year accreditation terms.

Parent Notification of Transferable courses

PTLAHS 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 PTLAHS 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.

Implementing the International Baccalaureate Diploma Programme

PTLAHS is deeply committed to fulfilling every part of our educational program. At the same time, we recognize the need for a strategic and progressive approach that will ensure that all initiatives can be implemented effectively and with fidelity, without overwhelming the staff or students.

The IBO must officially authorize any school wishing to offer the Diploma Programme to its students. Authorization is granted to schools that successfully complete the application process, by which schools present detailed plans and evidence that they are prepared and equipped to offer the Diploma Programme. This application process has three phases, the duration of which may vary slightly from region to region. If successful, the application process results in the authorization of the school. We will adhere to our plan, as defined by the school's budget and Board of Directors.

The process of becoming an IB certified school is time-consuming and complex, and we do not expect to be fully IB certified until our fifth year of operation. However, the educational program will not wait for the fifth 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.

Prepa Tec Los Angeles High School Material Revision Petition

PTLAHS, Los Angeles IB Program Implementation Timeline

Initiative	2016-17	2017-18	2018-19	2019-20	2020-21
IB	<p>Level 1 teacher training.</p> <p>Teachers have created at least one inter disciplinary Unit.</p>	<p>Level 2 Teacher Training</p> <p>Assessments reflect IB criteria</p>	<p>All instructional units created reflect IB interdisciplinary approach</p>	<p>IB Visit and Authorization</p>	<p>LAUSD World IB School Certification</p>
CC State Standards-Based Instruction	<p>Instruction is Common Core standards-based in all content areas:</p> <p>Teachers create annual standards-based pacing plans and units for at least one content area (math or ELA).</p> <p>Pacing plans for other content areas provided to teachers based on state-adopted curriculum and an analysis of state standards.</p>	<p>Teachers create and use annual standards-based pacing plans and units for at least three content areas (math, ELA, and one other).</p> <p>Other content areas guided by state-adopted curriculum.</p> <p>All teachers have unit boards and daily objectives posted and use those to frame instruction each day.</p>	<p>Full Trial IB implementation:</p> <p>Teachers implement and use annual standards-based pacing plans and units for all content areas (math, ELA, and one other).</p>		
Character Education	<p>Each of the six pillars of character is a focus for 1-2 months of the year:</p> <ul style="list-style-type: none"> -A school bulletin board is dedicated to that pillar. - An assembly focuses on the character trait. -students awards. 	<p>Year 1 initiatives continue.</p> <p>Each grade level integrates at least one pillar into their curriculum for a particular unit or set of units.</p>	<p>Full Trial IB implementation:</p> <p>Every teacher implements all six pillars into their curriculum, infused within several units and across content areas.</p>		
Community Participation	<p>Participation of community members into the school is established by creating a parent association, volunteer activities, field trips to local community organizations or institutions, such as the local fire station or library, among other activities to instigate community participation. All students complete their "service project" requirement</p>	<p>Year 1 initiatives continue.</p> <p>All teachers will integrate at least one service project into their curriculum as model.</p> <p>Each grade level will conduct a joint service project that impacts the community outside of the school.</p>	<p>Full Trial IB implementation:</p> <p>Year 1 initiatives continue.</p> <p>All teachers will integrate at least one service project per semester into their curriculum (serving the school or surrounding community) as model.</p>		

Timetable for the application process

	DESCRIPTION	TIME REQUIRED	REQUIRED ACTIVITIES DURING PHASE
Phase 1			
Consideration phase: feasibility study and identification of resources	<p>Phase Phase I begins with the first contact with the regional office, continues through the various listed activities, and concludes with the school making an informed decision to pursue an application.</p> <p>The school sends the DP application form part A, supporting documentation and application fee to the regional office to request candidate school status and to start implementing the program on a trial basis.</p>	Year 1 (2016-17)	<ul style="list-style-type: none"> • Purchase relevant publications from sales and marketing department, IBCA. • Superintendent, ED and others attend DP introductory workshop. • Identify potential DP coordinator. • Gain support from district superintendent, board of governors, head of school, teachers, parents (as applicable). • Start training activities. • Develop curriculum documentation for the trial implementation period. • After consultation with the regional office, visit an IB World School authorized to offer the DP. • Submit DP application form part A and supporting documents.
Phase 2			
Candidate phase: trial implementation period	<p>This phase assumes that there is an understanding of the requirements of the program and a positive commitment to seek authorization.</p> <p>The school develops and implements a school-wide program of inquiry with corresponding curriculum documents.</p> <p><i>This phase involves the preparation of the DP application form part B and required supporting documentation.</i></p> <p><i>A pre-authorization consultation visit by representative(s) of the IBO is required and may occur during this phase.</i></p>	Year2 (2017-18)	<ul style="list-style-type: none"> • DP coordinator/teachers/others attend DP regional workshops or the school hosts an in-school workshop with IBO-approved trainers. • Engage with inquiry across the curriculum and develop program of inquiry. • Continue to develop appropriate curriculum documents to support the implementation of the program. • Prepare application materials using this guide and the DP school guide to the authorization visit. • A pre-authorization/consultation visit may take place (at the discretion of the regional office).
Phase 3			
Final phase: school visit by an IBO visiting team	<p>This phase involves the submission of DP application form part B, the required supporting documentation and the application fee.</p> <p><i>A pre-authorization/consultation visit may occur during this visit. An authorization visit is carried out by an IBO visiting team.</i></p>	Year 3 (2018-19)	<ul style="list-style-type: none"> • Submit DP application form part B. • Completed application package is reviewed by the regional office. • A pre-authorization/consultation visit may take place (at the discretion of the regional office). • Authorization visit by IBO visiting team. • Visiting team's report submitted to the regional office, reviewed and sent to the IBO director general for final decision.

Academic Calendar and Schedules

A text alternative of the Academic Calendar and Schedules is available at

<http://www.cde.ca.gov/be/ag/ag/yr17/sep17item19a3aav.asp>



Date	Holiday
7/2/2015	Independence Day
September 7, 2015	Labor Day
November 10, 2015	Veterans Day
November 26, 2015	Thanksgiving Day
November 27, 2015	Day after Thanksgiving
December 26, 2014	Christmas Day
January 1, 2015	New Year's Day
January 19, 2015	Martin Luther King, Jr. Day
February 9, 2015	Lincoln's Birthday
February 16, 2015	Washington's Birthday
May 23, 2015	Memorial Day

Important Dates
August 17, 2015
Dec: 15-18, 2015
Jun 5, 6, 7, 8
June 8, 2016

Important Dates
First Day of School
Minimum Days (4)
Minimum Days (4)
Last Day of School

Bell Schedule and required instructional minutes

Classes will begin at 6:55 a.m. and end at 3:19 p.m. Every Wednesday will be a late start day with classes beginning at 9:10 am and ending at 3:19 p.m. to allow teachers time for professional development.

The number of instructional minutes for grades 9 to 12, inclusive, of 64,800²⁰ minutes as required by the State’s Education Code Section 47612.5 (a)(1) will be met and or exceeded for by all PTLAHS students.

Regular Bell Schedule – All Grades			
	Start	Stop	Length
Period 0	6:55 AM	8:03 AM	68 minutes
Period 1	8:10 AM	9:07 AM	57 minutes
Period 2	9:14 AM	10:16 AM	62 minutes
Nutrition	10:16 AM	10:28 AM	12 minutes
Period 3	10:35 AM	11:32 AM	57 minutes
Period 4	11:39 AM	12:36 PM	57 minutes
Lunch	12:36 PM	1:11 PM	35 minutes
Period 5	1:18 PM	2:15 PM	57 minutes
Period 6	2:22 PM	3:19 PM	57 minutes
Total Minutes (incl. passing)			457 minutes

Wednesday Late Arrival Bell Schedule – All Grades			
	Start	Stop	Length
Staff Collaboration	8:00 AM	9:00 AM	
Period 1	9:10 AM	9:59 AM	49 minutes
Period 2	10:06 AM	11:00 AM	54 minutes
Period 3	11:07 AM	11:56 AM	49 minutes
Lunch	11:56 AM	12:31 PM	35 minutes
Period 4	12:38 PM	1:27 PM	49 minutes
Period 5	1:34 PM	2:23 PM	49 minutes
Period 6	2:30 PM	3:19 PM	49 minutes
Total Minutes (incl. passing)			334 Minutes

²⁰ <http://www.cde.ca.gov/fg/aa/pa/instructionaltimetable.asp>

Minimum Day Bell Schedule – All Grades			
(Used two days each year – the day after Back-to-School night and the day after Open			
	Start	Stop	Length
Period 0	7:27 AM	8:03 AM	36 minutes
Period 1	8:10 AM	8:46 AM	36 minutes
Period 2	8:53 AM	9:35 AM	42 minutes
Period 3	9:42 AM	10:18 AM	36 minutes
Nutrition	10:18 AM	10:35 AM	17 minutes
Period 4	10:42 AM	11:18 AM	36 minutes
Period 5	11:25 AM	12:01 PM	36 minutes
Period 6	12:08 PM	12:44 PM	36 minutes
Total Minutes (incl. passing)			300 Minutes

Minimum Day Final Exam Bell Schedule – All Grades
(Used eight days each year – four days at the end of each semester)

	Start	Stop	Length
Period 1, 2, 3 or 4	8:10 AM	9:55 AM	105 minutes
Nutrition	9:55 AM	10:25 AM	30 minutes
Period 0, 5 or 6	10:31 AM	12:16 PM	105 minutes
Total Minutes (incl. passing)			216 Minutes

Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of 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.
9	Yes	135	457	37	334	2	300	8	216	182	64800	76381	11581
10	Yes	135	457	37	334	2	300	8	216	182	64800	76381	11581
11	Yes	135	457	37	334	2	300	8	216	182	64800	76381	11581
12	Yes	135	457	37	334	2	300	8	216	182	64800	76381	11581

Professional Development

Teacher Recruitment

PTLAHS 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 for the elementary grade is done through CCTC’s approved subject matter examination or by completing the California High Objective Uniform State Standard of Education (“HOUSSE”) in addition to all single subject credentialed teachers shall be certified NCLB Highly Qualified

PTLAHS 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.

Ongoing Professional Development

PTLAHS 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 PTLAHS 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.

Planned 2016-17 Professional Development Topics

- Orientation and team building
- Faculty handbook/Human resources
- Grading policies
- Teacher evaluation
- ELL students
- Special Education students
- Backwards 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

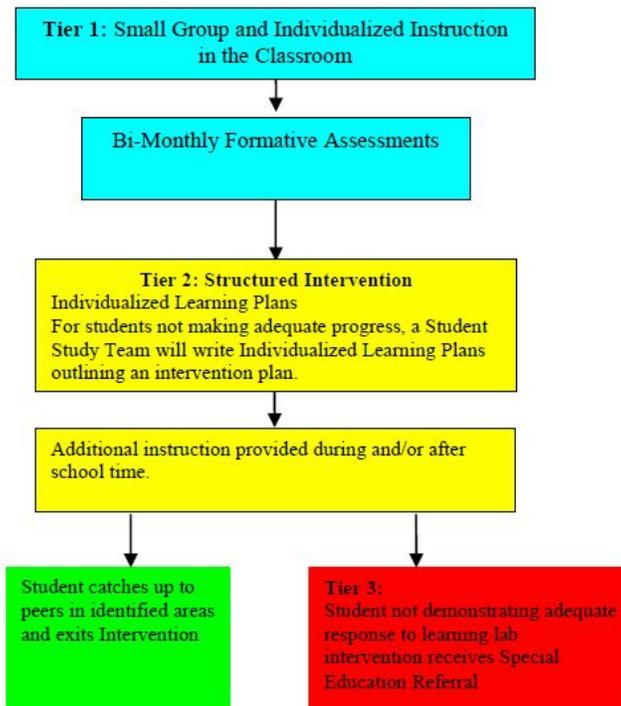
As described earlier, all teachers receive ongoing training on how to implement the school instructional approaches such as backwards design and IB assessment and curriculum design. Below is our IB implementation professional development timeline:

	Building Phase	Consideration Phase	Candidate Phase		Authorization Phase
PD Goal	Implement Year 1 educational program	Familiarize all stakeholders with DP, 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 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
PTLAHS	<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 IB/DP 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 by May 1st or November 1st 	<ul style="list-style-type: none"> • Implement strategic plan • Update publications • Attend Levels 1-3 workshops • Work to attain DP 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 DP 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

Meeting the Needs of all Students

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 Individual Learning Plan takes practice and will be the focus of both in formal professional development and ongoing collaborative discussions. 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 building the Individualized Learning Plans.

English Language Learners (EL)

PTLAHS will follow all applicable laws in serving its EL students. EL students at PTLAHS will be served by full inclusion in the classroom with small group and individual customization in the classroom and through the after school program. The use of the CA Common Core English Language Development will be implemented along with and in support of the CA Common Core English Language Arts in the instruction for the **Prepa Tec Los Angeles High**. English Learners consist of two primary programs, which comply with all current state and federal laws including Proposition 227, passed in 1998:

1. Structured English Immersion
2. English Learners Mainstream Programs

These programs consist of a CA Common Core State Standards-English Language Development component and access to the core curriculum including the following:

1. Self-image/Cross-Cultural Awareness
2. Differentiated Instruction
3. Differential Materials
4. Student Assessments (multiple measures)
5. Qualified Staff
6. Catch-Up Plan (Computer Assisted Learning)

PTLAHS will administer the home language survey upon a student's initial enrollment into the school. All students who indicate that their home language is other than English²¹ will be CELDT/ELPAC tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until reclassified as fluent English proficient.

PTLAHS will notify all parents of its responsibility for CELDT/ELPAC testing and of CELDT/ELPAC results within thirty days of receiving results from publisher. The CELDT/ELPAC shall be used to fulfill the requirements under the No Child Left Behind Act/ESSA for annual English proficiency testing.

Pedagogically, we will integrate the English Language Development with California's content standards. The most important aspect of these standards in our opinion is to help the teacher level their instruction appropriately for children at different stages of language acquisition. Although it is difficult to categorize a student into a single English Language Development stage, they are helpful for thinking about the different scaffolding necessary to provide for students who are at Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced stages during lesson planning. In the Language Arts, we believe that oral language comprehension and production is the critical link allowing EL students to

²¹ The thirty-day testing timeline is for students entering a public school in California for the first time or who have never been CELDT tested. Students who have already been enrolled in a California public school who have also been CELDT tested will be tested on the annual schedule.

make large gains in Reading and Writing. Thus, much of our Literacy blocks in the early development will be focused on oral language development and comprehension activities.

Oral Language will be part of our monthly evaluation of students. This assessment will be 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 intend to focus on hands-on and project-based curriculum in order to build our students curiosity about these subjects. We will 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 will make significant gains in their Science and Humanities knowledge.

