



LOS ANGELES UNIFIED SCHOOL DISTRICT

TAFT CHARTER HIGH SCHOOL

MARCH 8, 2013

5461 WINNETKA AVENUE, WOODLAND HILLS, CA 91364

TERM OF CHARTER

JULY 1, 2013 TO JUNE 30, 2018

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AFFIRMATIONS AND ASSURANCES:

[Charter School] shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A) . An existing public school that converts to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school. EC 47605 (d)(1)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation 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.

Element 1 – 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)

The address of the Charter School is 5461 WINNETKA AVENUE, WOODLAND HILLS, CA 91364
The phone number of the Charter School is 818-227-3600
The contact person for the Charter School is DELIA ESTRADA, PRINCIPAL

The term of this charter shall be from JULY 1, 2013 to JUNE 30, 2018

The grade configuration is 9-12

The number of students in the first year will be 2550
The grade level(s) of the students the first year will be: 9-12
The scheduled opening date of the Charter School is: JULY 1, 2013

The operational capacity will be: 3600
The instructional calendar will be: ATTACHMENT #A
The bell schedule for the Charter School will be: ATTACHMENT #B

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

STUDENTS THE SCHOOL PROPOSES TO SERVE Demographic data of the target population (this is done by completing the attached matrix.); Academic achievement data; other applicable characteristics of the target population (does the school propose to target potential dropouts? newcomer populations? other?)

ATTACHMENT #C

William Howard Taft High School (THS), established in 1960, is one of over 60 comprehensive high schools in the Los Angeles Unified School District (LAUSD). Taft Charter High School (TCHS) site will be a conversion of this school to an affiliated charter. However, TCHS will retain all rights and privileges granted to THS under the ESBMM agreement we have with LAUSD. TCHS will be a part of the Educational Services Center North, one of five local districts that make up LAUSD. The campus is located on thirty-five acres northwest of Los Angeles in the middle class community of Woodland Hills. TCHS receives most of its local students from Woodland Hills Academy Middle School and Portola Middle School. In addition to its local population, TCHS will serve students from the greater San Fernando Valley, most of whom will come to TCHS

under open enrollment and as part of the School for Advanced Study program (SAS). TCHS will also receive students from Central Los Angeles under the Permit with Transfer Program (PWT).

TCHS services students in the following target populations: Students in the General Education program, Special Education students (including Resource, and Special Day classes) Deaf and Hard of Hearing students (DHH), Gifted Students, and English Language Learners.

TCHS has seen a significant rise in its standardized test scores. In 2012, our API jumped by 43 points to a score of 790. All subgroups met or surpassed their API target score.

Our first time CAHSEE pass rate has increased markedly since 2010. In ELA, our rate has gone from 82% to 91% with our percent proficient or above rising from 55% to 64%. In math, our pass rate has increased from 83% to 90% with our percent proficient or above rising from 55% to 68%.

Our CST scores have also increased. Over the last five years our CST ELA proficient and advanced scores have increased from 49.8% to 60.9% while our BB and FBB percentages have dropped from 25.2% to 14.5%. CST math scores improved during the same time period, although less dramatically. Advanced and proficient scores rose over the last five years from 28.7% to 32.9% while our BB and FBB scores fell from 42.7% to 41.2%.

Science CST scores significantly improved over the last five years. Advanced and proficient scores rose from 39.6% to 52.8% while BB and FBB scores dropped from 30.8% to 19.4%. Social Science scores had similar results. Advanced and proficient scores increased from 39.1% to 52.3%, and our BB and FBB scores decreased from 30.7% to 17.6%.

TCHS proposes to target potential drop outs by developing a comprehensive support system for students to complete high school graduation requirements in four years who are college competitive and career ready. To ensure that students who graduate from TCHS are prepared to take on the challenges of high level academic work and/problem solving needed for college and the career workplace TCHS will

- Design and implement a system of clear communications regarding school and student expectations among all stakeholders including course expectations; graduation, college; career and course requirements; behavior standards; academic progress monitoring; support services; and vocational/career options.
- Design, implement, and maintain course offering with emphasis on college preparation and career pathways.
- Develop and implement collaborative protocols for interdisciplinary work in

performance task/project-based instruction and assessment.

- Implement strategic wrap around for students at risk of not graduating in four years including individualized counseling; attendance assistance and psychological services; in-class, during and beyond the school day tutoring and academic support classes; and credit recovery
- Utilize and master existing technologies to improve communications among all stakeholders, enhance instruction and monitor student academic progress

TCHS' graduation rate goal is 90%. In order to achieve this all students meet annually with their counselors to review their academic progress and revise their individualized academic plan.

Students who receive special education services and have formal IEP plans meet regularly with the designated counselor and special education case carrier to monitor student progress and revise their educational plan to ensure graduation requirements are being met in four years. In addition, The Department of Transitions (DOTS) staff assists special education students with career and postgraduate transitions.

The school psychologist, school nurse, academic counselors, college counselor, and resource specialists provide support services or referral to outside agencies. TCHS also refers students as needed to other programs offered by West Valley Occupational Center and Pierce College. Also, students are referred to continuation schools, Job Corps program, the Diploma Plus program, parenting classes, dual enrollment with Pierce College classes offered at our school site and at non-public schools such as Miller High School, and the National Guard Youth Challenge Program.

TCHS provides free, daily tutoring in core subject areas as well as providing extra tutoring and pull out sessions to students who are in danger of not passing the CAHSEE.

To further support potential dropouts TCHS will reestablish successful programs and reinstate support positions that have been lost due to budget cuts (Peer Mediation, IMPACT, Diploma Project Counselor).

To target the incoming ninth grade population, counselors, teachers, students, and administrators visit local feeder schools as well as some middle schools outside the school's area. The school conducts tours for parents of prospective students. The administration, faculty, and students should continue to articulate with feeder schools, creating opportunities to showcase the school's attributes.

MISSION AND VISION

School Mission: Taft Charter High School will provide all students opportunities to develop their individual passions and talents through innovative instructional programs that challenges them academically and creatively.

School Vision: Taft Charter High School will be a diverse learning community that prepares students to take on the challenges of a global society through academic achievement, personal growth, and social responsibility.

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

An “educated person” in the 21st century is one who has the knowledge and skills necessary to navigate through a diverse and dynamic global environment, using critical and analytical thinking, clear and concise communication, and creative and innovative processes to positively contribute to society.

As an educated person in the 21st Century, TCHS Students will be able to:

- Think critically and creatively
 - o Synthesize and integrate information
 - o Foster divergent thinking
- Develop communication skills
 - o Write, speak, read, and listen in a variety of situations
- Utilize technology
 - o Compute, analyze, create, and communicate
- Collaborate
 - o Use interpersonal skills to reach a common goal
- Conduct Research
 - o Access, analyze, and evaluate data

HOW LEARNING BEST OCCURS

TCHS believes the best learning occurs in environments where

- The campus is safe, clean and well maintained
- High expectations are integrated with high support for student achievement

- Protocols for communication and collaboration are firmly established and institutionalized
- Intellectual curiosity, risk-taking and creativity are encouraged and supported
- Mistakes are seen as learning opportunities for constructive feedback and guidance
- Projects and performance tasks are connected to real world applications
- Assessment is an ongoing activity that allows timely and appropriate feedback to improve performance
- Problem solving and creative thinking are core to the instructional program
- Mastery of basic skills is addressed to establish a base for higher level thinking
- Scaffolding is employed to provide an ongoing guide to students for analytical creativity and thinking
- Student dialogue and engagement are key to mastery
- A variety of strategies is used to build understanding and proficiency
- On going reflection is an integral part of the learning experience
- All members of the community are acknowledged as learners

With the integration of these qualities, the TCHS community will be prepared to take on the challenges of an ever-evolving global society.

HOW THE GOALS OF THE PROGRAM ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, AND LIFE-LONG LEARNERS

As illustrated by the vision, mission, and the expected school-wide learning results, the goals of the program are to support the development of individuals who are confident to take on their roles in a global society. Built upon the skills defined in the common core and by career technical training pathways, the learning experiences are intended to foster leaders and active problem solvers in any situation they may encounter. Therefore, students must be self-motivated, competent, and life-long learners.