Structurally, PTLAHS will run a full-inclusion program for our EL students. EL students will not be in sheltered or bilingual instruction classes at PTLAHS. From the first day of school, EL students will be immersed in English, with the Spanish language support they need to learn the language 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 PTLAHS teachers will engage in professional development focused on English language development processes and strategies.

Students will 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. PTLAHS 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 California Common Core State Standards English Language Development (ELD) principles in all aspects of the curriculum.

The ELD Handbook will be used as a resource guide for curriculum planning. PTLAHS teachers will be trained to use the English Language Development standards of the state. Where possible our teachers will participate in any available workshops organized by the California Department of Education for ELD teachers. PTLAHS will follow the following steps in reclassifying English Language Learner students:

- (1) Review the annual CELDT/ELPAC results for English-language proficiency. In order to be reclassified, a student must meet the CELDT/ELPAC definition of proficiency. If the student meets this criterion, we will move on to the next step in the reclassification process otherwise the student will remain as an English learner.
- (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. PTLAHS has implemented the use of the CA Common Core English Language Development monitoring of the reclassified student will be conducted through internal Benchmarks, NWEA, DORA, and DOMA 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. (CELDT/ELPAC) Achieve similar or higher rate of EL growth compared to the District on the CELDT/ELPAC (or similar) scale each year.

Should the reclassified student's progress indicate the student is not achieving, the RTI model will be used, as well as support through SDAIE strategies and identified research-based support. PTLAHS will provide additional and appropriate education services that EL's are required to receive under federal and state law. Support for students will be provided at each level of need to ensure continued growth and educational success. The reclassified student will be monitored for progress for two-years where continued support and intervention would be provided.

English Learner Instruction*

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

On an annual basis (on or about October 1), PTLAHS 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)

PTLAHS shall provide to CDE a copy of its entire, current plan upon request such as during the annual oversight review process.

PTLAHS shall administer the CELDT/ELPAC / annually. PTLAHS shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

Gifted and High Achieving Pupils

Ultimately, we expect that all students at PTLAHS 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* for details on the means of assessment currently planned.

Our gifted students will benefit from the same practices, which are helpful to our struggling students. Because our internal systems measure student gains monthly, 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.** PTLAHS will use internal assessment in Reading, Writing, Math, and Oral Language 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 PTLAHS 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.

Plans to Support High-Achieving Pupils

The PTLAHS' community is committed to designing learning experiences that differentiate for different populations of students, including gifted and advanced students. PTLAHS 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.

PTLAHS teachers will 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 will also be facilitated through flexible groupings and regrouping of students for different tasks. The groupings will also be based on need, interest, and ability. Students will 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 will offer differentiated independent research projects as a strategy to challenge these students to increase their learning. Teachers will use advanced learning opportunities that allows students to participate in out-of grade-level activities using and selecting resources beyond grade level when appropriate. The teachers will also adjust the time needed to learn, noting that some students learn more quickly than others. PTLAHS believes that the family connection is important to the success of the gifted student. Parents will be encouraged to collaborate with school leaders, teachers and children in order to present and develop the individualized plan that best meets their

child's needs.

Ultimately, we expect that all students at PTLAHS 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.

Our gifted students will benefit from the same practices, which are helpful to our struggling students. Because our internal systems measure student gains monthly, 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.** PTHS will use internal assessment in Reading, Writing, Math, and Oral Language 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 PTLAHS 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

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

PTLAHS will use the following procedure for identifying gifted students: a teacher, parent, 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

The same progress monitoring and enrichment/intervention process will be used for this subgroup as any other subgroup at the school.

Plans for Low-Achieving Pupils

PTLAHS will screen the following data to identify at-risk students in accordance with the California and LAUSD guidelines:

- Students scoring Basic, Below Basic, or Far Below Basic on the previous year's adopted standardized test in any one subtest score in Reading and Language Arts
- Students who are at least one year below grade level in the areas of Reading, Writing, Math and Oral Language 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.

PTLAHS anticipates that 92.8% or more of our students will be eligible for free and reduced lunch and nearly 44.1% will be EL students. Because of these challenges, most of our students are considered "at-risk" of failing. Our core program is geared to students like these. We will utilize strategies listed below to improve academic performance.

Strategies to Improve At-Risk Performance

1. *Early Detection.* PTLAHS 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 PTLAHS 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 PTLAHS curriculum, some students may need more. Teacher Assistants will 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 will 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 PTLAHS 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.

Socioeconomically Disadvantaged Students

As previously stated, PTHS is designed to serve all students, including those who would be at risk of achieving below basic 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 will 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, Writing, Math and Oral Language as measured through our interim assessments. Please refer to Element 2 and 3 for a detailed description of the benchmark assessments and goals.

Through assessment, Student Success Teams, and parent-teacher communication, we intend to 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 PTHS 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 aide 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.

Special Education

Special Education

In a letter dated October 12, 2015 describing the changes to the petition that are necessary to reflect the SBE as the authorizing entity. “A Memorandum of Understanding (“MOU”) has been executed by and between the State Department of Education/the California Department of Education and Prepa Tec Los Angeles Charter regarding the provision and funding of special education services consistent with the requirements of the SELPA Local Plan for Special Education.”

The section of the charter for serving students with disabilities would be revised as follows:

Students With Disabilities

Structure and Services

As a charter school, PTLAHS has the option under Education Code Section 47641 to be deemed a Local Educational Agency (“LEA”) for special education purposes. As a State Board of Education authorized school, PTLAHS will apply for acceptance to the El Dorado County Office of Education Charter SELPA, which has been approved by the State Board of Education. By participating in SELPA membership as its own LEA, PTLAHS will be solely responsible for the provision of special education and related services. Upon acceptance to a SELPA, PTLAHS will execute a Memorandum of Understanding (“MOU”) with the selected SELPA regarding the provision and funding of special education services consistent with the requirements of the SELPA Local Plan for Special Education. PTLAHS shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. PTLAHS will be responsible for eligibility for federal and state special education funds for its students. PTLAHS may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. PTLAHS may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

General Assurances

PTLAHS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to AB 602, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). As its own LEA, PTLAHS, not the State, will be responsible for the charter school’s compliance with all applicable state and federal laws.

PTLAHS hereby provides the following further assurances:

- Per Federal Law, all students with disabilities will be fully integrated into PTLAHS’ programs, with the necessary materials, services, and equipment to support their learning;
- PTLAHS will ensure that any student with a disability attending PTLAHS is properly identified, assessed and provided with necessary services and supports;
- PTLAHS will meet all the requirements mandated within a student’s Individual Education Plan (IEP);
- PTLAHS will comply with the federal mandate of the “least restrictive environment”, meaning that the school will make every attempt to educate special education students along with their non-disabled peers. PTLAHS will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring. However, if the student’s needs as documented on the plan require a program other than inclusion, the school will work with the SELPA to provide an appropriate placement and services.
- Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the

school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

- PTLAHS will work with the SELPA to make time and facilities available to meet the needs of the student's IEP;
- PTLAHS will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student's work products for analysis and evaluation of progress and will include the SELPA in IEP reviews conducted by PTLAHS, where applicable;
- If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to PTLAHS, which will then forward such written notice to the SELPA within two school days;
- The charter school will encourage open communication between the parents and PTLAHS and/or SELPA for any items related to the special education services;
- Students at PTLAHS who have IEP's will continue to attend the school, unless the IEP recommends otherwise; and
- In order to comply with Child Find requirements as specified by law, PTLAHS will establish a referral and assessment process that brings together the parent/guardian, student and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, Student Study Team ("SST") referral, assessment and IEP review.
- The facilities to be utilized by PTLAHS shall be accessible for all students with disabilities.

Search and Serve

Upon the commencement of PTLAHS' school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, PTLAHS will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty will then convene the SST for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a SST composed of the student, the student's parent or guardian, the Principal, and a charter school faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the SST finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. PTLAHS may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

PTLAHS will serve its special education students by providing many of the following school supports, when circumstances permit:

- Implementing smaller class sizes;
- Utilizing a longer school day and/or an extended school year (as described in the instructional days and minutes calendar, PTLAHS already provides instructional minutes above the State requirements)
- Pushing-in or pulling-out services by special education personnel:

§ Push-In: The special education teacher may provide services in the classroom during regular instruction, such as working side by side with a student to understand academic vocabulary when an IEP calls for academic vocabulary comprehension;

§ Pull-Out: The student(s) will be pulled out of his/her classroom to receive special education instruction and/or services in the special education office or classroom.

- Using technology/accelerated learning software; and
- Parent learning about how to support special education identified children at home through parenting classes, weekly newsletters, and parent support programs as an integral part of the communication process between school and home about available services.

Assessment

Referral for Assessment: The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services.

1. Referral Response: 15 Days: PTLAHS' internal method for referral for assessment will be the SST. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by PTLAHS within 15 days.
2. Notification of Assessment Request: 5 Days: PTLAHS will notify the SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed via the Special Education Specialist that special education and related services are provided at no cost to them.
3. Assessment Plan: 15 Days: If PTLAHS concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days.

4. Parent Consent: 15 Days: If the parent receives a written Assessment Plan, the parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be performed only upon receipt of written parent permission.

5. IEP Meeting: 60 Days: The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.

Assessment Process: The Special Education Specialist will be responsible for gathering all pertinent information and sharing such information with the SELPA (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and Parent input.

Unless conflicting with SELPA policies and procedures, PTLAHS will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. PTLAHS will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Interim and Initial Placements of New Charter School Students:

Within California, outside SELPA: In accordance with Education Code Section 56325(a)(1), for students who enroll in PTLAHS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the charter school shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time PTLAHS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

Within SELPA: In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into PTLAHS from a district operated program under the same special education local plan area of PTLAHS within the same academic year, the charter school shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and PTLAHS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

Outside California: For students transferring to PTLAHS with an IEP from outside of California during the same academic year, PTLAHS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until PTLAHS conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the charter school, and develops a new IEP, if appropriate that is consistent with federal and state law.

Development, Implementation, and Review of IEPs

Development and Implementation of IEPs: Every student who is assessed by PTLAHS will have an IEP that documents assessment results and eligibility determination for special education services, such as for autism, deaf-blind, deafness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, other health impaired, orthopedic impairment, specific learning disability, speech and language impaired, traumatic brain injury, vision impairment and other disabilities which may be mandated. The IEP will then be implemented immediately. PTLAHS will ensure that all aspects of the IEP and school site implementation are maintained and will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by a general education teacher.

Students at PTLAHS who have IEPs will be served in the Least Restrictive Environment (LRE). This means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate. They should have access to the general education curriculum, or any other program that non-disabled peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers.

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- a parent or guardian of the student for whom the IEP was developed; the student, if appropriate;
- the Principal or PTLAHS representative
- at least one special education teacher;
- a general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- a SELPA special education representative, if appropriate; and
- if the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

Others familiar with the student may be invited as needed. PTLAHS views the parent as a key stakeholder in these meetings and will make every effort to accommodate the parent's schedule and needs so that s/he will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A student's IEP must provide for a Free Appropriate Public Education ("FAPE"), which is an educational program that is individualized to the specific child, designed to meet that child's unique needs, provide access to the general curriculum, meet the grade-level standards established by the state, and be reasonably calculated to provide the student with some educational benefit.

A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. Upon written consent of the parent/guardian, the IEP will be implemented by PTLAHS, in cooperation with the SELPA in which PTLAHS is a member. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and,

where needed, the reasons the student did not meet the goal. The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments.

IEP meetings will be held according to the following schedule:

1. Yearly to review the student's progress and make any necessary changes;
2. Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
3. After the student has received a formal assessment or reassessment;
4. When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated

A Typical Day at PTLAHS

The daily life of a PTLAHS 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 PTLAHS 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 PTLAHS.

Instructional Methodology 3: Character Development

PTLAHS 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."

IB Learner Profile

<u>Quality</u>	<u>Characteristics</u>
<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

Each pillar will be 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. PTLAHS will also pursue 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 important part of PTLAHS and the International Baccalaureate Program. IB Diploma Programme students are required to complete 150 hours of 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

Examples of Community Service		
Scouting for food bank	Volunteering at Library	Mother's helper
Helping teachers	Math tutor lab	Helping neighbors
Scout mulch deliveries	Computer Helper	Free yard work
Playing instrument in church	Face Painting at fair	Washing neighbors cars for free
Library volunteer	Peer mediation	Taking care of plants for absent
Peer tutor	Winter concerts	Neighbors
Cleaning parks	Park Cleanup	Soup kitchen
Babysitting	Work at homeless shelter	Summer folder stuffing
Volunteer at art festival	Counselor at bible camp	Homework shop
Camp counselor	Cleaned up playground	Book fair volunteer
Helped Brownies	Walk for the Homeless	Grading papers
Chorus concert	Picked up trash on bike path	Picked up litter
Veterinary volunteer	Bake/donate cookies	Helped at bake sale
Visit to nursing home	School gardening	Red Cross club
Helped the disabled		

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Visit to nursing home	School gardening	Red Cross club
Helped the disabled		

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

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

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

Measurable Goals of the Educational Program

Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605. Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Standardized Testing

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

Measurable Goals of the Educational Program

PTLAHS will examine and refine its list of student outcomes over time to reflect the school’s mission, aligned with the California Common Core State Standards and the Next Generation Science Standards and any changes to state or local standards that support the School’s mission.

Curricular Focus	Measurable Outcomes	Courses
<p>English Language Arts</p>	<p>Students will read with comprehension, write with clarity, speak with meaning, and apply text to real life situations.</p> <p>Students analyze ideas in literature and expository texts using evidence as justification for interpretation, using language to discuss ideas and become informed.</p> <p>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.</p>	<p>ENGLISH 9 (A-G) ENGLISH 10 (A-G) ENGLISH 11 (A-G) ENGLISH 12 (A-G) LANGUAGE A - ENGLISH 9 (IBMYP) LANGUAGE A - ENGLISH 10 (IBMYP) LANGUAGE A-ENGLISH HL YR 1 (DP) LANGUAGE A-ENGLISH HL YR 2 (DP)</p>
<p>Mathematics</p>	<p>Students demonstrate an understanding of the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.</p> <p>Students use geometric skills and concepts. They construct formal, logical arguments and proofs in geometric settings and problems.</p> <p>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</p> <p>Students use trigonometric functions and the ability to provide basic identities preparing them for the study of more advanced mathematics and science.</p> <p>Students apply mathematics and its intrinsic theory.</p>	<p>MATH 1 - INTEGRATED (A-G, IB) MATH 2 - INTEGRATED (A-G, IB) MATH 3 - INTEGRATED (A-G) IB MATH STUDIES SL YR 1 (DP) IB MATH STUDIES SL YR 2 (DP)</p>

<p>Biological and Physical Science</p>	<p>Students demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology.</p> <p>Students develop the habit of critical thinking, and learn to construct a body of concepts through experiential activities and communications;</p> <p>Students use technology for information retrieval, data acquisition and analysis, and communications;</p> <p>Students demonstrate mastery of research skills and scientific writing</p>	<p>INTEGRATED SCIENCE (A-G, IB) BIOLOGY (A-G, IB) BIOLOGY HL YR 1 OR CHEMISTRY SL YR 1 (DP) BIOLOGY HL YR 2 OR CHEMISTRY SL YR 2 (DP)</p>
<p>History/ Social Science</p>	<p>Students demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view.</p> <p>Students demonstrate an understanding of American history, government, economics and a belief in the values of democracy and capitalism.</p>	<p>US HISTORY (A-G, IB) WORLD HIST. MODERN CIVILIZATION (A-G, IB) US GOVT / ECON (A-G, IB) IB HIST OF THE AMERICAS HL YR 1 (DP) IB HIST OF THE AMERICAS HL YR 2 (DP)</p>
<p>World Languages and Cultures</p>	<p>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.</p> <p>Students use language in real life situations.</p>	<p>SPANISH 1 OR MANDARIN 1 (A-G, IB) SPANISH 2 OR MANDARIN 2 (A-G, IB) IB SPANISH SL YR 1 OR MANDARIN SL YR 1 (DP) IB SPANISH SL YR 1 OR MANDARIN SL YR 1 (DP)</p>
<p>Visual and Performing Arts</p>	<p>Students demonstrate understanding of fine or performing arts.</p> <p>Students understand the place of art in society.</p>	<p>ART 1 OR MUSIC 1 OR THEATRE 1 (A-G, IB) ART 2 OR MUSIC 2 OR THEATRE 2 (A-G, IB) IB ART HL YR 1 OR IB MUSIC HL YR 1 OR IB THEATRE HL YR 1 (DP) IB ART HL YR 2 OR IB MUSIC HL YR 2 OR IB THEATRE HL YR 2 (DP)</p>
<p>Physical Education</p>	<p>Students demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well-being through healthy physical, social and mental habits.</p>	<p>PHYSICAL ED/ PE (A-G, IB)</p>

Inquiry and Higher Order Thinking Skills	<ul style="list-style-type: none"> • Students will set personal learning goals and monitor progress towards those goals • Students demonstrate the ability to ask probing and thoughtful questions • Students will 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
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

Measuring Pupil Outcomes: Summative Assessment Performance Targets

PTLAHS 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:

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 	-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)	<u>Every Quarter</u> -Report Cards <u>Beginning of the Year</u> -Nationally normed reading assessment tool <u>Ongoing</u> -Student self-assessment -Peer assessment -Student journals -Writing Standards Assessment -Oral Presentation -Published Writing -Standards-based unit assessments <u>Monthly</u> -Diagnostic Reading Assessment (DRA) or similarly nationally normed reading assessment tool - Project-based Assessments <u>Every 6 Weeks</u> -Summative Content-Specific Assessments (Teacher Developed)
Mathematics	<ul style="list-style-type: none"> • Develop basic grade level computational and procedural skills • Analyze problems and frames the appropriate 	-Report Cards -CAASPP -District adopted textbook computation and application tests	<u>Every Quarter</u> -Report Cards <u>Beginning of the Year</u> -Diagnostic

	<p>operations to solve the problem</p> <ul style="list-style-type: none"> • Develop grade level mathematical terminology • Develop logical thinking through the analysis of evidence • Connect mathematical algorithms and processes with real life application • Master visual representations such as graphs, models, signs and symbols association with mathematical understanding 	<p>-Standards Based Performance Assessment -Math Journals - Summative Content-Specific Assessments (Teacher Developed) -Princeton Review</p>	<p><u>Ongoing</u> -District adopted textbook computation and application tests -Math Journals <u>Monthly</u> -Standards Based Performance Assessment -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 <u>Monthly</u> -Project-based Assessments <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 	<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 <u>Monthly</u> - Project-based Assessments <u>Quarterly</u> -Summative Content-Specific Assessments (Teacher Developed) -Report Cards</p>

	<p>motivation students to investigate further</p> <ul style="list-style-type: none"> • Receive focused instructions in: <ul style="list-style-type: none"> ○ Life Sciences ○ Physical Sciences ○ Earth Sciences ○ Scientific Process 		<p><u>Annually</u> -Science Fair Exhibits</p>
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 	<p><u>Bi-annually</u> -Student performances -Student art portfolios</p>
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 	<p><u>Beginning of the Year</u> - Student Journals</p> <p><u>Ongoing</u> - Teacher Observations - Student Journals - Student Self-Assessment</p> <p><u>Bi-annually</u> -Student-led activities</p>

Performance Targets Aligned to State Priorities

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUB PRIORITY A TEACHERS

GOAL TO ACHIEVE SUB-PRIORITY	Teachers required to hold a credential will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned
ACTIONS TO ACHIEVE GOAL	All teacher candidates screened for employment will hold valid CA Teaching Credential. Superintendent/Director of HR/Principal ensures semi-annual review of credential expiration dates.
MEASURABLE OUTCOME	100% of teachers required to hold a credential will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing.
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5; NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.

SUB PRIORITY B INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUB-PRIORITY	Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
ACTIONS TO ACHIEVE GOAL	Instructional materials purchased will be aligned to CA Common Core State Standards and our charter petition.
MEASURABLE OUTCOME	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.
METHODS OF MEASUREMENT	Superintendent and teacher committees review all instructional materials before purchase; school maintains list of textbooks and supplemental materials.

STATE PRIORITY #1 SUB PRIORITY C FACILITIES	
GOAL TO ACHIEVE SUB-PRIORITY	School facilities are clean and maintained in good repair.
ACTIONS TO ACHIEVE GOAL	Daily, monthly, and periodic documented maintenance and cleaning by custodial; scheduled maintenance and deep cleaning; regular facility and fire life safety inspections
MEASURABLE OUTCOME	Daily cleanliness spot checks review of cleaning logs; 90% or better of items on Site Inspection Lists will demonstrate compliance and good standing.
METHODS OF MEASUREMENT	Daily cleanliness spot checks and monitoring by custodial crew, Plant Manager, security staff and other adults; site inspection documents and daily cleaning logs.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of state-adopted standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUB PRIORITY A CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUB-PRIORITY	PTLAHS will fully implement state-adopted ELA and Math academic content and performance standards by School Year 20115-16 for all students, including subgroups PTLAHS will seek to implement academic content and performance standards for all core subjects as they are adopted by the state. Teachers will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS).
ACTIONS TO ACHIEVE GOAL	PTLAHS will ensure ELA and Math curricula and assessments are aligned to the Common Core State Standards. Teachers will participate in annual professional development on the implementation of the Common Core State Standards
MEASURABLE OUTCOME	100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition

METHODS OF MEASUREMENT	Annual instructional calendar, PD calendar, agenda and sign in sheets will serve as evidence of participation by teachers in professional development activities.
SUB PRIORITY B EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUB-PRIORITY	All students will gain academic content knowledge through the implementation of state-adopted academic content and performance standards
ACTIONS TO ACHIEVE GOAL	EL students will participate in ELA/Literacy instruction with appropriate ELD and SDAIE instructional strategies and multi-tiered interventions and supports as needed.
MEASURABLE OUTCOME	100% of students will gain academic content knowledge through the implementation of the CA CCSS.
METHODS OF MEASUREMENT	Teacher feedback, formative and summative assessments, grade reports; the CELDT/ELPAC /ELPAC annually in accordance with federal and state requirements, CAHSEE (Suspended by CDE), PSAT, EAP, SAT, ACT, and other available local and statewide assessments.

STATE PRIORITY #3— PARENTAL INVOLVEMENT

Parental involvement, including parent participation and efforts to seek parent input for decision-making

SUB PRIORITY A PARENT INVOLVEMENT	
GOAL TO ACHIEVE SUB-PRIORITY	PTLAHS will provide opportunities for parent involvement
ACTIONS TO ACHIEVE GOAL	PTLAHS will host a minimum of three parent activities/events per semester
MEASURABLE OUTCOME	PTLAHS will host a minimum of three parent activities/events per semester

METHODS OF MEASUREMENT	PTLAHS parent event agendas; event sign-in sheets
SUB PRIORITY B PARENT INPUT	
GOAL TO ACHIEVE SUB-PRIORITY	PTLAHS will provide opportunities for parent input in committee meetings and informational sessions.
ACTIONS TO ACHIEVE GOAL	PTLAHS will have at least two parents sitting on Standing Committees
MEASURABLE OUTCOME	Parent representative to serve as a member of the Alta Public Schools Board of Directors
METHODS OF MEASUREMENT	PTLAHS sign-ins at all Standing Committee and Board meetings; meeting committee meetings

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

- A. *Statewide assessments*
- B. *The Academic Performance Index (API)*
- C. *Percentage of pupils who are college and career ready*
- D. *Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT/ELPAC)*
- E. *EL reclassification rate*
- F. *Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- G. *Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness*

SUB PRIORITY A STATEWIDE ASSESSMENTS: ELA/LITERACY AND MATHEMATICS

GOAL TO ACHIEVE SUB-PRIORITY	Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will meet or exceed targets for growth once set by the State on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics including the CAHSEE.
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ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS and CAHSEE aligned instructional materials.
MEASURABLE OUTCOME	Students, including all significant student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will meet or exceed targets for growth once set by the State on the CA ASPP statewide assessment and the CAHSEE in the areas of English Language Arts/Literacy and Mathematics
METHODS OF MEASUREMENT	CA ASPP, CAHSEE performance reports

SUB PRIORITY B API

GOAL TO ACHIEVE SUB-PRIORITY	School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CAASPP
MEASURABLE OUTCOME	School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
METHODS OF MEASUREMENT	CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education

**STATE PRIORITY #4 STUDENT ACHIEVEMENT
SUB PRIORITY C COLLEGE AND CAREER READY**

GOAL TO ACHIEVE SUB-PRIORITY	Students are on track to be college and career ready
ACTIONS TO ACHIEVE GOAL	Provide opportunities for all students to take the Early Assessment College Readiness (EAP) Exam, PSAT, SAT and ACT Targeted intervention for identified students.
MEASURABLE OUTCOME	Outcomes from the above stated external exams; common formative and summative assessments, and semester grade reports.
METHODS OF MEASUREMENT	PSAT, EAP, SAT, ACT, grade reports.

SUB PRIORITY D EL PROGRESS

GOAL TO ACHIEVE SUB-PRIORITY	EL students will advance each academic year at least one performance level on the CELDT/ELPAC or other available external assessments.
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ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which includes individual support; small group instruction; appropriate use of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	75% EL students advance each academic year at least one performance level on the /ELPAC or other available external assessment.
METHODS OF MEASUREMENT	CELDT/ELPAC Score Reports, grade reports and other available external assessments available.

SUB PRIORITY E EL RECLASSIFICATION RATES

GOAL TO ACHIEVE SUB-PRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which includes individual support; small group instruction; appropriate use of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	EL students reclassified as Fluent English Proficient annually will meet or exceed targets for growth once set by the State
METHODS OF MEASUREMENT	CELDT/ELPAC results; internal reclassification documents; CALPADS submissions.

**STATE PRIORITY #4 STUDENT ACHIEVEMENT
SUB PRIORITY F AP EXAM PASSAGE RATE**

GOAL TO ACHIEVE SUB-PRIORITY	Students will pass AP exams at a rate higher than average County, State and National scores.
ACTIONS TO ACHIEVE GOAL	Students will have access to the AP exams offered on campus. Course curriculum and supports will be aligned to passage of AP exams administered.
MEASURABLE OUTCOME	Students will pass AP exams at a rate higher than average County, State and National scores.
METHODS OF MEASUREMENT	AP exams results from College Board.

SUB PRIORITY G COLLEGE PREPAREDNESS/EAP

GOAL TO ACHIEVE SUB-PRIORITY	Eleventh graders will pass EAP exams at higher rates than 11 th graders at comparable neighborhood schools; graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood.
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ACTIONS TO ACHIEVE GOAL	Counselors will ensure all students are on A-G graduation pathway, including A-G analysis at the end of each semester. All 11 th grade students will take EAP exams as part of pathway. EAP prep will be incorporated into 11 th grade curriculum.
MEASURABLE OUTCOME	Eleventh graders will pass EAP exams at higher rates than 11 th grade students at comparable neighborhood schools; graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood.
METHODS OF MEASUREMENT	EAP exams; internal semester-to-semester A-G tracking; internal senior tracking.

State priorities are continued on the next page

STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates D. High school dropout rates E. High school graduation rates 	
SUB PRIORITY A STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUB-PRIORITY	High student attendance rate
ACTIONS TO ACHIEVE GOAL	PTLAHS will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled; parents & families will be engaged throughout year; students not meeting attendance standard will counseled per attendance policy.
MEASURABLE OUTCOME	95% or better average daily attendance (ADA)
METHODS OF MEASUREMENT	P1, P2, P3 and P-annual attendance reports
SUB PRIORITY B STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUB-PRIORITY	PTLAHS will maintain a high ADA rate; fewer than 5% of students will meet or surpass threshold for absenteeism

ACTIONS TO ACHIEVE GOAL	Parents and students will be informed of our attendance policies specified in our Student Handbook given out at the beginning of every year and to in-year enrollees; students not meeting attendance standard will be will counseled per attendance policy.
MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 95%.
METHODS OF MEASUREMENT	P1, P2, P3 and P-annual attendance reports

STATE PRIORITY #5 SUB PRIORITY C MIDDLE SCHOOL DROPOUT RATES	
GRADE LEVELS NOT APPLICABLE TO SCHOOL	
SUB PRIORITY D HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUB-PRIORITY	School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school.
ACTIONS TO ACHIEVE GOAL	Regular meetings with school counselor; continued use of intervention processes and insuring that proper placement is made. Continuous monitoring of attendance and follow-up on transfer completion.
MEASURABLE OUTCOME	CDE cohort dropout rates will be lower than CDE cohort dropout rates at comparable neighborhood schools.
METHODS OF MEASUREMENT	Dataquest; internal dropout projections based on CALPADS extracts
SUB PRIORITY E HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	School will graduate as 90+% of persisting seniors; cohort graduation rates will be higher than graduation rates at comparable neighborhood schools.
ACTIONS TO ACHIEVE GOAL	Regular meetings with school counselors; continued use of multi-tiered system of intervention and support.
MEASURABLE OUTCOME	CDE cohort graduation rates will be higher than CDE cohort graduation rates at comparable neighborhood schools.
METHODS OF MEASUREMENT	Dataquest; internal graduation projections based enrollment, CALPADS extracts and senior tracking.