DESCRIBE A TYPICAL DAY (Narrative)

The school is generally open at 6:30 a.m. Several "Zero Period" classes -- dance and music, for instance -- may be held at 7:00 a.m., and a number of other teachers and coaches may have arrived early as well. By 7:30 a.m. or 7:45 a.m., traffic at school has increased considerably and at 7:50 a.m., classroom doors are officially open. For the rest of the day, students will complete a full academic itinerary, making stops at English

class, math class, science class, social studies class, world languages and cultures class, art class, music class, health class, and physical education class. At the end of the day, athletes will be practicing their sports. Performing artists may be practicing for a concert or a show. Throughout the day, many languages, including American Sign Language, are spoken on campus -- not only among friends but as part of an academic program. Even when there are breaks in the academic day -- at nutrition and lunch -- the work of the school continues for many students. Throughout the day including nutrition, lunch and after school, the library media center can be seen as a site of participatory culture and learning, where students access, evaluate and integrate information with access to resources in multiple formats including technology. Taft's library provides equitable physical and intellectual access to resources and tools for learning in a warm, welcoming and safe environment. The Taft library will enable a student to independently pursue information to become a lifelong learner. Students read widely for SSR self-selected sources in multiple formats to satisfy recreational as well as academic pursuits. This is the time when students travel to classrooms to meet in school clubs or receive extra tutorials in their subjects. Others may socialize at the open areas of campus. On a typical day, thousands of academic assignments are completed, thousands of questions are asked, and thousands of answers are given -- not only by teachers and students, but by administrators, counselors, the nurse, and the teacher-librarian. Hundreds of meals are served. The typical day does not follow the main bell schedule, from 8:00 a.m. until 3:12 p.m. It may more likely go from before sunrise until sunset. Overall, every day is ultimately a prelude to the next and is part of a much larger pattern of academic, athletic, and social effort and success.

DESCRIPTION OF INSTRUCTIONAL PROGRAM AND CURRICULUM

Instructional Framework, Delineation of the Core Subjects, and Innovative Components:

THS enrolled 2,482 students in the 2012-13 academic year. This enrollment is a marked reduction from the 2005-06 school year which had 3,501 students enrolled. This drop was due to the end of the Capacity Adjustment Program (CAP) under which THS had received nearly 15% of its students and the opening of new schools, including charter schools, in areas where THS had traditionally received PWT and open enrollment students.

To encourage the highest achievement of every student, each subject area, course, and/or program follows the academic standards as defined by the State of California. Textbooks are state approved and are aligned to the state standards. In addition, specific programs follow career technical education standards as defined by the Perkins program. These programs include Arts, Media, and Entertainment; Manufacturing Product Development; and Fashion and Design.

In the next few years, TCHS, along with other schools throughout the United States, will move to the new Common Core State Standards. The standards are to provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers.

In rewriting the ESLRs (Expected School Wide Learning Results) this past year, TCHS considered the knowledge and skills needed to be aligned with the new Common Core State Standards. Under the new standards parroting back facts and information will no longer be enough. Students will need to apply what they learn to real world situations. Therefore, critical thinking, creativity, communication, collaboration, the utilization of technology, and research were emphasized in the ESLRs.

Each classroom displays the district standards being addressed by the lesson. Student work is exhibited in the classroom and may also be found on individual classroom websites. Engagement in learning can be seen in class presentations and projects. In the use of project-based learning, observers can see a variety of activities such as pair-sharing, numbered heads together, Socratic seminars, whole-class discussions, cooperative groups, and project-based learning. Through these techniques, teachers address the ESLRs for collaborative and cooperative learning, critical and creative thinking, and the development of communication skills.

The school library media center program involves 24/7 access to information and learning seen as a hub but in a much more integrated manner. Before students can effectively use information, they must be able to comprehend what they are reading, viewing and hearing. Students learn to inquire, think critically and build knowledge integrating new technologies through blended and project-based learning. The Teacher Librarian collaborates with content area teachers, specialists and other colleagues to teach information and digital literacy. The school library program is seen as essential to developing 21st century skills that help students with lifelong learning. Information and digital literacy will enable students to function in a knowledge based economy and technologically oriented society. Taft's school library program serves as a transformational element to learning, making information and information sharing a priority for both students and teachers.

In addition, the Humanitas program aligns its instruction through teaching across the curriculum. In any of the Career Technical Education (CTE) classes, one can observe students engaged in the progressive stages of their projects that culminate in an annual fashion show, a variety of student films, and real-world product designs.

In classrooms with technology, students use the Internet to make global connections, some examples are: Skyping students in Syria and participating in My Hero Project (a collection of stories, artwork, and media celebrating the best of humanity around the world).

All TCHS students have access to a rigorous curriculum through a variety of course levels and programs that are tailored to meet their needs, learning styles, and interests.

Students may enroll in academically enriched, honors and Advanced Placement classes in the following departments: English, social science, science, math, foreign language, visual arts, and music. No student is denied access to any class; the counseling office, however, provides guidance regarding prerequisites and standards for success.

In order to meet the needs of underachieving gifted students, a Bridge program was developed. This academically enriched program is designed to help students transition from the Bridge classes into Honors and AP courses. The AVID classes work with middle level students to provide the curriculum and instruction needed to matriculate to college.

TCHS' Special Education students have access to rigorous curriculum by being mainstreamed into regular classes or by taking part in Special Education classes designed to tailor the curriculum to their learning style. Special Education aides are provided in many classrooms to assist students in their learning.

Based on the percentages of ethnic groups found in AP and Honors courses, the African-American and Hispanic populations are underrepresented in advanced classes while the Asian and white populations dominate.

Roughly 74% of all students at TCHS are enrolled in A-G courses. Of those enrolled in these courses, 90% of Asian students score a C or better; 85% of whites score a C or better; 70% of Hispanics score a C or better; and 65% of blacks score a C or better.

Asians are 5% of the total TCHS population and they account for 38.7% of all AP students; whites are 40% of the population and account for 26.7% of AP students; Blacks, are 17% of the population and account for 12.8% of AP students; Hispanics are 32% of the population and account for 16.3% of AP students; Filipinos are 3% of the population and account for 21% of AP students.

Thus, the Asian/white population, comprising 45% of the total TCHS population, accounts for almost 66% of AP students. Almost 20% of the Asian/white population takes an AP course.

The Black and Hispanic population, comprising 49% of the total TCHS population, accounts for only 29% of AP students. Approximately 5% of the black and Hispanic population takes an AP course.

100% of TCHS teachers hold a CTEL or SDAIE credential. They employ such SDAIE practices as project-based learning and pair-share in their classrooms. Interpreters help many of the Deaf and Hard-of-Hearing students integrate into mainstream courses. Similarly, many IEP students, with the help of classroom aides, are able to participate in mainstream courses.

The Humanitas SLC integrates science, history, and literature throughout all four years. Other SLCs use less formal means of integration across the curriculum such as projects or lessons that require knowledge and skills from other disciplines. Additional integration is inherent in the California State Standards (and even more so in the Common Core Standards), which drive instruction throughout all departments.

The LAUSD determines graduations requirements including the number of credits needed to graduate. The district has a homework policy that states that homework cannot count for more than 20% of the grade. The policy makes an important distinction between routine homework and long-term assignments such as research papers, which are exempt from the limits and can count toward a higher percentage of the overall grade. The District's grading policy for next year will require a grade of C or better in A-G course in order to receive credit.

Twice a year, students are interviewed formally by their counselors to discuss their curriculum choices. Additionally, the career and college counselors meet with students during their four years to assist them in choosing the program offerings and post-secondary options most beneficial to them.

TCHS counselors and staff, as well as representative students from various athletic, arts, social, and academic programs, visit the local feeder middle schools to discuss the wide variety of academic offerings and extracurricular activities with students at different times during the year. Humanitas students write to their former middle school teachers articulating the benefits of the Humanitas program.

Information regarding the School for Advanced Studies (SAS) is disseminated to prospective students during these meetings at our feeder middle schools as well as specially designated middle schools outside the TCHS area.

The TCHS Instructional Cabinet is a group of teachers, parents, and administrators from TCHS, and feeder middle and elementary schools within the TCHS area. The cabinet meets to discuss common issues and ways in which the schools can work together. The cabinet also provides an opportunity for schools to share their achievements. One of the primary goals of the cabinet is to encourage the concept of a "family of schools" where students can seamlessly transition from one level to the next.

TCHS counselors, including college and career counselors, encourage students to take challenging academic and career/vocational courses that will prepare them to move quickly beyond entry-level positions. The nearby West Valley Occupational Center, as well as the other occupational centers, are used by the students. Students are encouraged to take such classes in order to help them learn real-world skills and to apply the knowledge and skills learned in their academic core curriculum to work and post-secondary education.

TCHS students can take classes at Pierce College, near TCHS. TCHS enrolls a comparatively large number of deaf and hard-of-hearing students. Due to this fact,

many TCHS students enroll in American Sign Language classes, Pierce College also offers studies in ASL.

Throughout the year, local colleges and universities make presentations to interested seniors through the college office.

The college counselor, regular counselors, teachers, and administrators often stay in touch with graduates through visits, email, and Facebook. These informal communications keep the school informed of how it is preparing students for postgraduate life. In addition, media students are surveyed one year out of school through the Perkins program survey and report back later about their experiences in post-secondary education programs and in jobs in the entertainment industry.

All students at TCHS have access to the school's entire program. Students are provided with information and support services tailored to meet their individual post-secondary plans. Counselors and support staff meet individually with all ninth grade students to create a pathway to graduation that considers their post-graduation goals. They continue to regularly monitor students' progress throughout their time at TCHS to ensure that when they graduate they will have the required skills and credits to pursue their post-secondary plans.