STATE PRIORITY #6— SCHOOL CLIMATE

School climate, as measured by all of the following, as applicable:

- A. *Pupil suspension rates*
- B. *Pupil expulsion rates*
- C. *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

SUB PRIORITY A PUPIL SUSPENSION RATES

GOAL TO ACHIEVE SUB-PRIORITY	PTLAHS will reduce its suspension rates each year of its operation.
ACTIONS TO ACHIEVE GOAL	PTLAHS will review suspension data and policies annually to assess effectiveness and reduce recidivism.
MEASURABLE OUTCOME	PTLAHS will reduce its suspension rates each year of its operation utilizing Positive Behavior Support and Intervention principles and methods.
METHODS OF MEASUREMENT	School Accountability Report Card (SARC), CALPADS reports; Internal Reports.

SUB PRIORITY B PUPIL EXPULSION RATES

GOAL TO ACHIEVE SUB-PRIORITY	PTLAHS will maintain a low, less than1% annual expulsion rate.
ACTIONS TO ACHIEVE GOAL	PTLAHS will assess expulsion policies annually to assess effectiveness.
MEASURABLE OUTCOME	Annually, less than1% of enrolled students will be expelled.
METHODS OF MEASUREMENT	School Accountability Report Card (SARC), CALPADS reports; Internal Reports.

GOAL TO ACHIEVE SUB-PRIORITY	Students, families, and school community will feel a sense of connectedness
ACTIONS TO ACHIEVE GOAL	After-school programs, family and community outreach, and other programs integral to school operations; involvement of families in all key school operations and programs.
MEASURABLE OUTCOME	85% or better positive survey results through annual stakeholder surveys.
METHODS OF MEASUREMENT	California Healthy Kids Survey, California School Climate Survey, California School Parent Survey

STATE PRIORITY #7— COURSE ACCESS	
<p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
GOAL TO ACHIEVE SUB-PRIORITY	Students, including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), will have access to academic and educational program as outlined in the school’s charter and with regard to the IB Middle Years and Diploma Programme
ACTIONS TO ACHIEVE GOAL	PTLAHS will design its master schedule to meet the needs of its students using prior student academic performance. Master schedule will focus on the IB MYP, Diploma Programme requirements, A-G requirements and the Common Core State Standards.
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities), unduplicated students, and students with exceptional needs, will have access to and will be able to enroll in all
METHODS OF MEASUREMENT	A-G completion rates; PTLAHS master schedule; student schedules.

STATE PRIORITY #8— PUPIL OUTCOMES	
<p><i>Pupil outcomes, if available, in the subject areas described in E.C. §51210(a)-(j), inclusive, of §51220, as applicable</i></p>	
SUB PRIORITY A PROFICIENCY IN CORE SUBJECTS	
GOAL TO ACHIEVE SUB-PRIORITY	Increase the percentage of students school-wide scoring proficient or advanced on the then-current state-adopted standardized assessment by 5% in each of the core disciplines: English, math, social and science
ACTIONS TO ACHIEVE GOAL	Comprehensive Common Core standards-based approach to yearlong planning, lesson design, and assessment. Quarterly standards- based benchmarks to measure progress towards proficiency
MEASURABLE OUTCOME	Annual calendar of benchmark assessments
METHODS OF MEASUREMENT	Quarterly professional development days dedicated to data analysis by teachers, other instructional support staff, and the Superintendent.

SUB PRIORITY B ELA INTERVENTION	
GOAL TO ACHIEVE SUB-PRIORITY	Students will be placed correctly into ELA courses and access available student intervention and support early in the academic year and access intervention and support services to insure successful achievement as well as access advanced placement as available.
ACTIONS TO ACHIEVE GOAL	Incoming ELA levels will be accessed at the beginning of each school year. A multi-tiered system of interventions and support will be available to all students including before and after school tutoring.
MEASURABLE OUTCOME	90% of students are correctly placed into ELA courses and identified for early intervention and future advanced placement.
METHODS OF MEASUREMENT	Teacher feedback, formative and summative assessments, course placement, grade reports; CELDT/ELPAC, CAHSEE (CDE Suspended), PSAT, EAP, SAT, ACT, and other available local
SUB PRIORITY C MATH INTERVENTION	
GOAL TO ACHIEVE SUB-PRIORITY	Students will be placed correctly into mathematics courses and access available student intervention and support early in the academic year.
ACTIONS TO ACHIEVE GOAL	Incoming ELA levels will be accessed at the beginning of each school year. A multi-tiered system of interventions and support will be available to all students including before and after school tutoring.
MEASURABLE OUTCOME	90% of students are correctly placed into ELA courses and identified for early intervention and future advanced placement.
METHODS OF MEASUREMENT	Teacher feedback, formative and summative assessments, course placement, grade reports; CELDT/ELPAC, CAHSEE, PSAT, EAP, SAT, ACT, and other available local and statewide assessments

PTLAHS' goals, actions and targets associated to the Eight State Priorities may be revised depending on the Local Control and Accountability Plan adopted by adopted by the Alta Public Schools Board of Directors (by July 1, 2015).

State Priority 1: Basic Services

Annual Goals	2015 16	2016 17	2017 18	2018 19	2019 20
D. Percentage of teachers required to hold a credential will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing	100%	100%	100%	100%	100%
E. Percentage of students that will have access to standards-aligned materials and additional	100%	100%	100%	100%	100%
F. Daily cleanliness spot checks	Daily	Daily	Daily	Daily	Daily
G. Percentage of items on Site Inspection Lists in compliance or good standing	90%	90%	90%	90%	90%

State Priority 2: Implementation of academic content and performance standards

Annual Goals	2015 16	2016 17	2017 18	2018 19	2019 20
C. Teacher participation in Professional Development and trainings in CA CCSS	100%	100%	100%	100%	100%
D. Percentage of students that will gain academic content knowledge through the implementation of the CA CCSS	100%	100%	100%	100%	100%

State Priority 3: Parental involvement

Annual Goals	2015 16	2016 17	2017 18	2018 19	2019 20
C. Number of parent activities/events PTLAHS will host per semester	3 activities or events				
D. Minimum number of parents on Alta Public Schools Board of Directors	1 parent				

State Priority 4: Student Achievement

Annual Goals	2015 16	2016 17	2017 18	2018 19	2019 20
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CAASPP English Language Arts/Literacy and Mathematics statewide assessment growth targets for students, including all significant student subgroups (Hispanic or Latino, Socio-economically Disadvantaged, English Learners, and Students with Disabilities)	Meets or exceeds targets for growth				
API growth target, or equivalent assessment target	Meets or exceeds targets for growth				
Percentage of EL students advancing on performance level on CELDT/ELPAC, or other external assessment as available	75%	75%	75%	75%	75%
Percentage of EL students reclassified as Fluent English Proficient	Meets or exceeds targets for growth				
AP exam passage rate and course participation rate by graduating seniors	Exceeds that of resident schools				
Percentage of graduating seniors meeting A-G course requirements	Exceeds that of resident schools				

State Priority 5: Student Engagement

Annual Goals	2015 16	2016 17	2017 18	2018 19	2019 20
Annual Average Daily Attendance	Greater than 95%				
Student Absenteeism Rates	Less than 5%				
Middle School Dropout Rates	n/a	n/a	n/a	n/a	n/a
CDE Cohort High School Dropout Rates	Lower than resident schools				

CDE Cohort High school Graduation Rates	Exceeds that of resident schools				
Percentage of graduating seniors meeting A-G course requirements	Exceeds that of resident schools				

State Priority 6: School Climate

Annual Goals	2015 16	2016 17	2017 18	2018 19	2019 20
Pupil Suspension Rates	n/a (Baseline year)	Lower than prior year			
Pupil Expulsion Rates	Less than 1%	Less than 1%	Less than 1%	Less than 1%	Less than 1%
Annual Stakeholder Survey Results	85% or better	85% or better	85% or better	85% or better	85% or better

State Priority 7: Course Access

Annual Goals	2015 16	2016 17	2017 18	2018 19	2019 20
Percentage of students, including all significant student subgroups (Hispanic or Latino, Socio-economically Disadvantaged, English Learners, and Students with Disabilities), unduplicated students, and students with exceptional needs will have access to and will be able to enroll in all courses	100%	100%	100%	100%	100%

State Priority 8: Pupil Outcomes

Annual Goals	2015 16	2016 17	2017 18	2018 19	2019 20
Increase the percentage of students school-wide scoring proficient or advanced on the then-current state-adopted standardized assessment by 5% in each of the core disciplines: English, math, social and science	100%	100%	100%	100%	100%
Percentage of students placed correctly in ELA intervention courses	90%	90%	90%	90%	90%

Percentage of students placed correctly in Math intervention courses	90%	90%	90%	90%	90%
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Measuring Pupil Outcomes: Formative Assessment

Student performance and assessment will take into account several assessment methods, specifically based upon the assessment program created and researched by Richard J. Stiggins, author of *Student Involved Classroom Assessment, 3rd ed., 2001*. 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. Teachers will be trained to identify the exact achievement target that is required by each content standard. Those tools and resources will 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 PTLAHS, our assessment methods will be based on the following beliefs:

1. *Authentic*: Student assessments must be authentic. PTLAHS 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. PTLAHS 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, PTLAHS 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 PTLAHS’ student and school-wide assessments:

Assessment	Frequency
State Mandated Standardized Tests (CA CCSS, CELDT/ELPAC , CAHSEE (CDE Suspended)	Annually, Spring
Academic Performance Index	Annual
Interim School Wide Student Assessments	Quarterly
College Entrance Exams, PSAT, SAT I, SAT II,	Beginning in Grade 10
California High School Exit Exam (CDE Suspended)	As scheduled by CDE
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

PTLAHS will conduct benchmark assessments in each of the subject or content areas as listed in the following table:

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 API growth goals. PTLAHS will identify 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 will be trained on how to interpret standardized test data, and will be 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 will be tied to professional development on standards-based instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Staff will use 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 PTLAHS become complacent with the examination of assessment findings. The goal will be

continuous improvement to achieve the highest quality educational program that is possible. Staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

PTLAHS will be a data-driven school, not a test-driven school. Data will be collected about student performance in all core subject areas, including English Language Arts, and Mathematics, Science and Humanities. Data will include:

- 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 will develop the 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 will be documented three times annually in standard-based report cards. Parent-teacher conferences will be held at least twice per school year and more often on an as-needed basis. Teachers will share students' academic, social, emotional, and physical progress with parents. All students will be 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. PTLAHS will collect annual data from the assessments listed above and will utilize the data to identify areas of necessary improvements in the educational program.

The school will develop an annual performance report based upon the data compiled. The report will also include:

- 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 school implemented the means listed in charter to achieve a racially and ethnically balanced student population.
- h. An overview of the 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 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 school relative to compliance with the terms of the charter generally.

Grading, Progress Reporting, and Promotion/Retention

Grading Policy

Grading is based on a common and standardized grading policy. Grading rubrics for grades A-F are determined and standardized by teachers in all content areas.

Type and Frequency of Progress Reporting

PTLAHS will issue student progress reports every quarter based on student proficiency on grade level/subject standards and expectations designated for the quarter. Standards-based report cards will be issued at the semester, and will include detailed teacher narratives.

Student progress reports will be 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 will be 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 will meet to discuss progress and to identify the support required from all parties to ensure the student's academic growth and success.

Promotion/Retention Policy and Procedures

PTLAHS 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 PTLAHS students are supported academically and graduate from PTLAHS as college ready scholars.

Promotion

In order to attain promotion to the next grade, students must meet or exceed the following benchmarks:

- a. Scores of basic or above on the third-quarter benchmark assessments in both English language arts and mathematics
- b. Scores of basic or above on the Common Core State Standards Assessment in English language arts and mathematics
- c. Final report card grades in English and mathematics of "C" or better

Notwithstanding these thresholds for promotion, PTLAHS will strive to not retain students in whenever possible, given the significant stigma and social-emotional implications for adolescents.

Support for Students At-Risk of Retention

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

The following steps will take place prior to a student being retained:

1. 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. The Superintendent will conduct individual meetings with the parent/guardian of each retention candidate to discuss the decision and attempt to secure parent/guardian support.
4. A parent/guardian may appeal the decision to retain their child with the Superintendent at any point. The principal and teacher will meet with the parent/guardian to resolve the matter. A meeting will be held to discuss the appeal and all evidence will be reviewed.
5. 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.

ELEMENT 4: Governance

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

General Provisions

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

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

All employees and representatives of Charter School, including members of Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and SBE’s charter school policies, regarding ethics and conflicts of interest.

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

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

The SBE reserves the right to appoint a single representative to the Charter School governing board pursuant to Ed. Code section 47604(b).

Title IX, Section 504, and Uniform Complaint Procedures

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of *California Code of Regulations*, title 5, sections 4600 et seq.

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

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

Legal and Policy Compliance

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

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

Responding to Inquiries

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the SBE, and shall cooperate with the SBE regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by SBE, including, without limitation. Charter School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of charter, is received or discovered by the SBE, Charter School shall cooperate with any resulting investigation undertaken by the State Board of Education.

Notification of the District

Charter School shall notify the SBE/Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

Student Records

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

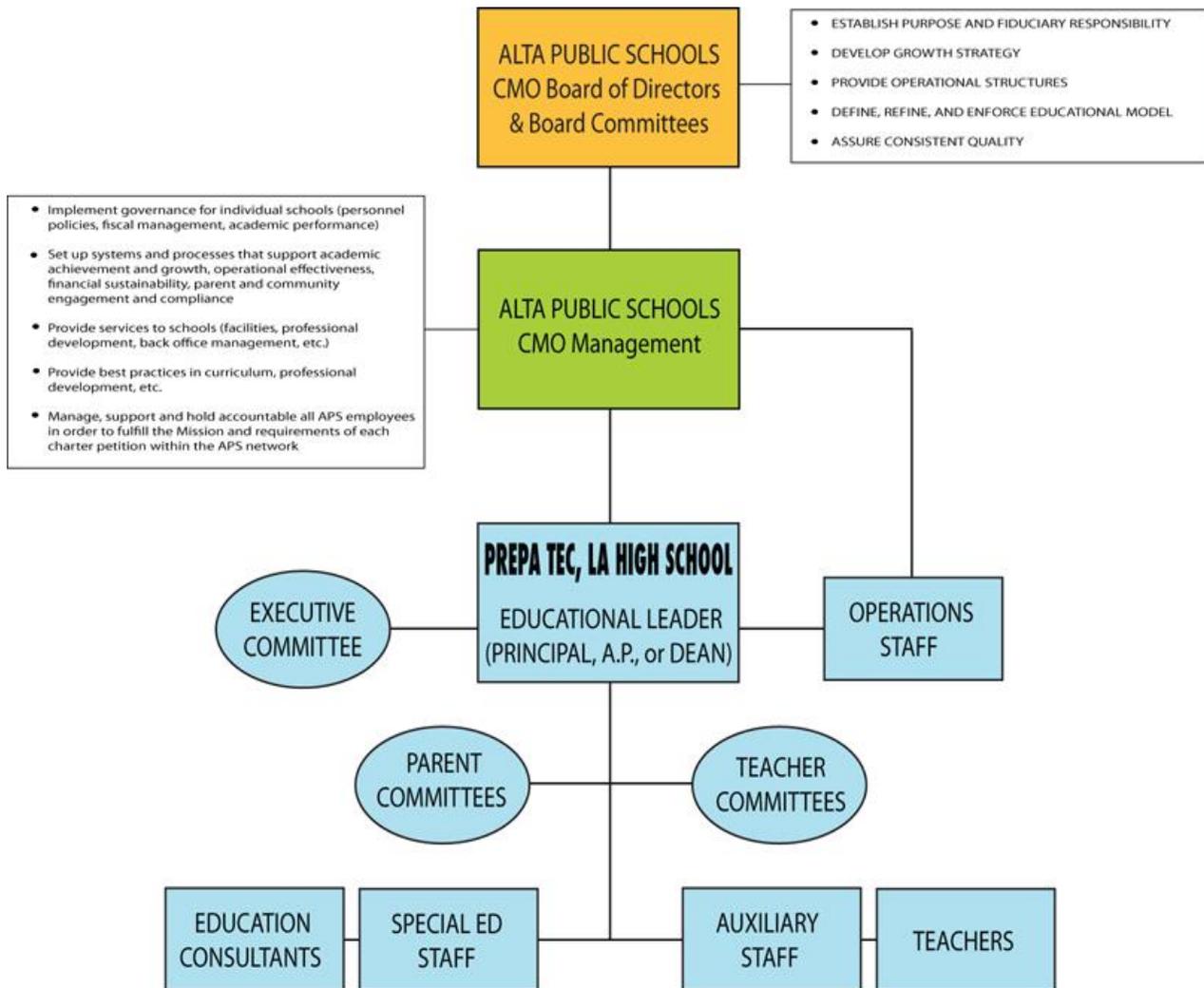
GOVERNANCE STRUCTURE

Prepa Tec Los Angeles High School (PTLAHS) will be a directly-funded independent charter school and will be operated by a private non-profit public benefit corporation, Alta Public Schools, organized under the Non-profit Public Benefit Corporation Law of California, with specific 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.