Informing students about TCHS' academic program, activities, and career paths begins before students are enrolled. Administrators, parents, teachers and current students reach out to prospective ninth graders at the feeder schools to inform students of TCHS' academic programs and learning communities. Parents and student leaders conduct tours during the fall, winter and spring. Before school starts, incoming students and their parents go through orientation to learn about academics, clubs, and sports.

Preparation for post-secondary education continues by scheduling students into appropriately challenging academic classes. The majority of students are enrolled in A-G classes to prepare for post-secondary education, which corresponds to their declared interest in going to a four-year college. In 2011-12, 78.7% of students were enrolled in courses required for UC/CSU admission while 58.7% of graduates completed all of the required coursework.

Further analysis of enrollment in these A-G classes shows that ethnic subgroup participation has remained virtually the same since 2008, with white around 87%, Hispanics around 71%, blacks around 65%, Asians around 90%, and other groups around 80%. There is a need to increase the number of Hispanic and black students enrolled and to support their success in these classes.

Students are provided a broad range of other academic choices that include electives, Career and Technical Education (CTE) classes, and Regional Occupational Program (ROP) classes that provide targeted career exploration and pre-professional training.

At the beginning of every semester, teachers provide students and families with a syllabus describing course requirements and expectations for an overview of how

specific classes will relate to their academic goals, skills, and interests. Ninth graders are introduced to the library resources through their academic classes where they use online software (like Career Cruising) to explore career interests and academic options.

TCHS has SLCs for academic and career training in business, education and community outreach, visual and performance arts, and nano technology, with two academies for specialized learning pedagogy, Humanitas and Star/Avid. Each program has a dedicated counselor and teaching staff. TCHS' certified Avid program helps close the achievement gap by taking students who are in the middle and giving them a systemic, structured approach for success in more rigorous classes, including more honors and AP level classes. TCHS' Humanitas program has pioneered the use of collaborative, project-based learning across the curriculum to prepare students for the rigor of post-secondary education. TCHS is reevaluating the SLC model to design coherent career pathways.

The Special Education office provides support and services for special needs students. Individual Education Plans (IEPs) assure regular monitoring and evaluation of progress. In addition, TCHS serves as the regional high school for deaf and hard of hearing students, providing them with targeted academic and career resources.

The college office provides information to students and parents about a full range of career and educational options. Peer counselors in the college office provide students with individual attention to their graduation and post-secondary goals. The college office coordinates visits from college representatives who meet with students to inform them of their college's programs. The college office also holds meetings for parents to discuss the various college options as well as concerns such as college applications, SAT and ACT tests, scholarships, and educational loans. TCHS also provides the PSAT to all tenth grade students free of charge preparing them for the SAT tests they will take as eleventh and twelfth graders.

In addition to the college office, the teacher librarian provides students with links to websites that contain information and guidance on educational and career pathways. The TCHS Parent Center provides parents with information on colleges such as college financial planning and ACT and SAT essay writing workshops.

In 2011-12, when questioned about the highest level of education students plan to complete, the responses showed the highest percentage desired post-secondary education (38% want to complete a four-year college, 40% want to complete graduate school) with only 5% reporting high school, 5% reporting a two-year college, and only 1% reporting vocational school as their highest goal. Eleven percent were unsure of their plans. (See School Report Card). Many TCHS graduates choose a community college to gain credits before transferring to UC or CSU to save money. Some Pierce classes are offered on the TCHS campus to facilitate and accelerate this process.

Students who took the SAT or ACT increased from 40% to 51% from 2009-10 to 2010-11 while students achieving at least 1400 on the SAT or 19 on the ACT decreased from 70% to 65% during the same time. These statistics imply that while many students are

taking the required A-G coursework, they need help preparing for these college admission tests. In addition, electives enable students to explore their interests.

TCHS has three Perkins CTE program pathways: Arts, Media, and Entertainment; Fashion and Design; and Manufacturing Product Development. Each pathway has multiple and sequential classes for in-depth career related skills and pre-professional training and are open to all interested students. There are frequent classroom visits by working professionals in all of the pathways. Professionals also serve on advisory boards and occasionally offer job-shadowing opportunities. Major motion picture production companies frequently use TCHS as a location, and media students learn from professionals at work on the set. Frequently, this has led to contacts that provide internships and jobs.

Each career pathway leads to culminating real world projects. The Fashion program mounts a full-scale, professionally produced fashion show displaying student designs. Students assume all job responsibilities, interacting with working professionals. Culinary arts classes combine with the Fashion program to cater the fashion show and join in business practices instruction.

VAPA music students participate in Grammy in the Schools Day at USC. At this event students can meet and talk to professionals in the music industry, ranging from performing artists to entertainment lawyers, producers, recording engineers, and businessmen. Students in graphic design create CD covers, posters, and publicity materials for popular media. Film students produce award winning short videos and public service announcements. Dance instructors at TCHS are working professionals who guide students in creating student productions. Career-related post-secondary connections are made through tours of Columbia College Hollywood (film making) and the Fashion Institute of Design (fashion and graphic arts) and through speakers from similar types of schools.

TCHS' Regional Occupational Program (ROP) provides pre-professional training. In addition to the on campus Fashion and Design program and Manufacturing Product Design classes, the popular Office Occupations Class at the West Hills Hospital and Medical Center gives students training in food nutrition services, administrative offices, central supplies, operating room preparation, vital records management, and respiratory therapy. Many of these positions lead to job placement.

Communication between stakeholders is critical for maintaining and monitoring student progress. Frequent phone calls and emails are sent to TCHS families from administrators and from the TCHS Parent Center. Open House and Back-to-School Night offer parents, teachers, and administrators the opportunity to explore student achievement and progress. Parents easily can communicate with teachers, counselors, and administrators through conferences, phone calls, and emails throughout the year.

TCHS English Language Arts and Math classes provide instructional support for passing the CAHSEE. The CAHSEE results through November 2012-2013 of TCHS students enrolled as of December 2012-2013 show that 93.5% passed the ELA section

and 93.8% passed the math section of the test. These scores are significantly higher than the district's pass rate of 83.4% for ELA, and 84.2% for math.

Many teachers maintain websites to communicate with students and families where they post assignments and grades. Some teachers create websites for instruction, which can be shared with parents. Research supports the efficacy of this pedagogy, and as class sizes increase, more teachers will find website development helps address the needs of all students. Some teachers are concerned for those students who do not have access to computer resources outside the classroom. TCHS needs to be vigilant in maintaining Internet and technology resources for all students in order to expand learning into the global community.

Students in need of additional support have opportunities to access the curriculum through one-on-one tutoring offered in English, math, science, and social studies. Programs at TCHS include assistance from both faculty and peers. During these exchanges student tutors increase their critical thinking skills and solidify their conceptual knowledge base.

Teaching Methodologies:

Taft teachers use a variety of instructional strategies to engage students in higher level thinking. They access resources beyond the textbook to make learning exciting and relevant to students.

TCHS has a specific focus on project-based learning with other methodologies including, but not limited to, cooperative learning, interdisciplinary teaching, inquiry-based learning, experimentation, intervention, performance activities, technology-based presentations, and projects. We believe that integrating these methodologies will help our students to become creative, problem solving leaders in an increasingly global society.

TCHS faculty has further educated itself through advanced degrees, conferences, professional development, and seminars on the most current and effective instructional techniques so that they can provide students with a variety of learning experiences that will help them reach the academic standards and ESLRs expected of them. The entire faculty is CLAD certified and SDAIE trained. Among the many strategies and techniques offered at TCHS are the following:

- Differentiated instruction to support the various learning paces of students.
- Student work in cooperative groups for problem solving projects.
- Research projects involving library research and the Internet.
- Bloom's Taxonomy to create higher level lessons and assignments.
- Peer editing and teaching
- Field trips
- Collaborative planning by teachers

- Assignments using the Internet
- Analytic and interpretive discussions
- Socratic seminars
- The creation of videos, and films
- Scaffolding instruction
- Laboratory exercises and projects
- CAHSEE and CST preparation
- One on one tutoring
- Literature circles
- Realia
- Powerpoint presentations
- Access to college level classes
- Interdisciplinary learning
- Projects involving the library media center
- Submission and participation in artistic and academic competitive events

Scope and Sequence and Different Subjects the School Plans to Teach:

ATTACHMENT #D

How the Curriculum Addresses California Content Standards:

Common Core:

Charter School assures that the school will transition to and implement the Common Core State Standards and Smarter Balanced Assessments according to LAUSD established timelines.

How the Teaching Methodologies and Instructional Program Address the Needs of the Targeted Student Population:

The core of TCHS' instructional program is the celebration of diversity, creativity and excellence for all. The underlying intention of the methodologies is to integrate two main goals: high academic expectations and high student support. Through project based learning and highly scaffolded instruction, the program is designed to meet the needs of the targeted population.

Researched-Based Evidence that the Proposed Instructional Program has been Successful with Similar Student Populations and/or will be Successful with the Charter's Targeted Population:

In Project-Based Learning students construct meaning and practice skills through a process of inquiry that involves challenging topics and critical issues. Students actively apply critical thinking skills as they are involved in real-world project planning, collaborative problem solving, higher order thinking and performance-based authentic assessments. Students are at the center of PBL. Students are involved in a continuous cycle of questioning, investigating, verifying and generating new questions (Harada and Yoshina, 2004). Topics, themes or issues in PBL require in depth exploration and specific goals are directly related to curriculum and CCSS. Students use essential tools such as technology for accessing, retrieving and producing information. Skills may range from searching online databases to using various applications for gathering data and creating presentations (Harada, 2008). Students have opportunities for reflective thinking and self-assessment continuously. PBL embraces inquiry learning reflecting the constructivist philosophy that according to Brooks and Brooks (1999) is based on our experiences as we construct our own understanding of the world. Today's students "need to survive and thrive in a world where change is the constant and information is generated at a mind-numbing rate (McDonald, 1996).

The Buck Institute for Education (2002) summarizes the following benefits of PBL:

- Merges thinking and knowledge by helping students master both the content and the process
- Emphasizes real-world skills including problem solving, communication and self-management
- Integrates disciplines by focusing on themes, issues and deeper investigations of

topics

- Capitalizes on concerns and skills valued in the community
- Acknowledges and meets the needs of learners with a range of learning styles and needs

Integrated into an environment with academic high rigorous demands coupled with highly scaffolded support systems, every population served by TCHS will benefit from the instructional program proposed.

Resources:

Buck Institute for Education. Project Based Learning Handbook. Novato: Author, 2002. 30 July 2007 <http://www.bie.org/pbl/pblhandbook/intro.php>

Harada, Violet H., Carolyn H Kiro and Sandra H. Yamamoto. Collaborating for Project-Based Learning in Grades 9-12. Columbus: Linworth Publishing, 2008.

Harada, Violet H. and Joan M. Yoshina. "From Rote to Inquiry: Creating Learning that Counts." Library Media Connection 23.2 (2004): 22-25.

Marzano, Robert. What Works in Schools: Translating Research into Action. Alexandria: Association for Supervision and Curriculum Development, 2003

McDonald, Joseph P. Redesigning Schools: Lessons for the 21st Century. San Francisco: Jossey Bass, 1996.

Scaffolding Success: Five Principles for Succeeding with Adolescent English Learners: An Interview with Aida Walqui. (2010, February). Language Magazine, 24-29. Retrieved from www.languagemagazine.com/LangPages/AidaWalqui_LM_Feb10.pdf

Walqui, A. (2006). Scaffolding Instruction for English Language Learners: A Conceptual Framework. The International Journal of Bilingual Education and Bilingualism, 9(2), 159-180. Retrieved from http://www.teacherleaders.org/new07/ell_scaffolding.pdf

Walqui, A., & Van Lier, L. (2010). Scaffolding the Academic Success of Adolescent English Language

Learners: A Pedagogy of Promise. San Francisco, CA: WestEd.

The Textbooks or Other Instructional Resources to be used:

ATTACHMENT # E

How the School will Recruit Teachers who are Qualified to Deliver the Proposed Instructional Program:

TCHS Teachers will be recruited in accordance with District and our current ESBMM policies, procedures, and collective bargaining agreements. Candidates for teaching positions will be asked to submit an application in accordance with Personnel Commission, ESBMM, and District policies.

How the School will Provide Ongoing Professional Development to Ensure that Teachers have the Skills to Deliver the Proposed Instructional Program:

TCHS will provide professional development opportunities by supporting collaboration among the whole staff, departments, and teams. Professional development efforts will be aligned with student-centered, data-based instruction. It will promote the practice of providing high-quality, effective instruction to all students across all educational arenas: academic, social-emotional, and behavioral. There is a district-wide emphasis on the problem-solving model that utilizes and builds on

- The work of educators who team together to increase student engagement, motivation, and achievement
- The Building of culturally proficient learning environments
- Reading/Writing/Mathematics across the curriculum
- Standards-based content knowledge and access strategies to support the achievement of diverse learners: English Learner (EL) and Standard English Learner (SEL) students, Gifted/High Achieving students, and Students With Disabilities (SWD);
- The analysis of multiple sources of data
- Project based Learning/ Performance Tasks
- Standards and evidence-based instruction and intervention matched to student need.
- Differentiated instruction

The School's Academic Calendar and Sample Daily Schedule (which explains the rationale for allocation of instructional time to different subject matter areas, as well as an assurance that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code § 47612.5):

TCHS will adhere to the traditional calendar as set forth by LAUSD. TCHS will assure that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code Section 47612.5.

Students move through a six-period day with each period lasting fifty-four minutes. Counselors assign students courses needed to satisfy requirements for a high school diploma and/or to satisfy the A-G requirements needed to apply to the University of California or the California State University systems. A-G requirements refer to minimum amount of courses in the following academic areas:

- a. History and Social Science
- b. English
- c. Math
- d. Laboratory Science
- e. Language Other than English
- f. Visual and Performing Arts
- g. College Preparatory Elective

ATTACHMENTS A AND B

Reading is a window to the world as well as a foundational skill for learning, personal growth, and enjoyment. The degree to which students can read and understand text in all formats (e.g. picture, video, print) and all contexts is a key indicator of success in school and in life. As a lifelong learning skill, reading goes beyond decoding and comprehension to interpretation and development of new understandings. The simple practice of daily reading makes better readers. Sustained Silent Reading (SSR) is a reading strategy that is intended to improve students' reading skills such as reading comprehension, vocabulary development, fluency, reading motivation and writing skills, by asking students to "read self-selected materials silently without interruption for a specified period of time."

Resources:

American Association of School Librarians (AASL), Standards for 21st Century Learner aligned with CCSS, <http://www.ala.org/mgrps/divs/aasl/guidelinesandstandards/commoncorecrosswalk/index.cfm>

Bylut Ermitage, J. and Van Sluys, K. (2007). Reading, learning, relaxing and having fun Third-grader perspectives on Sustained Silent Reading. Illinois Reading Council Journal. (35) 2, 11-21.

Garan, E. & DeVoogd, G. (2008). The benefits of Sustained Silent Reading: Scientific Research and common sense converge. Reading Teacher, 62, 336-344.

Krashen, S. (2009). Anything but reading. Knowledge Quest, 37 (5), 18-25.

HOW THE INSTRUCTIONAL PROGRAM WILL MEET THE NEEDS OF SUBGROUPS

Transitional Kindergarten (for elementary only):

Affiliated charter school will implement Transitional Kindergarten (TK) in accordance with District Policy.

N/A

English Learners (including reclassification):

As a District affiliated charter school, the Charter School shall implement the provisions of the District's Master Plan for English Learners and comply with all applicable federal and state laws, District policies and procedures related to the implementation of the English Learner Master Plan.

Students participating in the English Learners Program are monitored by the categorical program advisor and the counselors and will be offered the opportunity to:

- Students identified as needing English Language Development through California English Language Development Test (CELDT) and other measures will receive instruction in the District mandated ELD coursework.
- Students classified as ELD 1, 2, or 3 will take core subjects outside of the ELD courses using Specially Designed Academic Instruction in English (SDAIE) methodologies.
- Participate in the general curriculum as outlined by the State of California, LAUSD, and LAUSD Master Plan for English Language Learners.
- Students classified as ELD 4, 5 and LTEL will take support classes for the English Language Arts (ELA) curriculum.
- It will be the goal of the educational program to integrate English Language Learners into every available program, learning, and social experience on campus.

Socioeconomically Disadvantaged Students:

Students will be identified as socio-economically disadvantaged based on whether they qualify for Free- or Reduced-Lunch through the federally-funded School Lunch Program. The needs of socio-economically disadvantaged students will be monitored by the counselor (and should the school receive Title I funding, the Categorical Programs Advisor) will provide the following program options:

- Additional English language acquisition programs, support, and services for Limited English Proficient students (LEP) and,

- State Compensatory Education (SCE) services for Educationally Disadvantaged Youth (EDY) as determined by the local educational agency (LEA).
- THS uses EIA/SCE funds to support programs and activities designed to assist educationally disadvantaged students achieve state standard proficiency

Gifted Students:

Charter School will continue to use LAUSD's GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis.

TCHS will continue to use LAUSD's GATE identification process and policy. This program is monitored by the Gifted coordinator and the counselor. TCHS will maintain federal, state, and district mandated educational services and support for students who are identified gifted, talented, and high achieving. The program's goal will be to provide a curriculum that reflects rigor and differentiation to support the student's particular academic needs.

Gifted and high achieving students will be challenged with rigorous and differentiated instruction, cross-curricular lessons and activities, accelerated pacing, higher levels of depth and complexity, and elevated expectations that are appropriate to individual needs, interests, and abilities. Teachers will be required to plan and participate in training in order to work with these exceptional students.

TCHS will offer honors classes in English, Mathematics, World Languages and Cultures, Art, Science, and the Social Sciences. Advanced Placement (AP) courses will be offered in Computer Science, English, Fine and Performing Arts, World Languages and Cultures, Mathematics, Science, and Social Science.