Members of the Alta Public Schools Board of Directors, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and CDE's Charter School policies and regulations regarding ethics and conflicts of interest.

An organizational chart illustrating the supervisory, advisory, and other relationships among the Alta Public Schools Board of Directors, key staff, and stakeholder committees is shown on the following page.

Organizational Chart



The duties of the Board include:

- Promote, guard and guide the mission and vision of the school
- Hire and evaluate the Chief Executive Officer
- Hire, promote, discipline and dismiss all employees after consideration of a recommendation by the Chief Executive Officer or Superintendent
- Approve all contractual agreements and investments 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 operations
- Contract with an expert external auditor to produce an annual financial audit
- Regularly measure progress of both student and staff performance
- Develop, review, or revise performance measures, including school goals

- Develop the school calendar and schedule of Board meetings
- Develop Board of Directors policies and procedures
- Review requests for out of state or overnight field trips
- Participate in the dispute resolution and complaint procedures when necessary
- Approve charter amendments
- Approve annual fiscal audit and performance report
- Approve personnel discipline (suspensions or dismissals) as needed
- 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 Executive Committee include:

- Monitor the business operations of the school, including reviewing financials
- Ensure compliance with key measures of accountability
- Assist in implement all Board policies for the school
- Oversight of parent and community involvement
- Implement and review personnel policies
- Identify and recommend issues to be brought to Board for ratification

The duties of the Board President include:

- Responsible to the Board on all operational issues
- Advisor to the Board on all significant matters of the Corporation's business
- Oversight and implementation of all orders and resolutions of the Board
- Represent the Corporation within the boundaries of policies and purposes established, including the SBE
- Update and inform Board of staff performance as related to 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
- Serve as a liaison to the SBE on issues related to fiscal matters

The duties of the Secretary include:

- Book of minutes, and proper noticing for all meetings
- Brown Act training
- Serve as a liaison to the SBE on issues related to policy and records

Roles and Responsibilities of Key Staff

The duties of the Chief Executive Officer include:

- Ensure overall management of the Charter School
- Develop and implement policies and procedures to fulfill the school's mission
- Serve as the staff liaison to the Board of Directors

The duties of the Superintendent include:

- Serve as chief academic officer for the Charter School
- Ensure supervision of instruction for all teachers and instructional staff
- Ensure academic accountability and student progress toward measurable outcomes

Governing Board Composition and Member Selection

The Board of Directors of Alta Public Schools will govern PTLAHS and other charter schools under the corporation.

Per the current Alta Public Schools corporate bylaws:²²

The Board of Directors shall consist of at least five (5) directors unless changed by amendment to these bylaws. The Board composition shall include one (1) parent representative from each charter school operated by Alta Public Schools and two (2) to five (5) community members.

Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

The current Board has seven (7) voting members, with several advisors and with additional board positions available for community members. One of these available Board positions is for an SBE representative. One annual Board seat is reserved for a parent representative (voting member) of the Prepa Tec LA HS, and SBE representative (non-voting member), respectively.

The current members of the Alta Public Schools Board of Directors are listed here, along with terms and areas of professional expertise.

Patricia Rogers, Chair	April 1, 2018	Vice President/Senior Private National Banker, Corporate Banker
Bobbi Shimano, Secretary	June 1, 2018	Vice President/Portfolio Manager
Jesse Pelayo, Member educator/Businessman	January 1, 2020	Instructional technology, business entrepreneur
Gregory Tanner, Member	August 8, 2018	Attorney
Ricardo Ortega, Parent Representative/Treasure	August 1, 2018	IT networking; member of Academia Moderna School Site Council

²² Corporate bylaws subject to change per lawful amendment.

Rita Assaf, Member	May 8, 2019	Retired Principal, Career Educator-worked as a Principal, Assistant Director
Martha Servin, Member Parent	June 1, 2020	Parent

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 by the body that upholds the fiduciary responsibility of the Charter School. Moreover, by design, the Board of Directors includes both community and parent members to ensure that decision-making is informed by both internal and external constituent perspectives.

Criteria and Process for Selecting Board Members

Board member qualifications

The Alta Public Schools Board of Directors will strive to maintain a broad representation of professional expertise among its members that includes, but is 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 will be elected at the annual meeting each year. Before the annual meeting, a Nominating Committee of three Board members will nominate qualified candidates for a Board vote to serve three-year terms of office or until a successor is elected. Any candidate may be nominated by members of the school community and stakeholders and provide that name 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 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

Article VII, Section 15 of the 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. Particularly, in the early stages of school development, the Board realizes how important it is to create dialogue and the necessary actions needed to create a successful school.

Location and frequency of board and committee meetings

Public meetings will be held, therefore, once each month and all Board committees may meet in the interim and may make recommendations to the APS Executive Committee and subsequently to the Board. All Board and Board committees will abide by the laws pertaining to open public meetings.

Meetings of the Board of Directors will be held at such times and places to best accommodate the public. At least 72 hours before a regular meeting, and in accordance with the Brown Act, special meetings of the Board of Directors may be held only after a 24-hour notice is given to each Director and to the public through the posting of an agenda.

Location(s) for posting board and committee meeting agenda

Agendas will always be posted in areas that are convenient for viewing by staff, students, parents and the general public. At minimum, board and committee meeting agenda will be posted in the Charter School's front office and on the School's website. Additionally, minutes of these meetings will be recorded and filed in the administration office and accessible for viewing or reproducing for the general public upon request as well as posted on the Charter School's website.

Process for setting annual calendar of board and committee meetings

Each June, the Chief Executive Officer will submit to the Alta Public Schools Board of Director a proposed calendar of regular board meetings for the following fiscal year (July 1 – June 30). The Alta Public Schools Board of Directors will adopt the board meeting calendar, subject to meeting date changes at its discretion. Similarly, annual committee meeting schedules will be proposed by the committee chairs for the following fiscal year.

Procedures to ensure compliance with The Brown Act

During the term of the charter, PTLAHS and its parent non-profit corporation, Alta Public Schools, will comply with the provisions of the Brown Act and Government Code 1090, regarding conflict of interest and "open meeting laws". PTLAHS will comply with all laws, including federal laws and regulations and state codes as they pertain to charter schools.

PTLAHS' parent non-profit corporation, Alta Public Schools, will hold trainings on the Brown Act after the school opens in September 2015 and every year after to comply with all laws relating to public agencies in general, all federal laws and regulations and state codes.

Process for Charter Amendments

To create policy change or enter into matters that take more than one year to execute or that involve more than \$45,000 shall only be approved by a passage of a 2/3 majority vote by the Board. Significant changes needed in the charter shall be submitted to the district within 30 days. Any school policy change can result from discussions brought by students,

parents, faculty or staff, through the advisory committees or councils of the school or Superintendent or through any other form brought to the Board's attention. SBE must approve all amendments to the charter.

Any amendments to the charter bylaws or the bylaws of a "parent" nonprofit corporation that affect or impact the charter or school operations must be presented to the California Department of Education Charter School Division for assessment of a "material change".

Process for Budget Approval

Our budgeting process will take the opportunity to target resources towards intended results. Meaning, it will be our mission in the budgeting process to help all decision makers make informed choices about the provisions of service and capital assets and to promote stakeholder participation in the process.

As part of a not-for-profit organization serving the public, all our processes will adhere to the Brown Act or any other laws or policies that pertain to open public meetings. Our budget process will serve to fulfill our legal fiduciary requirement that will culminate in our yearly audit. The process will serve to further evaluate our operational processes and provide a vehicle for accountability, planning, conflict resolution and informational requirements.

Every year after the first year's approved budget, the budgeting process will begin in January of the subsequent fiscal year. The process will include:

1. Stakeholder input – January and February
 - a. Long term and short term goals overview
 - b. Staff financial workshops and policies
2. Operating and budget impacts – January and February
 - a. Proposed preliminary budget
 - b. Strategic plans
3. Adopt budget – February
 - a. Chief Executive Officer and back office provider/accountant present to Board
 - b. Board deliberations
4. Monitor results – ongoing starting July
5. Adjust as necessary – ongoing starting July

BOARD OF DIRECTORS' DECISION-MAKING PROCEDURES

Quorum and voting requirements

Per Section 18 of the Alta Public Schools corporate bylaws:

A majority of the directors then in office 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 directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Abstention

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.

Teleconference participation

Per Section 19 of the Alta Public Schools corporate bylaws:

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. 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;
- d. 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;²³
- e. 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
- f. 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.²⁴

To ensure the school's ongoing success, the Alta Public Schools Board of Directors will provide external accountability, internal oversight and leadership, including leading the annual internal audit. The Treasurer or an appointed board member will be the lead contact person conducting every aspect of the audit. The audit will be conducted using the California

²³ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

²⁴ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Charter School K-12 Audit Guide regulations and a report will be submitted to the chartering agency, county office of education, State Department of Education, and the State Controller's Office. The Board will meet monthly, unless otherwise directed, to review PTLAHS' gains and provide support in achieving short-term and long-term goals set by the school.

STAKEHOLDER INVOLVEMENT

The PTLAHS decision-making process in which all school stakeholders are represented is designed to:

- Ensure that all decisions regarding policy and practice made at PTLAHS are focused to achieve the educational student outcomes outlined in the petition
- Ensure that all staff members are involved in the decision-making process
- Ensure that parents, community members, and all school personnel are involved as active partners in the decision-making process
- Ensure that all stakeholders model a collaborative, consensus-building school culture applied to all decision-making processes

The PTLAHS model of decision-making will be 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 PTLAHS. It is our belief that as we build an IB culture and community, more parents will champion the school vision and mission.

Executive Committee

Alta Public Schools, the CMO, which includes the CEO, Xavier Reyes, and Superintendent of Instruction, Barry Baxter, and the Educational Leader or Principal, will manage the day-to-day governance of Prepa Tec, LA High School (PTLAHS). They will collaborate with an Executive Committee, which will include members from each stakeholder group, i.e., the Principal or designee, representatives from the faculty, classified staff, and parent groups. The Executive Committee will be charged with collaborative leadership advising the Principal or designee of direction and challenges associated with the overall operation of the school.

The Executive Committee will be responsible for:

- Facilitating communication among all committees
- Ratifying, at the school level, all decisions/policies brought forth by all other committees
- Mediating disagreements among committees and assist in consensus-building
- Interpreting and developing school policy
- Focusing schoolwide decision-making on shared vision

Staff involvement in school governance

Both classified and certificated staff will have the opportunity to participate in staff advisory committees. These committees will provide a communication channel by which the Chief Executive Officer, Superintendent, and Executive Committee will be informed of employee stakeholder inquiries, ideas, and concerns.

Parent involvement in school governance

PTLAHS understands that parental involvement in the life of the school is essential to the success of the school. PTLAHS made it a priority in its mission to have parent participation throughout the school, including in consulting parents on instructional program. PTLAHS will encourage parents to participate in the school by:

1. Signing a commitment with the school, after the student is enrolled, that will encourage 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 Superintendent. Parents may opt out of their volunteer hours by marking "opt out" on the Volunteer Hours Commitment form. Alternatives include:
 - a. Saturday school clean up days
 - b. Holiday school clean up days
 - c. In-home reading time with school students
 - d. In-home teacher grading or translating
 - e. In-home trip scheduling
 - f. In-home communications with other parents

2. Parents will be encouraged to serve on the School Site Advisory Council (SSC). Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and informational bulletins on an ongoing basis. A school web site will facilitate the dissemination of information on areas of specific interest to parents.

As per Statutory Provisions:

Adhering to EC Section 52852 reads as follows:

*A schoolsite council shall be established at **each school** which participates in school-based program coordination. The council shall be composed of the principal and representatives of: 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.*

At the secondary level the council shall be 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.

Secondary Schoolsite Council would have to consist of at least **12 members** to meet the composition guidelines.

1. Led by the Principal, the School Site Council is an advisory body to the Board of Directors comprised of at least 12 members, elected by their peers. Four (4) classroom/certificated teachers, 2 -3 students (Elected Student Council President and Vice President), four (4) out of classroom staff / faculty members (at least one must serve in a classified position). Nine (9) parents or community members
2. The school principal shall be an ex officio member of the school site council.
3. The Principal may invite other stakeholders to act in an advisory capacity at the School Site Council meetings. The Council meets once each month to discuss operational and instructional matters and ensure parent and teacher input in the decision-making process. While the model of decision- making at PTLAHS 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 Chief Executive Director holds final authority in all matters pertaining to operations and the Superintendent of Instruction and Principal has final authority in all matters pertaining to instruction.
4. Taking part in the Parent Council and other parent and school-wide committees, such as the executive and 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 PTLAHS community
5. Taking part in weekly parent informational meetings and workshops that will be held to assist parents in supporting their children's experience at PTLAHS
6. Taking part in the creation of a monthly newsletter created for parents by parents
7. Taking part in the creation of a Parent Center dedicated to parent learning

Parent Council and Other Committees

The Superintendent of Instruction will manage the day-to-day operation of the instructional program and instructional staff. The Superintendent will create and lead specific committees, which will include all stakeholders of the instructional program. The Superintendent of Instruction will create parent and teacher committees, for example, per grade level to oversee the implementation and development of a certain grade level.

Committee composition and selection

Each grade level will select teachers and parents to serve on these committees and all representatives will be selected on an annual basis. Parents will elect representatives to serve on the Executive Committee and other grade level and school-wide committees.

English Learner Advisory Committee

English Learner Advisory Committee (ELAC) 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 the school in which the ELAC is established are eligible and should be encouraged to participate in the ELAC. The principal must ensure that ELAC members receive appropriate training.

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 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 's student attendance policy.
 - f. Include on the meeting agendas information related to the Alta Public Schools 's 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. h. Adhere to the California Open Meeting Law (Greene Act) as required by California Education Code 35147, provided bylaws (see Section V and Attachment B2) and Robert's Rules of Order (see Attachment M).
 - 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,

Composition Requirements

Requirements for ELAC elections include:

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 HS are English learners; parents/guardians of English learners comprise 43 percent 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.

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 Alta Public Schools English Learner Advisory Committee (DELAC).
3. Alta Public Schools s with 31 or more ELACs may use a system of proportional or regional representation.

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 child care, translation services, meals, transportation, training cost, and other reasonable expenses.

Legal References

- *California Education Code*, sections 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a)
- *California Code of Regulations*, Title 5, Section 11308 (b), (c), and (d)

ELEMENT 5: Employment Qualifications

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

Equal Employment Opportunity

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

ESEA/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 and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(I). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions

The first year of operations, PTLAHS assumes it will employ a Principal, teachers, Special Education specialist, office manager, office assistant, teacher assistants, yard personnel and a custodian. Upper management assistance or management will come from Alta Public Schools, its parent organization. Some of these positions from APS include Chief Executive Officer, Director of Human Relations, Director of Student Services, Director of Operations, and Superintendent of Instruction.

Job Descriptions and Qualifications

All PTLAHS administrators shall exhibit the following leadership traits:

- Is accessible to all in the community including teachers, staff, parents, and children
- Acts with fairness, integrity, and respect for diversity
- Leads collaboratively at every level of the school
- Is 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 business management at PTLAHS is to utilize resources effectively by aligning all financial, funding, physical plant, and data collection practices with the educational improvement strategies of the 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 PTLAHS mission and vision and IBDP 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 qualified to prioritize and fulfill the following job responsibilities:

I. Stakeholder Relations

General Relations

- Ensures proactive clear communication with Superintendent, Staff, and Board
- Updates the PTLAHS 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 school policy and/or school values

Board Relations

- Works with Superintendent, Board and attends all Board meetings
- Provides the Board "The CEO's Report," a complete written status report to be presented at all regularly scheduled Board Meetings

District and Community Relations

- Works with District to secure needed resources
- Networks with community funding resources

Parent Relations

- Leads, and promotes school wide efforts including outreach and fundraising
- Communicates effectively with parent body
- Encourages and motivates parent participation to meet volunteer hour requirements
- Conducts surveys for parent feedback and publishes results in the school newsletter

Staff Relations

- Maintains positive environment
- Acts as liaison/mediator between all members of the PTLAHS community
- Clarifies and resolves personnel issues

II. Supervision

Staff Supervision

- The CEO oversees the Superintendent and the other Directors. The school Principal oversees the Office Manager and other administrative positions to ensure completion of all job responsibilities at school site
- Provides opportunities for teacher leadership
- Articulates an active supervision model which encourages high staff performance
- Oversees APS administration staffing responsibilities
- Creates and updates an Employee Handbook which includes personnel policies
- 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 school's programs can be developed to realize the school's vision
- Communicates and collaborates with school community to meet planning needs

IV. Program Quality Review

- 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 Program Quality 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, Budget and Executive Committees
- Creates detailed reports on school's financial status and submit at regularly scheduled Board 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 school network
- Oversees the acquisition and training of 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

Overall Qualifications:

- Master's Degree in Education or equivalent or
- Demonstrated experience in the leadership and management
- 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
- TB Clearance

Superintendent Of Instruction

The Superintendent will be responsible for the achievement of the mission and vision of PTLAHS through successful implementation of the educational program.

S/he provides leadership by (1) advocating and supporting the philosophy, mission within the PTLAHS 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 contributes to a culture of excelling by fulfilling the following responsibilities:

I. Instructional Leadership***Curriculum Development***

- English Language Learner education, approach, and curriculum
- Special Education
- Curriculum development in conjunction with State standards
- District and national assessment tools
- 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 Chief Executive Officer, Directors, Staff, and Board
- Updates the PTLAHS 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 school policy and/or values of the school

Board Relations

- Works with Chief Executive Officer, Board and attends Board meetings
- Provides the Board "The Superintendent's Report," a complete written status report to be presented at all regularly scheduled Board Meetings

District and Community Relations

- Supports the Chief Executive Officer working with District to secure needed resources
- Supports the Chief Executive Officer 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 PTLAHS 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 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 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
- 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 school's instructional programs can be developed to realize the charter's vision
- Communicates and collaborates with school community to meet instructional planning needs

V. Program Quality Review

- Applies for WASC Accreditation
- Conducts Instructional Self-Study and Report Generation
- Ensures that the school is led in a comprehensive Program Quality 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 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, Chief Executive Officer, Budget and Executive Committees
- Manages instructional contracts

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

Overall Qualifications:

- Professional Administrative Credential and/or Master's Degree in Education or equivalent
- At least 5 years' experience in the education field, IB related experience preferred
- Management, administrative, curriculum implementation and instructional expertise
- Experience with school budgets
- Willingness to learn about IBDP and school leadership
- Background Clearance from FBI/DOJ
- TB Clearance

The On-Site SCHOOL LEADER; Aka - PRINCIPAL, AP, DEAN

The school leader will be responsible for the achievement of the mission and vision of Prepa Tec, LA High School through successful implementation of the educational program and excellent operations management.

The School Leader or 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
- District and national assessment tools
- 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

General Relations

- Ensures proactive clear communication with Superintendent of Instruction, 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 school
- Resolves conflicts and disputes based on school policy and/or values of the school

Board Relations

- Works with Superintendent of Instruction, Board and attends Board meetings
- Provides the Board “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 teambuilding

Staff Relations

- Maintains positive environment
- Acts as liaison/mediator between all members of the PTLAHS community
- Clarifies and resolves personnel issues

Supervision

Staff Supervision

- The Principal oversees the instructional staff, educational consultants and yard positions to ensure completion of all job responsibilities
- 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
- 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 school in assessing instructional long- and short-term needs based on staff, committee, and community input
- Articulates the means by which the school's instructional programs can be developed to realize the charter's vision
- Communicates and collaborates with school community to meet instructional planning needs

Program Quality Review

- Applies for WASC Accreditation
- Conducts Instructional Self-Study and Report Generation
- Ensures that the school is led in a comprehensive Program Quality Review cycle (or equivalent) in subsequent years

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 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, Superintendent of Instruction, Budget and Executive 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 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

Provides leadership by:

- Advocating and supporting the philosophy, mission within the PTLAHS 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
- At least 5-year experience in the education field, IB related experience preferred
- Management, administrative, curriculum implementation and instructional expertise
- Experience with school budgets
- Willingness to learn about IBPYP and school leadership
- Background Clearance from FBI/DOJ
- TB Clearance

Teachers

Teachers will be responsible for high quality instruction as well as achievement of PTLAHS' educational goals and objectives. Teachers will:

- Support the development and incorporation of the International Baccalaureate Middle Years and Diploma 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 school vision and mission, and its programs including the IBMYP/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

PTLAHS teachers at all levels shall meet or exceed all “highly qualified requirements” under the Every Student Succeeds Act (“ESSA”). Accordingly, a teacher must have:

- A bachelor's degree
- A California multiple subject credential or an University Intern Permit (for no more than three years while actively working toward completion of their state credential)
- CLAD or BCLAD certificates
- Demonstrated subject competency through appropriate examination or coursework
- A background clearance from FBI/DOJ
- Background in teaching in urban or similar communities
- TB Clearance
- A commitment to teacher development in the IB Diploma Program

Office Manager

Assists the PTLAHS Principal with all administrative functions and provides direction to administrative 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, budgeting, 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
- Prepare financial reports for use by the Principal, Superintendent and CEO
- Prepare assessment data for Principal and teachers utilizing state and local testing data
- 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
- A minimum of 2 years' experience in a similar position
- Background Clearance from FBI/DOJ
- Possession of a valid First Aid Certificate
- Knowledge of communication skills; general office procedures and correct use of English and Spanish punctuation, spelling, and grammar
- Experience and proficiency in:
 - Letter and report writing
 - Accurate mathematical calculations
 - Computer software programs and related word processing
 - Record keeping, reference, and data collection systems

Administrative Assistant

Provides support, in year one, to PTLAHS Principal and Office Manager 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, 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

Overall Qualifications:

- High School Diploma or equivalent
- Possession of a valid First Aid Certificate
- Background Clearance from FBI/DOJ
- TB Clearance
- Knowledge of communication skills; general office procedures and correct use of English and Spanish punctuation, spelling, and grammar

- Ability to perform routine clerical duties such as posting data, filing, maintaining filing systems, proofreading, copying data, and operating office machines and equipment
- Ability to act as receptionist on the telephone and in person; maintain good public relations with students, parents, staff, and community

Custodian, Kitchen and Yard

Starting in the first year, 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
- TB Clearance
- A minimum of 1-2 years' experience performing custodial duties or willing to grow

Process for Staff Recruitment and Selection

PTLAHS 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 PTLAHS 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 governing Board of PTLAHS will hire the Chief Executive Officer. The Chief Executive Officer will hire the Superintendent and the APS operations and business staff. The Superintendent will hire all Principals and 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 an Ad Hoc committee created by the Board to make a recommendation to the full Board for approval.

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 the Executive Committee and will make a recommendation to the CEO for approval with final oversight and ratification by the Alta Public Schools 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 candidates²⁵
- Select “best-fit” candidates based on qualifications, experience, knowledge of the IB Diploma Program or related curriculum, and demonstrated ability to perform required job duties
- Ensure criminal background and appropriate reference checks are conducted
- Receive Board 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 Chief CEO. The Board will have final approval over all hiring.

Record Keeping and Teacher Credentials

Appropriate records of credentials held by PTLAHS teachers and supporting documentation will be monitored and maintained by the school administration. Credentials will be monitored annually by Director of Human Resources, Superintendent, Principal and Office Manager in compliance with state and federal law. The school will maintain current copies of all teacher credentials and they will be readily available for inspection.

Offers of Employment and Safety Assurances

Board-approved candidates will be provided with a written offer letter. Candidates will be required to provide written confirmation of acceptance or declination. PTLAHS 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 salary pay scale for starting teachers. All full-time staff of PTLAHS 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, sick days, personal days, and procedures for disputes will be further developed and ratified, from time to time, by the Executive Committee. Recommendations will be presented to the Board for review and approval on an annual basis and codified in an Employee Handbook.

²⁵ The Alta Public Schools Board of Education reserves the right to designate any Board or staff member to sit in on hiring interviews.

Assessment and Performance

All faculty and staff will be assessed through the three-part process that includes an evaluation performance tool, evaluation rubrics, and 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 report to the Board on the following:

- 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 members²⁶

²⁶ Should a teacher maintain a satisfactory status in regards to these criteria, s/he will have the opportunity to move up one step per year on a pay scale that is competitive with local LAUSD schools.

ELEMENT 6: Health and Safety Procedures

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

Health, Safety and Emergency Plan

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

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Checks and Fingerprinting

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

Immunization and Health Screening Requirements

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file. All enrolled students and staff

will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120345 and Title 17, CCR 6000-6075

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

School Safety

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

PTLAHS is committed to providing a safe and healthy environment in which every member of the school community will learn and thrive. PTLAHS will ensure the safety of all students and staff by complying with all SBE policies health and safety, as well as all state and federal laws. the policies referenced need to be in place and described in this section. Additionally, Alta Public School Board Policies Safe Schools, 8/8/2017, Safe School to Learn Act, Comprehensive Schools Safety Plan and Nondiscrimination also referenced in Employee Handbook, Student Handbook and posting to website.

PTLAHS has adopted and implemented a comprehensive set of health, safety, and risk management policies in consultation with the school's Board, staff, and insurance carrier's risk managers upon charter approval and site acquisition or lease. These policies have been adopted and are in full force before PTLAHS' opening day.

The **Alta Public School's** Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others as stated by law. The policy applies to school activities or school attendance occurring within a school under the jurisdictions of the Chief Executive Officer of the Alta Public Schools.

The Chief Executive Officer or designee shall oversee the development of a district-wide comprehensive safety plan that is applicable to the school site. (Education Code [32281](#))

The school site council at each **Alta Public School** shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. (Education Code 32281) The school safety plan shall take into account the school's staffing, available resources and building design, as well as other factors unique to the site.

Alta Public School shall review and update its safety plan by April 1st of each year

1. Each school shall forward the safety plan to the Board for approval. (Education Code 32288)
2. The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation.

3. The Board shall approve the plan at a regularly scheduled meeting.
4. The Chief Executive Officer or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public.
 - 4.1. Those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed. (Education Code 32281, 32282) By October 15 of each year, the Chief Executive Officer or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

PUBLIC ACCESS TO SAFETY PLANS:

The Chief Executive Officer or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code [32282](#))

These policies have been incorporated into the school's handbooks and will be reviewed on an ongoing basis by the Alta Public Schools Board of Directors, insurance carrier and as part of the school's staff development. A current Safety Plan will also be developed and copies will be maintained and distributed to all staff. Insurance carrier and consultants will train staff annually on the safety procedures adopted in the plan.

Staff Responsibilities

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

Employees will be encouraged to report any workplace injury, accident, to their supervisor or administration as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors or assigned staff will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis, the Alta Public Schools Board of Directors may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

Promoting the Health and Wellness of the Students Role of Staff to Report Child Abuse

PTLAHS adheres to the requirements of California Penal Code Section 11166 regarding child abuse reporting. School staff must report to the proper authorities if they suspect the following occurring to a student:

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

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

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

Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student’s record and will be made available to the parent or guardian.

Student Immunization and Health Screening Requirements

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

Medication in School

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication.

Designated staff will put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed.

Emergency Preparedness

PTLAHS will further develop policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school will train, or contract trainers, all instructional and administrative staff in basic first aid.

Fire Drills

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

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

Disaster Drills

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

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

lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

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

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

Bomb Threats

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

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

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

Evacuation Plan

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

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

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

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

Sexual Harassment Policies and Procedures

PTLAHS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, gender, gender identity, gender expression, or disability. PTLAHS has developed a comprehensive policy to prevent and immediately address any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct).