Students Achieving Below Grade Level:

Students who are achieving substantially below grade level expectations will be evaluated to determine what needs should be addressed as well as how to address them. Data from CST's, Periodic Assessments, and report cards will be examined on a regular basis and students who perform poorly will be assigned to longer-term intervention programs. Progress monitoring assessments will be administered monthly. The needs and assessments for all of these students will be monitored by the student's counselors and through the following programs:

- After school tutoring
- Mandatory support classes for English and Math for any students with “F’s” on their 20 week report cards
- Meetings with counselors regarding Graduation Plan
- Student Success Team meetings: The California Department of Education recommends the Student Success Team (SST) as an intervention for students who are experiencing serious academic and/or behavior problems at school. If a student continues to be unsuccessful after teachers have implemented interventions, a team meeting will be held with the student, parents, teachers, and counselor. The student’s progress is discussed, current interventions are reviewed, and additional actions will be discussed to be implemented by the school and family. A follow up meeting will be held approximately five weeks later. Additional possible outcomes of the SST meeting include the implementation of a 504 Plan or a referral for Special Education Assessment
- Teacher Conferences will be arranged between the parents and common teachers of the student to discuss strategies to promote academic improvement
- Student Agendas/Planners are available for every student and designed for daily communication between teachers and parents. Students are encouraged to record all assignments in each of their academic classes. Teachers sign the students entries and parents are encouraged to check them daily
- Parent support classes will be offered monthly on different topics that will help their child have become successful in school.

Students with Disabilities (include the school's outreach efforts to recruit students with disabilities; address who will deliver special education instruction):

The District shall continue to serve the needs of special education students enrolled in the affiliated charter school in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree. The affiliated charter school will follow the guidelines, policies, and procedures set forth in the Special Education Policy and Procedures Manual.

Over 270 of our students are designated Special Education, which includes more than 40 Deaf and Hard of Hearing students, 125 Resource students, and 110 students who are served in Special day Classes. These students require additional accommodations and specialized instructional strategies. We will continue to plan, develop, evaluate, and implement a positive and rigorous instructional program that meets the needs of a variety of learning styles that are appropriate for every child.

The instructional program at TCHS will meet the needs of Students with Disabilities by offering the following programs

- **Resource Program:** TCHS' Resource program is intended to support students within the general education setting with assistance from a special education teacher and/or a special education instructional assistant. Services exist in the form of co-teaching, co-planning and consultation. In addition, a Learning Center is offered as an elective to provide additional support in accessing curriculum.
- **Special Day Class (SDC):** The Special Day Class provides the general education curriculum within a smaller group environment taught by an Credentialed Special Education teacher with the support of an Instructional Assistant. Supplemental materials are used to provide multi-modality instruction which allows for all student to access the state adopted California State Standards. Classes offered in the SDC placement are all core classes required for High School Graduation. Additionally, an intervention program that is mandated by the Los Angeles Unified School District is taught for students who need extra support in English/Language Arts, as identified by low scores on standardized tests.
- **Deaf and Hard of Hearing (DHH) -** A total communication program that incorporates American Sign Language, speaking, listening, reading and writing to assist students in accessing the curriculum while communicating with the students, faculty and staff. Students attend Deaf and Hard of Hearing Special Day Classes (DHH/SDC) or are

included in mainstream classes with appropriate support staff. In the DHH/SDC, students receive direct, differentiated instruction of core content at a pace that best meets their individual educational needs. The Deaf or Hard of Hearing students in this setting have many opportunities for direct communication and socialization with other Deaf or Hard of Hearing peers also benefit from being included in electives and physical education. The students who are fully included in mainstream classes, access the curriculum, environmental and incidental learning, as well as peer and staff interaction, through the use of educational interpreting services which are provided by certified educational interpreters. ASL credentialed instructional assistants are available to provide support in the DHH/SDC classes as well as in the mainstream setting. When appropriate per a student's Individualized Educational Program, students are provided with Designated Instructional Services (DIS) including an Itinerant teacher (for fully included students), Educational Audiology, Language and Speech Therapy, and a signing MFT.

(Future innovation may bring real time transcription to give Deaf or Hard of Hearing students access to print while depending on educational interpreters to deliver a signed message)

TCHS' outreach efforts to recruit students with disabilities will include counselor visits to feeder middle schools, and school tours.

Description of the Implementation Plan for the School's Instructional Program
(including a timeline for implementation of various components of the plan):

ATTACHMENT #F

HIGH SCHOOLS ONLY: (describe 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 (WASC) 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. Include a timeline for WASC accreditation.)

Parents are informed at group and individual parent meetings with counselors and other school administrators regarding the types of courses TCHS will offer and their transferability to other public high schools. They are also informed that most of our courses will be A-G requirements that will fulfill college entrance requirements. The Western Association of School and Colleges (WASC) accredited THS in 2007. Parents

are involved in the accreditation process, through parent meetings, emails, conference nights, and meetings. THS received a six-year accreditation in 2007, with a one-day midterm visit in 2009. THS has just completed the self-study in the Fall of 2012 and will be hosting the six year WASC committee visit in March of 2013. Should we receive a six year accreditation, TCHS will carry that designation until 2019.

Element 2 – Measurable Student Outcomes

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b)(5)(B)

LAUSD’s Program Improvement Plan specifically outlines that the schools will implement Periodic Assessments at least three times per year. Implementation of assessment at all schools must meet or exceed the District standard for implementing Periodic Assessments.

Schools that implement alternate or replacement formative/periodic assessments will be asked to provide the following information in their charter petition.

1. Replacement assessments are standards aligned, valid, reliable, and cover the content.
2. A process is in place for data collection, sharing, and analysis
 - a. A data platform is in place for teachers, counselors, and administrators to use.
 - b. A system is established to score, print, produce, and share results.
 - c. Formative assessments are implemented at least three times per year in the specified course or content area.
3. Professional development is provided to staff on the formative assessment process.
4. Evidence of implementation is available and ready for use during Performance Dialogues with Instructional Directors.
5. Evidence that processes are in place to determine effectiveness of the replacement assessments (i.e. student participation, teacher buy-in, correlation to summative assessments, etc.) What is the evidence of successful implementation?

Schools that are granted assessment autonomy will be responsible for all costs related to implementation.

The Charter School will work toward meeting the student outcome goals as outlined on the LAUSD’s Performance Meter.

Anticipated Skills and Knowledge Outcomes for Students:

Taft Charter High School has a mission to be a learning community that fosters an environment that will provide all students with an opportunity to develop their individual

passions and creative talents through innovative instructional programs that challenge them. The measurable student outcomes described on the following pages is an effort on the part of TCHS to support this mission by ensuring alignment of school-wide initiatives and District requirements such as the Single Plan, Performance Meter, Career/College Pathways, Perkins, AVID, LAUSD's mandated curriculum, instructional practices, and structural initiatives. To ensure excellence for all students, the faculty, staff, and community have targeted the anticipated needs and outcomes through the mission, vision and Expected School Wide Learning Results which are the driving force and purpose of the instructional program.

Expected School Wide Learning Results

Upon graduation, Taft Charter High School Students will be able to

- Think critically and creatively
 - o Synthesize and integrate information
 - o Foster divergent thinking
- Develop communication skills
 - o Write, speak, read, and listen in a variety of situations
- Utilize technology
 - o Compute, analyze, create, and communicate
- Collaborate
 - o Use interpersonal skills to reach a common goal
- Conduct Research
 - o Access, analyze, and evaluate data

The intent is for TCHS to be an educational environment that, celebrates diversity, creativity and excellence for all. The following three overarching goals, based on needs identified through the WASC self-study, are the focus of the TCHS work for the next six years:

1. INCREASE THE ACHIEVEMENT OF ALL STUDENTS IN ENGLISH LANGUAGE ARTS.
2. INCREASE THE ACHIEVEMENT OF ALL STUDENTS IN MATHEMATICS.
3. IMPROVE THE RATE OF ALL STUDENTS GRADUATING IN FOUR YEARS WHO ARE COLLEGE COMPETITIVE AND CAREER READY.

District Smart Goal Targets for TCHS have been determined to guide, monitor and assess progress to-wards these goals.

Specific, Measurable and Realistic Student Achievement Targets for the Anticipated Student Population: (API scores, AYP AMOs, CST scores, CAHSEE scores (if applicable), Graduation Rates (if applicable), Internal Benchmark Assessments, etc.)

Specific, Measurable, and Realistic Student Achievement Targets:

API Growth

Each spring semester, as mandated by the District, the California Standards Tests is administered to all students at TCHS. From the 2010-11 school year to the 2011-12 school year, Taft's API score rose 44 points, from 746 to 790. Our initial goal is to reach and surpass 800 points. All sub-groups met target scores set by Taft. All reported sub-groups scores rose from 2010-11 to 2011-12. African American, Hispanic, Socio-disadvantaged and English Learner sub-groups scores increased from 4-6%. Students with Disabilities sub-group scores rose by 14-15%.