Prohibited Conduct

Prohibited harassment includes unwelcome verbal, physical, and/or visual conduct that creates an intimidating, offensive, or hostile working/classroom environment or that interferes with work/class performance. Harassing conduct can take many forms and includes, but is not limited to, slurs, jokes, statements, gestures, pictures, or cartoons regarding the victim’s sex, race, color, national origin, religion, age, sexual orientation, gender expression or gender identity, physical or mental disability, ancestry, marital status or any other category protected by applicable federal or state law.

Sexually harassing conduct in particular may include all of these prohibited actions, as well as other unwelcome conduct, such as requests for sexual favors, conversation containing sexual comments, and unwelcome sexual advances. Sexual harassment can be by a person of either the same or the opposite sex. Conduct constitutes sexual harassment when:

- a) submission to the conduct is made either an explicit or implicit condition of employment
- b) submission to or rejection of the conduct is used as the basis for an employment decision; or
- c) the harassment interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.

All such harassment, regardless of form, violates ALTA Public Schools policies, which may subject the harasser to disciplinary action up to and including termination. The harassment also may violate state and federal laws, which may subject the harasser to personal liability for such conduct. Harassing behavior is unacceptable in the workplace itself, in the classroom, in other work-related settings such as professional conferences, school-related social events, and other ALTA Public Schools -related circumstances.

Internal disputes at the school, including disputes among students, staff, parents, and board members shall be resolved pursuant to the Alta Public Schools policies and processes is included in the finalized student and staff handbooks.

ELEMENT 7: Racial and Ethnic Balance

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

Federal Program Compliance

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA), and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of ESSA, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School.

Annual Outreach and Recruitment Activities

PTLAHS will use 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 school district or surrounding community about our school using:

1. Fliers
2. Electronic Media
3. Earned media (print and television)
4. Community meetings
5. Individual/family meetings

A description of each means of communication is provided in on the following pages.

Fliers - We will create fliers in English and Spanish, given the demographics in surrounding community, outlining our mission and vision for the school and the community providing invitations to monthly community meetings. Beginning in November 2014 and for a period of three months ending January 2015, a total of at least 5000 fliers will be distributed as the main means to recruit at 168 9th grade students for the first school year. Numerous locations in the PTLAHS target community have been identified including several key locations to contact hard-to-reach members of the community. These key locations include but are not limited to:

CHURCHES

Apostolic Assembly

5792 Main Street Bl., SGate, CA 90280

Betel Iglesia Presbiteriana

8431 State Street, SGate, CA 90280

Bible Assembly of God

10125 California Ave., SGate, CA 90280

Centro Cristiano

8969 State Street, SGate, CA 90280

Church of God

13129 Paramount Bl., SGate, CA 90280

Cofradia Our Lady of Charity

8638 State Street, SGate, CA 90280

Community Presbyterian Church

3300 Liberty Bl., SGate, CA 90280

Evangelica Baptist Church

8480 California Ave., SGate, CA 90280

Faith Lutheran

13431 Paramount Bl., SGate, CA 90280

Filipino-American 7th Day Adventist

11801 Utah Avenue, SGate, CA 90280

First Baptist Church of South Gate

8691 California Ave., SGate, CA 90280

First Baptist Indian Church

9325 California Ave., SGate, CA 90280

First Nazarene Church

9628 State St., SGate, CA 90280

Grace Bible Church

4936 Tweedy Bl., SGate, CA 90280

Hope Christian Center

10125 California Ave., SGate, CA 90280

Iglesia Bautista

10313 California Ave., SGate, CA 90280

Iglesia Gloria De Sion

10201 San Carlos Ave., SGate, CA 90280

Kingdom Hall of Jehovah Witnesses
8440 Victoria Ave., SGate, CA 90280

Landmark Missionary Baptist Church
2953 Sequoia Dr., SGate, CA 90280

Maranatha Evangelistic
8500 Long Beach Bl., SGate, CA 90280

Monte de Sion
8121 California Ave., SGate, CA 90280

Peace Lutheran Church
4513 Tweedy Bl., SGate, CA 90280

Presbyterian Church
3300 Liberty Bl., SGate, CA 90280

Redeemer Lutheran Church
2626 Liberty Bl., SGate, CA 90280

South Gate First Christian
3030 Firestone Bl., SGate, CA 90280

South Gate Church of Christ
9618 Alexander Ave., SGate, CA 90280

St. Helen's Catholic Church
8912 South Gate Ave., SGate, CA
90280

St. Margaret's Church
4704 Tweedy Bl., SGate, CA 90280

United Methodist Church
9605 State St., SGate, CA 90280

COMMUNITY ORGANIZATIONS
American Youth Soccer Asstn.
8993 San Luis Ave., SGate, CA 90280

Beautification Committee
3350 Tweedy Bl., SGate, CA 90280

Eagles/ Eagles Auxiliary
8100 Otis St., SGate, CA 90280

Hollydale Senior Citizen's Center
1221 Industrial Ave., SGate, CA 90280

Miss South Gate Pageant
3350 Tweedy Bl., SGate, CA 90280

JADE Family Services
9321 State St., SGate, CA 90280

Rotary Club of South Gate
South Gate Park, Banquet Room
4900 Southern Ave., SGate, CA 90280

Senior Citizen's Club of South Gate
4855 Tweedy Bl., SGate, CA 90280

South Gate Art Association
8680 California Ave., SGate, CA 90280

South Gate Boosters Club
10210 Alexander Ave., SGate, CA
90280

South Gate Civic Center Museum
8680 California Ave., SGate, CA 90280

South Gate Toastmasters Club
4024 Tweedy Bl., SGate, CA 90280

POST OFFICES

10120 Wright Rd., SGate, CA 90280

3270 Firestone Bl., SGate, CA 90280

6606 Seville Ave, Huntington Park,
90255

5121 Hampton Ave, Vernon, CA 90058

5625 Soto Street, Huntington Park,
90255

LAUSD MIDDLE SCHOOLS
Henry T. Gage Middle School
2880 E Gage Ave, Huntington Park,
90255

Nimitz Middle School
6021 Carmelita Ave, Huntington Park,
CA 90255

South Gate MS

4100 Firestone Blvd, South Gate, CA
90280

Walnut Park MS
7500 Marbrisa Ave, Walnut Park, CA
90255

Our strategy will be to deliver informational flyers to all of these locations once per quarter and focus on the church locations that are in close proximity and with great attention to those independent and LAUSD middle schools for a second and third flyer delivery.

Distributing flyers and or speaking to parents in and around neighborhood schools will be done through the permission of school administrators. PTLAHS volunteers will meet with all target area middle school administrators; non-charter public schools, private schools and other charter middle 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 - We will utilize our web site (www.prepatechs.org), designed by parent volunteers, to provide information about the school's instructional model, student registration, upcoming meetings, Board members, potential job openings, and will include contact information for parents seeking more detailed information on the IB Diploma Program. All information on the web site will be provided in Spanish as well. Moreover, we will utilize Constant Contact, our Internet marketing company, to continuously communicate with parents and other community members online.

Earned Media - The Alta Public Schools Board of Directors will create a public relations team that will produce a media packet to distribute to local media outlets to receive free earned media placements. The team will send quarterly news releases or as PTLAHS creates newsworthy stories. We will pitch our stories to newspapers and local TV outlets, such as the approval and opening of our school. We will also provide progress reports and invitations to community meetings and events, starting January 2015. All press releases will be translated into Spanish, or other languages, if required or appropriate. The following publications will be included:

PRINT

- Tu Ciudad magazine
- Impacto USA newspaper
- 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 will reach our target communities, it is generally known by public relations and marketing professional that Latinos, our largest ethnic group, do not primarily consume their news through the print media. Hence, we will 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 will 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 plan implementation will ensure that we receive positive name recognition by the local community as a school with great potential, staff and educational option for local students.

Community Meetings – PTLAHS will hold community meetings open to the general public, to inform and equip families to make a decision about enrolling their children in PTLAHS. At each meeting, a PTLAHS representative will collect interested family information including name, address, telephone number and email address for future communications about student matriculation and other activities. Meetings will commence in December 2014 and will be held monthly until March 31, 2015 when our potential lottery will be held.

The CEO and Superintendent will conduct these monthly meetings. At every meeting, Spanish-speaking representatives of PTLAHS will be present to assist non-English speaking parents of prospective students. The meetings will be held at locations PTLAHS has chosen and are popular venues widely frequented by families of all backgrounds, which include the South Gate and Huntington Park Libraries and the South Gate and Huntington Park Recreation Centers. Church community rooms will also be utilized as meeting centers.

Individual/Family Meetings – PTLAHS recognizes that personal one-on-one contact with families is the best way to reach potential students. Thus, PTLAHS representatives will create opportunities for meetings with prospective students and their families at their home or at the home of our representatives, always with Spanish translations. We will start our individual meetings in December 2014. The CEO or his designee and volunteer Board members will make appointments to conduct these meetings as requests become available.

Summary of Outreach Activities

Method	Location/Partner/Organization	Date/s
Door-to-door flyer distribution	1 mile radius—Southeast Community	Jan - Mar 2015
Flyer distribution	Community-based organizations and schools	Jan - Mar 2015
Electronic media	Website; lead petitioner	Completed
Earned media	Lead petitioner and volunteers	On-going to end of Mar 2015
Community meetings	Prepa Tec, LA (middle school); Lead petitioner	Jan - Mar 2015
Family meetings	Lead petitioner and volunteers	On-going to end of Mar 2015

Racial & Ethnic Balance Reflective of the District

Dictated by the tenets of the International Baccalaureate program and a culture of inclusiveness, PTLAHS will extend its outreach efforts to ensure that it maintains a racial and ethnic balance reflective of the district or of the community in which it is located. Surrounding demographics suggest that the school will be 93% Latino/Hispanic and 7% White and “other.” In LAUSD, there is an overall smaller concentration of Latinos/Hispanics 73.5%, while African-Americans are at 9.5%, Whites at 9.3%, Asians and all others at 7%²⁷.

Given that our surrounding neighborhood is not reflective of the community, we will make it our prime objective to seek out a larger diversity of students for our school reflective of the sponsoring school district. 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).

²⁷ Per CDE DataQuest for LAUSD demographic data for 2013-14

ELEMENT 8: Admission Requirements

“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

McKinney-Vento Homeless Assistance Act

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

Non-Discrimination

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

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

PTLAHS will admit all students who wish to attend the school up to capacity, and at that point will be placed in a waiting list in order drawn from a random public lottery. There will not be a test or assessment to students prior to acceptance and enrollment into the school. A place in PTLAHS will not be determined according to the place of residence of the pupil, or of his/her parent or guardian, within this State as provided in Education Code Section 47605(d)(1).

Admission Requirements

PTLAHS is a school of choice. When applying for admissions, a written application is required from all students. Students may apply for admission at any time during the year. However, if the school has more admission applications than seats available, the school will hold a public random drawing and admissions application will be held until

subsequent enrollment periods for applicants that we have not randomly chosen to attend.

PTLAHS will have public open enrollment January to March each year. The Alta Public Schools Board of Directors will set admission application deadlines for each enrollment period on an annual basis.

Student Recruitment

PTLAHS will actively recruit 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 admission dates are created by the Board, 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 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 or by email.

Application Process

The application process is as follows:

- Parent attendance at one of our weekly school orientation meetings
- Completion of a student admissions application
- Parent signature of School Commitment
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form

Applications will be accepted during the open enrollment periods starting in August and December for enrollment in the following school year. Upon receipt of applications, each application will be numbered and stamped with the date and time.

Typically, the school will hold its open enrollment during the period August to December. For the PTLAHS' first year, the dates for open enrollment and random public drawing are as follows:

Open Enrollment:	January 1 - March 31, 2015
Lottery Date/Time:	March 31, 2015

Lottery Preferences and Procedures

Following the open enrollment period each year, applications will be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the school will hold a public random drawing to determine

enrollment for the impacted grade levels, with the exception of existing students who are guaranteed enrollment in the following school year.

If there are more applications than there is capacity in a grade than the school can accommodate, 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, families 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 "Intent to Enroll" applications will be counted by the Office Manager and Superintendent to determine if there are sufficient applications to fill vacant seats per grade level or class. If Superintendent 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, a date will be selected one week after the last day of "Open Enrollment."

Communication to interested parties

3. A notice will then be sent to all parents or interested observers with enrolled students and will be announced on the school web site and weekly newsletter.
4. The Superintendent and Office Manager will send a letter to all applicants in the grade level or class that has been determined to require a public random lottery no later than seven days before the lottery date. The letter will state the 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 school requiring the lottery.
5. After parents are notified by mail of lottery date 10 days before event by PTLAHS, and after parents have confirmed their attendance, applications not having representation, by parents or otherwise, at the day of the lottery will be given lottery tickets for the drawing. Parents confirming that they will be at the lottery and who have notified PTLAHS that they will not be in attendance will be given a lottery ticket the day of the event. All tickets will be duplicate tickets. One copy will be given to the applicant and the original will be placed in a blank envelope with the 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 lottery

6. As the raffle begins, all the tickets for a particular grade level or class will be taken out from their envelopes and placed in a bowl or tumbler by the Superintendent or Clerk. An invited objective judge (may be a representative of the School District or public office) will then agitate the tumbler or bowl to secure a random outcome and will draw a ticket per seat being raffled. The ticket number and the name will be read aloud and in public.
7. A designated clerk, appointed by the Board, will verify that the name and number match those on the duplicate card as they are being drawn. The clerk will record all names of the lottery winners and will deliver to them the same day a matriculation application packet for PTLAHS.
8. The designated, objective clerk, (a non-parent) appointed by the Board will ensure that the grade level, name and number match those on the actual application and will gather all information and minutes of the lottery to present to the board. A record of the lottery will then be codified in the minutes of the Board of Directors.

Waiting list

9. 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.
10. In the event that an emergency arises or a dispute occurs, a backup or follow-up lottery date will be scheduled.

Preference

Preferences for available spaces will be granted in the following order:

- (1) pupils currently attending Alta Schools, and
- (2) pupils who reside within the boundaries of the district.

PTLAHS shall be a public school of choice and as such will serve all and any students on a first come, first serve basis. When there are more applications for available seats, a Public Random Lottery will be called.

Timeline to secure admission

Upon the conclusion of the Random Public Lottery, the Clerk will give each "winner" an enrollment packet to bring back to the school completed within 5 days and conclude the matriculation of the student into the school. If a parent or guardian has not completed the enrollment packet within 5 days after the lottery, a letter will be sent to the parent to ensure the student is still interested in enrolling in the school. The letter will include the deadline of 5 additional days to answer with a positive answer by coming in the school

with the student and the paperwork completed or if a “not interested” answer is required it will be asked that it be made in person or by mail, then the seat will be given to the next person in the waiting list.