Based on analysis of this data through the WASC self-study, which addressed critical need areas, the following API has been determined: TCHS will improve the API score by 15 points annually, and by 20 points for every significant subgroup each year of the charter term.

Adequate Yearly Progress/Annual Measurable Objectives

Though Taft did make AYP since before 2007-08, it came close in 2007-08 with missing only one indicator and in 2008-09 missing only two indicators. Beginning in 2009-10, the benchmarks have risen dramatically so that Taft only made a little over half of our indicators through 2011-12. In 2011-12, Taft did not meet the AYP target of 66.7% of students scoring advanced/proficient targets in ELA. Significant sub-groups did not meet the set targets. The only subgroup that made the AMO target was white students. School wide Taft's overall was 3.2% away from the set target. Hispanics or Latinos students were short by 14.7%, Socioeconomically Disadvantaged students by 11.3%, and English Learners by 35.2%. In 2011-12 TCHS also did not meet our 66.1% Math Targets similarly. Again, only white students made the AMO target. The schoolwide target was missed by 6.9%, Hispanics or Latinos by 13.8%, Socioeconomically Disadvantaged by 13.6% and English Learners were 33.7%.

Based on analysis of this data through the WASC self-study processes, the following AYP AMOs has been determined: TCHS will improve the AYP AMOS by 7 % in ELA and Math, and by 10% for every significant subgroup each year of the charter term.

California Standards Test (CST) : Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). Grades 9-11

CST by Ethnicity Scoring Proficient or Better 2011-2012

Subject	Afr. Am	Am. Ind.	Asian	Filipino	Latino	White (Not Latino)
English-Language Arts	43%	46%	73%	76%	47%	73%
Mathematics	9%	2%	56%	43%	16%	44%
Science	33%	35%	64%	64%	38%	65%
History-Social Science	36%	50%	70%	58%	39%	62%

CST by Group Scoring Proficient or Better 2011-2012

Subject	M	F	Eco.Disadv.	Eng. Learn.	SWD	All Studs/Sch.	All Studs/District
ELA	56%	64%	51%	3%	15%	63%	54%
Math	33%	34%	34%	17%	6%	32%	54%
Sci.	53%	52%	41%	6%	9%	52%	52%

Soc. Sci. 55% 49% 43% 4% 21% 52% 51%

Based on the suggested target range provided by LAUSD, and analysis of data through WASC self-study, TCHS has chosen the following targets: Student achievement target for CST: TCHS will improve CST in every subject area by 4% school wide, and by 6% percent for every significant subgroup.

California High School Exit Examination

Taft had three years of steady growth of students passing the CAHSEE on the first attempt. From 2010 to 2012, student's scoring proficient or above moved from 83% in 2010 to 90% in Math, and from 83% in 2010, to 91% in ELA . The overall first time pass rate in March 2012 in Math was 90%, which is higher than the District average of 68%. However, evidence of the achievement gap is apparent. The pass rate for African American students, in March 2012, is 75%, Latinos 86%, English Learners 57%, Special Education 46%, and Economically Disadvantaged 87%. In ELA, Taft students, overall, scored 91%, slightly higher than Math. The District average in ELA is 64%. The gap continues to be seen among significant sub-groups: African American students score in ELA is 84%, Latinos 86 %, English Learners 51% Special Education 51%, and Economically Disadvantaged is 84%.

Based on analysis of this data through the WASC self-study, the following target for CAHSEE has been determined: TCHS will improve the first time CAHSEE pass rates by 5 points annually and by 5 points for every significant subgroup each year of the charter term. If 100% first time CAHSEE pass rate is obtained before the end of the six-year term, the target will be to maintain 100% in each consecutive year.

Graduation Rate

Taft's overall four-year cohort graduation rate, for 2012 was 77%, higher than the District average of 64%. As in other areas, the achievement gap is noted. Four-year cohort graduation rate for African American students is 62.5%, Latinos 80%, English Learners 61.4%, and Special Education students are at 75%.

Based on the graduation rate analysis, the following target has been determined for Graduation rate: TCHS will increase cohort Graduation rate by 5% school wide and 6% for all significant sub-groups annually.

A to G Progress Report: On-Track Completion

In order to graduate college competitive and career ready, students need to complete A-G coursework with a grade of C or better. For the 2011 – 2012 school year: 57% of 10th graders, 52% of 11th graders and 40%12th graders were completing this requirement at Taft. Overall, Taft's A-G completion rate is 39%, 5% ahead of the District 34%. At Taft, A-G completion rate for White students' is 59%, African American students is 25%, Latinos is 40, English Learners is 8%, and for Special Education students it is 18%.Based on analysis of this data through the WASC self-study process, the following A-G target has been determined.

Achievement Target for Graduation Rate: TCHS will increase the number of Students completing A-G requirements with a C or better by 5% school-wide and 8% for all significant sub-groups.

When and How Often Student Outcomes will be Assessed (including innovative components and any additional specific, measurable student outcomes that the school will set for the students, and explain how these outcomes are consistent with the school's proposed instructional program.

Frequency and Methods by which Students are assessed:

TCHS believes that assessment is an integral part of a successful instructional program. The following methods and tools are used to determine strengths and needs of students on an ongoing basis.

California Content Standards and Common Core State Standards: will be reviewed annually to inform the development of instruction, teaching strategies, lesson units, projects development and identifying student strengths and needs. Analysis of CST/CCSS results will enable TCHS to ensure that each student reaches proficiency in all subject areas, and is on track for graduation.

CELDT (California English Language Development Test): will be given initially to new incoming students whose home language survey indicates they have spoken or speak another language at home and have never attended a California public school to this point. This will measure the student's knowledge of English and provide guidance in their placement in appropriate English Language Development (ELD) or grade level English classes. The CELDT will be given annually to all English Language Learners in the school according to the state and district guidelines to measure annual progress in English mastery of these students.

Data Analysis: Departments will meet to discuss, evaluate, and review data by looking specifically at key standards and addressing grade level remediation monthly. The Instruction and Curriculum committee will meet once a month to analyze school trends in the following areas: school wide instructional practice, professional development and intervention programs. MyData, Core K-12, the results of student work from performance tasks /projects will be the tools and artifacts used to determine efficacy of current practices, and inform instruction. MyData also will be used to determine students academic progress in A-G completion, graduation requirements, and mastery of course content standards. These processes are used to identify and support students at risk or needing further support.

Periodic Assessments: TCHS will retain its ESBMM policies with regard to Periodic Assessments. TCHS will also implement Periodic Assessments at least three times a

year. Implementation of assessments will meet or exceed the District Standard for implementing Periodic Assessments according to the needs of its students, within the limits permitted by the education code. TCHS may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the Local District as part of its ESBMM agreement. Standardized assessments may include, but not be limited to STAR (annually), CELDT (annually), ELA, Math, Science and Social Science (3 to 4 times a year). These assessments give teachers a common measure of student performance. Teacher and administrators can make decisions regarding instructional programming based on how students performance.

Performance Tasks/Project Based: These assessments are ongoing and can better evaluate students mastery, individually over time and in a variety of settings. Examples of these assessments include but are not limited to: DBQs (document based questions tasks), portfolios, journals, work samples, homework, teacher-created tests, teacher observations, checklists, anecdotal records and publisher-provided assessments. Project-based learning is emphasized, as well as performance tasks, allow for meaningful application of essential knowledge and skills targeted by the ESLRs (Expected School Wide Learning Outcomes).

Informal Assessments: In conjunction with standardized and authentic assessments, performance task/projects, teachers also will use daily informal assessments from observations, weekly quizzes and tests, class work and participation, and projects assignments appropriate to areas of concern to guide instructions.

Element 3 – Method by Which Student Outcomes will be Measured

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

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, the Charter School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

Methods of Assessing Attainment of Student Outcomes and How These Assessment Measures are Consistent with the School’s Proposed Instructional Program and Use a Variety of Assessment Tools:

In keeping with the TCHS mission to ensure the mastery of state standards, fulfilling A-G requirements in four years, and graduating students who are college competitive and career ready, TCHS uses diagnostic formative and summative data to monitor student progress. This includes, but is not limited to:

- CST - California Standards Test – administered annually to grades 9-11
- CCSS –Common Core State Standards-annually as implemented to grades 9-11
- CMA- California Modified Assessments - annually to grades 9-11
- CAPA- California Alternative assessment- annually to grades 9-11
- CAHSEE – California High School Exit Exam offered
 - o once to tenth graders
 - o twice to eleventh graders
 - o five times to twelfth graders
- EAP assessment – annually to eleventh graders
- Progress on CELDT for English learners- one level increase a year.
- MyData Student Trend Analysis/ Individual Progress- ongoing
- Advanced Placement Examinations – annually
- Periodic assessments- district and school created. (KCore 12) 3-4 times a year
- School-created mini CST assessments – 2-3 times a year
- Departmental final exams – twice a year
- SAT/ACT/ and PSAT results. - annually
- Attendance data - ongoing
- Quarterly grade analysis / A-G grade analysis – 4 times a year
- Suspensions/Expulsion rates and analysis - ongoing
- 4 year cohort graduation rate - annually
- College acceptance/attendance data - annually
- Results of student performance tasks/projects-based assessments – ongoing
- Additionally teacher created tests, commercially available tests, publisher tests, portfolio assessments, rubrics, performance tasks, projects, and IEP goals determine student progress.