Waiting list

All names not admitted because of capacity will be retained in a waiting list. Upon an open seat, students will be admitted in the order they were drawn in each grade level. Students will be called and informed by mail of the open seat available to the waiting list applicant. The letter will include the deadline of ten (10) working days to accept by completed application or by accepting through mail or in person. If student in waiting list does not accept the offer to enroll in the school within ten days, the next student in the waiting list will be called to enroll in the school through the same process.

Lottery documentation

Each lottery will be documented in the school's lottery file and signed by the CEO, clerks, and witnesses. A copy of each notification letter sent to a parent shall be kept in the same file, as well as acceptance or denial letters.

Lottery policies

All lottery policies may be refined after the first year of operations or as deemed necessary, with the approval of SBE. If so, the school will notify SBE 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.

ELEMENT 9: Annual Financial Audits

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

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to the State Board of Education/California Department of Education, in the required format and within timelines to be specified by SBE/CDE, each year:

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

In addition:

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

Annual Audit Procedures

PTLAHS will be an independent, directly funded charter school operating as authorized by the State Board of Education. Each year, the Board will form an audit committee to contract and oversee the preparation and completion of an annual audit of the 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 school’s CEO with the assistance of the school’s business services provider.

Staff Accountability

The Chief Executive Officer is responsible for:

- Contracting with the Board and accountant 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. 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 for the first year will be the CEO, assisted by the School's business services provider. The Treasurer of Alta Public Schools Board of Directors will 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 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 and or the SBE 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 recoding and reporting
- Compliance with grant requirements

Process for Addressing Exceptions or Deficiencies

Audit exceptions and deficiencies will be resolved in conference with independent auditor prior to the completion of the final report and to the satisfaction of the SBE/California Department of Education. PTLAHS will utilize attendance accounting procedures that will satisfy requirements for LACOE and SBE/CDE.

To address audit findings, PTLAHS 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, the State Board of Education and California Department of Education that outlines the strengths and weaknesses and any improvement recommendations.

PTLAHS agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. PTLAHS will provide interim financial data required by the district to fulfill its obligation to the county and state.

Submitting the Audit

The Charter School will submit the final audit report to the California Department of Education, and the State Board of Education by December 15 following each school year.

ELEMENT 10: Suspension and Expulsion Procedures

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

General Provisions

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

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

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

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

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the Special Education Service Center.

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

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

- B. Was the misconduct a direct result of the Charter School's failure to implement 504 Plan or an IEP?

Notification of the CDE

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

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

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of Authorizer

The Alta Public Schools shall immediately notify the authorizer and coordinate the procedures in this policy with the authorizer of the discipline of any student with a disability or student who the Alta Public Schools or Authorizer would be deemed to have knowledge that the student had a disability. The Alta Public Schools will also notify the SELPA of which it is a part of any suspension or expulsion.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Alta Public Schools had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Alta Public Schools agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Alta

Public Schools may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Alta Public Schools believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC 1415(k) unless the parent and the Alta Public Schools agree otherwise.

5. Special Circumstances

Alta Public Schools personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Chief Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Alta Public Schools had knowledge that the student was disabled before the behavior occurred.

The Alta Public Schools shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Alta Public Schools supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Alta Public Schools personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Alta Public Schools supervisory personnel.

If the Alta Public Schools knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Alta Public Schools had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Alta Public Schools shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Alta Public Schools pending the results of the evaluation.

The Alta Public Schools shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the CDE 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, including due process right of notice and hearing if the Board expels a student under the Gun Free Schools Act of 1994.

Discipline Foundation Policy

All students at PTLAHS 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 Support and Intervention

The staff at PTLAHS 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.

Parents and teachers will be 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 will 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 ad 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 schools are partners in their children's education. In order to create safe respectful, and welcoming schools, 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 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 you 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 comprised in the PTLAHS' Progressive Discipline Plan sheets, which will be utilized in the classroom, stipulates behaviors that will not be allowed at school. Also outlined are the possible consequences of engaging in such behaviors. Each teacher will have the Discipline Behavior Sheets in which teachers will record each disciplinary incident. Staff members will utilize their classroom management system and give verbal warnings prior to progressing through the Consequences. All intervention reports and citations will be kept on file in the classroom before behavior escalates to Level D Behaviors, such as Possession of a Weapon, will require Suspension or Expulsion.

Students learn best in a safe and healthy environment where there are clear expectations about behavior, and when the culture of the school values and respects all stakeholders. To set clear expectations of students, the student discipline policies at PTLAHS will be further refined as the school accesses input from parents, teachers, and students. These policies will be distributed in the school's Student Handbook and will describe the school's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse, among other topics. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

PTLAHS staff will develop a comprehensive set of student discipline policies through the work of the Executive Committee that will include interested parents, students, and staff and is in accordance with California Education Code Section 48900 by September 1st, 2015.

Students who do not live up to their responsibilities and who violate the 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

Prior to suspension/expulsion proceedings, a Student Success Team will be formed of involved teachers, parents, and Superintendent to support the student in the improvement of his/her behavior. The SST will develop specific modifications and intervention strategies for the student to follow. Student behavior will be 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 will be 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. PTLAHS shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Scope of School’s Disciplinary Jurisdiction

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

Grounds for Suspension and Expulsion

“A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the Superintendent of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to” Education Code Sections 48900 et seq. As outlined in noted Ed Code, a student shall be recommended for suspension or expulsion for any of the following reasons:

<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 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) Act must be committed at school or school activity. 1. Firearm</i></p> <p>a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written 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</p>	<p>Act must be committed at school or school activity. <i>EC</i> 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.</p> <p>1. Causing serious physical injury to another person, except 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</p>	<p>Acts committed at school or school activity or on the way to and from school or school activity. <i>EC</i>48900(t)</p> <p>a. Committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline under <i>EC</i> Section 48900(a)</p> <p>b. Willfully used force or violence upon the person of another, except in self-defense</p>

<p>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>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 property[‡]</p> <p>g. 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 Subject to Limited Principal Discretion.</p>	<p>May Suspend. May Recommend Expulsion Hearing. Offenses Subject to Broad Principal Discretion.</p>
	<p>The recommendation for expulsion shall be based on one or both of the following:</p> <p>Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</p> <p>Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</p>	<p>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.</p> <p>s. Participating in the act of hate Violence and Terroristic Threats</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <p>Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</p> <p>Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</p> <p>† Section 48900 (t)(Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in <i>Penal Code</i> 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.</p> <p>‡ Section 48900 (u)"school property" includes, but is not limited to, electronic files and databases.</p>

Suspension and Expulsion Policy

The PTLAHS Pupil Suspension and Expulsion Policy will be 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 PTLAHS' 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.

PTLAHS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of PTLAHS Student Handbook and will clearly describe discipline expectations.

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

PTLAHS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at PTLAHS' CEO or Superintendent's office.

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

Suspension Procedures

1. Authority to Suspend

The Superintendent and or 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 parent and, whenever practical, the teacher, supervisor or 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.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

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 committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. 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 or the suspended student himself or herself may appeal the suspension decision within 5 working days of the notification of suspension directly to the CEO in writing. The CEO will expeditiously review the case with the parent and/or student in question within 5 working days of receipt of the appeal. If the CEO 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. 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.

PTLAHS' CEO 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 CEO will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information. Based on the information submitted or requested, PTLAHS' CEO may make one of the following decisions regarding the suspension.

1. Uphold the suspension
2. Determine that the suspension was not within the 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.

PTLAHS' CEO will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed or delivered to the school Superintendent.

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 and agreed to by the student's parent/guardian. 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 upon 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. A student will be considered for expulsion after receiving suspensions totaling 20 days in a single school year.

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.

Expulsion Procedures

1. Authority to Expel

The Alta Public Schools Board may 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 a Board member. The Administrative Panel may recommend expulsion to the Board 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 expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the Pupil has committed an expellable offense.

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 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 Office Manager 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:

- a. The date and place of the expulsion hearing;
- b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- c. A copy of the School's disciplinary rules which relate to the alleged violation;
- d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- e. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- f. The right to inspect and obtain copies of all documents to be used at the hearing;
- g. The opportunity to confront and question all witnesses who testify at the hearing;
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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,

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 PTLAHS who will make a final determination regarding the expulsion. The final decision by the Board shall be made within 3 days of the hearing.

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 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 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 PTLAHS
- The reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion
- Appeal procedures

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

After Administrative Panel 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 PTLAHS CEO within five (5) working days. The student will be considered expelled until an appeal hearing is convened. The appeal itself will occur within ten (30) working days after the written notice to appeal has been received by the CEO, and must be attended by parent(s)/ guardian(s). The hearing will be held by a fair and impartial panel of uninterested representatives appointed by Alta Public Schools Board and the panel's decision will be final.

Disciplinary Records

The School shall maintain the confidentiality of Pupil Records of all student suspensions and expulsions in locked files at the school. These files will only be accessible to PTLAHS' CEO, 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

PTLAHS 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 PTLAHS or a hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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. PTLAHS 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person or group conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person or group conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, PTLAHS must present evidence that the witness' presence is both desired by the witness and will be helpful to PTLAHS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the 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 circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Expelled Pupils/Alternative Education

In the event of a decision to expel a student from PTLAHS, the PTLAHS administration will work cooperatively with the 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 in the sole discretion of the Board. To determine if 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 PTLAHS 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 PTLAHS 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 school will sign a copy of the Progressive Discipline reports and ongoing weekly monitoring will determine the student’s success at PTLAHS.

Readmissions Due Process

In the event an expelled student is denied readmission to PTLAHS, 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 PTLAHS 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:

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 PTLAHS 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: Employment Retirement Systems

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

Certificated Staff Members

All certificated employees will participate in the California State Teachers’ Retirement System (CalSTRS). Certificated employees include teachers and certificated administrators (e.g. Superintendent).

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

All classified employees working more than 20 hours per week, and more than 1000 hours per school year will participate in the California Public Employees’ Retirement System (CalPERS). Classified staff members include office, support, and custodial staff.

The Charter School acknowledges that it must continue participation in CalPERS for the duration of the School’s existence under the same CDS code.

Other Staff Members

A volunteer 403b program will be available to other eligible persons working at the school.

CalSTRS and CalPERS Reporting

Reporting will be made through the Los Angeles County Office of Education according to established guidelines from CalSTRS and CalPERS. Participating employees will contribute the mandated amount through payroll deduction. PTLAHS will contribute the mandated employer-matched rate. Employees will accumulate service credit years in the same manner as all other members of STRS or PERS.

The CEO shall be solely responsible for ensuring that such retirement coverage is arranged or administered through the school’s business services provider 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(b)(5)(L).

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

Alternatives schools for students living within the LAUSD attendance area will be the same as those offered to all other students currently residing in the district. The parent or guardian of each student enrolled in the charter school will be informed that the students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such right is extended by the local education agency. The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.

ELEMENT 13: Rights of District Employees

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

PTLAHS will hire staff based on an open process, and if hired, will enter into a contractual agreement with the school. Any union employee who is offered employment and chooses to work at PTLAHS will not be covered by his or her respective collective bargaining unit agreement, although PTLAHS may extend the same protections and benefits in individual employee contracts.

PTLAHS will consider entering into a collective bargaining agreement with its employees if the employees and Alta Public Schools Board of Directors jointly elect to do so. Otherwise, all employees will be individually contracted at a salary level competitive to the surrounding market salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.

No public school district employee shall be required to work at the charter school. Employees of the District who choose to leave employment of the district to work at the charter school will have no automatic rights of return to the District after employment by the charter school unless specifically granted by the District through a leave of absence or other agreement. Charter school employees shall have any right upon leaving the District to work in the charter school that the District may specify, any rights of return to employment in a school district after employment in the charter school that the district may specify, and any other rights upon leaving employment to work in the charter school that the district determines to be reasonable and not in conflict with any law.

ELEMENT 14: Mandatory Dispute Resolution

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

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

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

All Written Notifications to the SBE/California Department of Education and Charter School shall be addressed respectively as follows:

Cindy S. Chan, Director
California Department of Education
Charter Schools Division
1430 N Street, Suite 5401
Sacramento, CA 95814-5901

Prepa Tec, Los Angeles High School (“Charter School”)
Mr. Xavier Reyes, CEO
2410 Broadway Avenue
Walnut Park CA 90255

- 1) Recognize that, because it is not an LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.
- 2) Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with *EC* Section 47604.5, the matter will be addressed at the SBE’s discretion in accordance with that provision of law and any regulations pertaining thereto *EC* 47605.4; *EC* Section 47607.

ELEMENT 15: Exclusive Public School Employer

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

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently 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.

However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.

In case of school closure, as outlined in Element 16, for six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by PTLAHS, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers. All other staff employment will be terminated upon Closure Action.

ELEMENT 16: Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

In the case of revocation or non-renewal, the California Department of Education (CDE) shall notify the charter school in writing that the closure procedures have been invoked. In the case of voluntary surrender, the charter school shall notify the CDE in writing that the closure procedures have been invoked.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the State Board of Education, must be documented in a “Closure Action”. A

Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the SBE Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Ed. Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of Charter School or the State Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The California Department of Education Charter Schools Division, if the Closing Action is an act of Charter School. Charter School shall provide CDE with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the State Board of Education, the charter school does not need to send separate written notice of its closure to the CDE.
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 CDE.
3. The CDE shall immediately notify the charter school in writing whether, on behalf of the State Superintendent of Public Instruction, it is taking over immediate and direct control of all the school’s pupil and business records.
4. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
6. 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 CDE.
7. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CDE.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline

records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CDE.

School and Student Records Retention and Transfer

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. The charter school shall notify the parents/guardians of each pupil enrolled of the school's closure
2. Charter School shall provide the CDE with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the CDE, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
3. Charter School's process for transferring student records to the receiving schools shall be in accordance with CDE procedures for students moving from one school to another.
4. Charter School shall prepare and provide an electronic master list of all students to the CDE Charter Schools Division in accordance with the CDE 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 CDE in the form of a CD or otherwise in accordance with District procedures.

5. Charter School must organize the original cumulative files for delivery to the CDE in two categories: active students and inactive students. Charter School will coordinate with the CDE for the delivery and/or pickup of the student records.
6. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
7. Charter School must provide to the CDE a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
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 CDE 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.
10. Unless the CDE otherwise direct, the notification shall be immediate in the case of a revocation or shall occur within 10 days of the invocation of the closure procedures in the case of closure in the current academic year.
11. The charter shall continue instruction until the end of the current academic year (unless a revocation takes immediate effect). The charter school shall publicly announce cancellation of all future classes. If the charter school continues instruction to the end of the current academic year, report cards shall be issued within seven days of the end of the classes.
12. The charter school shall notify surrounding school districts and the county office of education within 14 school's forthcoming closure (or immediate closure if a revocation takes immediate effect).

13. The charter school shall provide information to pupil and parents/guardians regarding alternative public placements within 30 days of the announcement of the school's forthcoming closure, or immediately in the case of revocation that takes immediate effect.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

Charter School shall 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

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.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16.