The monitoring of student progress, facilitated by MyData, is used to inform instruction and professional development on an ongoing basis. Individual teachers monitor data weekly with administrators as well as the Curriculum and Instruction Committee. The Board of Directors monitor and analyze data of periodic assessments and state and school testing. Teachers additionally meet with their departments for each periodic assessment. This process identifies students who may be at risk and need additional support. The curriculum and instruction committee working directly with the governing board identifies and aligns curricula, instructional materials, interventions, and assessments in each subject area. The governing Board will also monitor the success of programs and utilization of resources based on the District school report card, school survey and information from MyData to inform decisions for school improvement and school needs. Working together in a yearly process of review and revision, the educators of TCHS will focus on data-driven instruction to ensure TCHS students graduate in 4 years college competitive and career ready.

Additional “in-house” Benchmark Assessments to be used by the School to Assess Student Progress on an Ongoing Basis and the Frequency the Assessments will be Administered:

TCHS acknowledges that both formal and informal assessments are ongoing opportunities for teachers, parents and students to identify areas of strength and need. Authentic assessments based on California State Standards can evaluate the child over time and in a variety of settings. TCHS acknowledges the following in-house benchmarks to monitor student progress: teacher developed assignments, activities, homework, anecdotal records, journals, projects, performance tasks, commercial and teacher developed tests, rubrics, and criteria charts, short and long term projects, and learning contracts. Review of such work products can assist, together with aforementioned data tools, to address student need.

TCHS agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. TCHS will test with the District assessments and adhere to District testing calendars and procedures for all state mandated assessments.

How Assessment Data will be used to Inform Instruction, Improve the Educational Program, and Inform Professional Development on an Ongoing Basis:

TCHS values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school’s progress and to establish and refine future goals and interventions.

- Teachers and administrators evaluate data from combined assessments and monitoring tools mentioned above to assess instructional materials, strategies, techniques, inform lesson development and project design. Data is also used to identify

and prioritize professional development priorities and as topics for discussion within departments, career pathways, and instructional programs.

- District assessment results and authentic assessments are communicated to parents (by teaching staff) throughout the school year in a variety of ways, for example: emails, progress reports, grades, and online grade books.
- School-wide data from District school report card, periodic assessments, annual testing, are also shared at the monthly governance meetings, at least four times a year in order to discuss upcoming program development and intervention priorities.
- MyData is available to the faculty and the Board of Directors for immediate access to grades, scores, attendance etc. Ready access to this information provides stakeholders the ability to monitor performance and academic growth. Thus, intervention can take place in a timely manner. This information is also utilized to assist administration and teachers to analyze and examine data to develop effective Professional Development program. This information is also used to identify students at risk and cluster these students in groups to receive additional support.

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)

The [Charter School] is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over [Charter School]. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

In the event that [Charter School] changes from affiliated charter status to independent charter status, [Charter School] and/or its non-profit corporation will be separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Charter School changes its status to an independent charter school, [Charter School] shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

[Charter School] will comply with the Brown Act and other laws governing public meetings.

Members of [Charter School’s] governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with Federal and State laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

The District reserves the right to appoint a single representative to the Charter School Governing Council.

LAUSD Charter Policy

[Charter School] will comply with District policy related to Charter Schools, including the Affiliated Charter Schools bulletin (BUL – 5439.0), as it may be changed from time to time.

Grievance Procedure for Parents and Students

As a District affiliated charter, [Charter School] shall comply with District’s Grievance Policy and Procedure for parents and students.

Responding to Inquiries:

[Charter School] shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records. [Charter School] acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

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

Notifications

Notification is to be made to the Educational Service Center and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by [Charter School].

The School's Governance Structure and How it will Maintain Active and Effective Control of the School:

TCHS relinquishes no rights that it has under the ESBMM governance model. TCHS shall maintain the Governance Council, hereafter to be known as the Board of Directors, which will be the chief site-based, decision-making body for the school under the authority of the Los Angeles Unified School District Board of Education. The Board of Directors shall be governed in its operations and its actions by the charter petition and the Bylaws of the Board of Directors of TCHS, the latter that can be revised as needed. The mandate of the Board of Directors, consisting of stakeholders of TCHS, is to oversee the implementation of the guiding mission, vision, and school-wide goals. This governance structure is designed to foster participation by all stakeholder groups at TCHS. In order to do so, the Board of Directors shall be empowered to operate as the principal school-site, decision-making body in regard to school-wide policies, programs, and procedures within the authority of the LAUSD Board of Education. The administration is empowered to enforce the day-to-day operational issues at the school site. The school-wide committees recommend policies and procedures that must be approved by the Board of Directors.

Subject to LAUSD policies and procedures, the Board of Directors shall have authority for aspects of its operation including but not limited to the development and implementation of policies related to curriculum, personnel consistent with District policies and procedures and collective bargaining agreements, professional development, charter categorical block grant budget and finance, site-level scheduling, community relations, classroom usage (within District policy), use of the school site

(within District policy), safety, discipline, charter revision subject to District approval, and dispute resolution (within District policy).

The Board of Directors will abide by LAUSD policies and procedures concerning school governance and currently have and will continue to have all school committees operating effectively in shared decision-making. The Board of Directors will continue to fulfill its fiduciary responsibilities and effectively lead and manage TCHS.

All school-wide policies will be developed in accordance with the governance procedures as described in this charter document and the bylaws of the Board of Directors and its standing committees and also applicable collective bargaining agreements. Policies in effect at the time of approval of this charter will remain in effect unless and until amended, replaced, or eliminated by the Board of Directors.

The Board of Directors will be a consensus-oriented, decision-making body. It will have the responsibility for allocating charter categorical block grant resources and setting the policies and procedures to achieve the school's program goals, thus promoting the best educational program possible for students. The attainment of consensus among all members of the Board of Directors shall be a primary goal. If consensus cannot be reached, decisions will be made by a simple majority vote of the members present, with the exception of Bylaws changes, which must be decided by a two-thirds majority of the Board of Directors.

No member of the Board of Directors shall be compensated financially for his/her participation, nor shall he/she receive any special privileges.

Any stakeholder can bring new business before the Board of Directors by bringing the matter to the attention of the relevant committee. All Standing Committees will encourage representation from all TCHS stakeholders.

Although Board members are welcome to join Standing Committees, no Board member may simultaneously serve as the chair of any Standing Committee.

Frequency of Governing Board Meetings:

The Board of Directors shall meet at least once per month during the school year to discuss policy and make decisions on the direction for the school. All teachers, parents, and community stakeholders are encouraged to attend Board of Directors' meetings. All Board of Directors' meetings and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion.

The Process for Selecting Governing Board Members:

TCHS Board of Directors shall consist of eleven (11) voting members: one (1) Principal; five (5) full time permanent classroom teachers/counselors; four (4) parents/community members; and one (1) classified staff member. For a policy or motion to be passed, either consensus or a simple majority (6) will need to approve.

Members of the Board of Directors may not miss more than two (2) consecutive meetings, or a total of four (4) meetings per annum. If they do, then the remaining Board members must hold an election to replace that member for the remainder of that term.

Prior to elections, all candidates for the Board of Directors will appear at a Town Hall meeting at the TCHS campus to indicate his or her interest in the position and to field questions from the stakeholders present at the meeting. The principal and UTLA chapter chair will coordinate the collection of and review applications as well as organize the Town Hall meeting. In the event that the UTLA chapter chair decides to run for a Board of Directors position, he/she will choose a faculty member in his/her place to assist the principal with the duties involved in the collection and review of applications for the Board and the organization of the Town Hall meeting.

Teachers/Counselors:

- Teacher/Counselor board members will be selected by a simple majority vote of all teachers/counselors.
- Only full-time permanent teachers or counselors in good standing may serve on the Board (i.e. there is no pending disciplinary action against that individual).
- No more than one member of each department may hold a Board seat at the same time. In the event that two or more members of the same department are competing for a seat on the Board of Directors, the individual who receives the most votes will be selected.
- A teacher who teaches in more than one department will be considered to represent the department for which he or she is teaching the majority of their classes.

Parents (also includes legal guardians)/Community Members (Community members are defined as stakeholders who are not parents, employees, but who live and/or work within the school's attendance boundaries):

- Parent/Community Board members will be elected by a simple majority vote of all parents of current students.
- The parent/community Board member cannot be an employee of TCHS.
- Only parents whose students attend TCHS at the time the Board seat begins may serve on the Board of Directors.

Classified Staff:

- Classified staff Board members will be elected by a simple majority vote of all classified staff (permanent classified employees who are working their full shift).

Principal:

- The Principal is an appointed position that automatically gains him or her a seat on the Board of Directors. Should the position be vacant and an interim principal assigned, the Board of Directors shall select a representative from the administrative staff at TCHS to serve on the Board as a full voting member until a new principal is selected.

Board Member Terms:

- Each Board member shall serve a term of two years, except on the first election, which establishes the Board of Directors. In this first election, the three (3) teachers and two (2) parents who have the most votes will be elected to a two-year term. The remaining members will have a one-year term. No Board member (other than the Principal) may serve more than two terms consecutively.
- After two consecutively served terms, an individual must take one year off before running for election again.
- Elections will be held within the first four weeks of the fall semester, but no later than September 30th. The Board of Directors term will begin immediately following the election and end at the election of the new Board. Special elections may be called whenever necessary to fill a Board seat.

President of the Board of Directors

Each school year, the Board will elect a president by a simple majority vote of all Board members. Any member of the Board may be eligible for this position regardless of which stakeholder group he or she represents. The president of the Board is responsible for making sure that the agenda is set and published in a timely fashion. Additionally, he/she will make certain that the minutes are taken and that Robert's Rules of Order are enforced. Aside from leading the meetings, the President will have the responsibility of signing appropriate documents on behalf of TCHS, along with other duties, as assigned.

The president may choose to resign the presidency with a letter of resignation, in which case the Board of Directors will elect a new president for the remainder of that term.

The president may be recalled from the presidency by a 2/3(two-thirds) vote of the Board of Directors. In this case, the Board of Directors will elect a new president for the remainder of that term.

Board of Directors Meetings

The Board of Directors shall meet monthly during the school year or more often as needed. A special meeting of the Board of Directors may be called at any time at the written request of three (3) sitting Board members. No meeting will be deemed official unless comprised of at least 7 of the current elected Board members constituting a quorum.

Recall Procedures

Teachers/Counselors:

Signatures of 40% of full-time permanent teachers/counselors are needed in order to initiate recall procedures. Within two weeks of receiving this petition, the Principal and the UTLA Chapter Chair will oversee a vote of the faculty by secret ballot. A 2/3 (two-thirds) vote by the teachers/counselors will recall the teacher/counselor Board of Director in question. A replacement teacher/counselor will be voted on by a simple majority of teachers/counselors.

Parents/Community Members:

If concerns regarding one or any of the parent/community members of the Board of Directors are expressed to the Board president, then it is the responsibility of the president to consider the validity of these concerns and decide whether a recall vote of the parent(s)/community member(s) is appropriate. A 2/3 (two-thirds) vote of the Board of Directors is needed to recall a parent/community member Board member. A replacement member will be voted on by a simple majority of parents.

Classified Staff:

Signatures of 40% of the classified staff are needed in order to initiate recall procedures. Within two weeks of receiving this petition, the Principal will oversee a vote of the classified staff by secret ballot. A 2/3 (two-thirds) vote of the classified staff will recall the classified staff Board of Director in question. A replacement member will be voted on by a simple majority of the classified staff.

Standing Committees:

No member of any Standing Committee shall be compensated financially for his/her participation, nor shall he/she receive any special privileges.

Membership on Standing Committees is voluntary, and members are non-elected with the exception of the Personnel committee. Teachers/counselors serving on these committees must hold a permanent, full-time position. Classified staff must be permanent employees and be in good standing with no pending disciplinary action against them.

Recommendations from the Standing Committees to the Board of Directors need to be in writing, including the rationale of the recommended policy, any pertinent data justifying the proposal, proof of discussion with the respective stakeholders, and the projected incurred cost if any. Reports from Standing Committees need to be submitted no later than 72 hours prior to the meeting of the Board of Directors. At the beginning of each Board meeting, visitors may bring their concerns to the Board. After each proposal brought up by the Standing Committees, time will be allotted for public input. Any item brought before the Board that has not been placed on the agenda prior to the meeting that requires immediate action, a 2/3 majority of those Board members present is required to pass it, or the motion will be tabled until the next meeting.

Budget:

The function of this committee is solely to advise the Board of Directors on all fiduciary matters. It is not the role of the committee to make budgetary recommendations or decisions. Every spring, the Budget Committee will review with the faculty the proposed budget for the following school year and allow for feedback and suggestions from the faculty at large. In addition, it will ensure that the expenditures are aligned with all school plans for TCHS (WASC, Single Plan for Student Achievement (SPSA), E.L. Master Plan, Special Education, and District mandates). The committee will be knowledgeable of all school budgets including the TCHS categorical block grant. It will be responsible for providing the Board of Directors with monthly financial reports. The committee will be comprised of a minimum of three (3) members who will be appointed by the Board of Directors. TCHS will also maintain an on-site Financial Manager who will serve in the same capacity as that individual's LAUSD position of the same title with no additional compensation.

Personnel:

This committee will be responsible for hiring administrative, teachers/counselors, and classified staff in accordance with the rules of LAUSD and the respective union contracts. The Board of Directors is responsible for determining the composition of the Personnel Committee. The standing members of the committee include the following individuals: the Principal (except in the case of hiring a Principal where he/she may serve in an advisory capacity); one faculty member; one classified member; one parent; and one student. The committee will invite additional staff members to collaborate on the Personnel Committee, contingent upon the kinds of positions that are being filled. The Standing Committee members will vote each year to elect a chairperson, excluding the Principal, who is a member of the Board.

In order to overrule the Personnel Committee's recommendation, the Board of Directors will need a 2/3 vote. TCHS will retain all of its authority and flexibility for hiring obtained under the former school governance model ESBMM.

School Operations:

This committee oversees the safety of the student population, faculty, and staff as well as the maintenance and operations of the campus. It is comprised of the administrator(s) in charge of safety and plant, the plant manager or his/her designee, a minimum of three teachers, one parent, one classified member, and one student.

Curriculum and Instruction:

This committee oversees the academic program that includes curriculum, instruction, and professional development. It is comprised of the department chairs and coordinators, a minimum of one administrator, and a minimum of one classified staff, one parent, and one student.

Student Expectations and Support:

This committee oversees attendance, tardies, student discipline, academic honesty, and all other areas pertaining to maintaining high student behavioral standards. It is

comprised of an administrator, a minimum of five teachers, and a minimum of one classified staff, one parent, and one student.

Community Outreach:

This committee oversees articulation with feeder schools, school public relations, recruitment of new students, and fundraising. It is comprised of an administrator, a minimum of two teachers, and a minimum of one classified staff, one parent, and one student.

Oversight Committee:

The Oversight Committee will have the duties of reviewing all policies and decisions made by or voted upon by the Board of Directors to ensure that the decisions conform with the guidelines and policies outlined within the TCHS charter and in concert with all school plans (WASC, SPSA, E.L. Master Plan, Special Education mandates, LAUSD policies, and State and Federal Education Codes) and to ensure that subsequent policies established are legally and lawfully established for this charter. This committee will report to the Board of Directors and is advisory in nature. This committee will consist of three members, all of whom will be elected by all stakeholders. It is recommended that at least one member of this committee attend all Board of Directors' meetings. Each member shall serve a term of three years, except on the first election, which establishes the Oversight Committee. In this first election, the individual with the most votes will be elected to a three-year term; the next individual with the most votes will be elected to a two-year term; and the person with the least number of votes will have a one-year term.

Ad Hoc Committees:

Ad Hoc committees may be formed as determined by the Board of Directors.

The Manner of Posting Meeting Notices, Distributing Agendas, and Recording Governing Board Actions:

In compliance with the Brown Act, TCHS committees and the Board of Directors will communicate with their stakeholders and meet the following directives:

- 72 hour notice of all public meetings
- Posted agenda for meeting through email and phone blast via Blackboard Connect
- Marquee announcement
- Flyers displayed in the main office
- Posting of meetings and meetings' minutes will be published on the school's website home page
- Posting of meetings on the school's monthly calendar

The actions of the Board of Directors will be reflected in minutes taken at each Board meeting and will be posted on TCHS's website as well as kept on site in a secure location for five years.

Organizational Chart Showing the Relationship of the Governing Board to the Leadership of the School as well as any Relevant Site Committees, etc.:

ATTACHMENT #G

The Process to be followed by the School for Ensuring Parental Involvement:

TCHS will continue to maintain an active Parent Center with parent directors who will support and increase parent involvement through email and direct involvement with the principal, teachers, and the school community at large. These individuals will be paid through the charter block grant. TCHS will continue the parent Coffee with the Principal; parental involvement in all committees; and seminars on parenting, on the meeting of A-G requirements, on the preparing for college readiness courses, and on other parental needs. TCHS will also follow district guidelines and include a Back to School Night in the fall and Open House in the spring for parents to meet with teachers, counselors, and support staff regarding their children.

Element 5 – Employee Qualifications

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

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

Personnel

[Charter School] shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD – UTLA CBA must be adhered to particularly in regard to Local School Leadership Council composition and responsibilities.

Staff Selection

Principal selection is the purview of the Superintendent.

[Affiliated Charter School] is subject to District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments.

Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

Classified Personnel

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules and applicable collective bargaining agreements. Unless valid reemployment lists exist, [Charter

School] will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to [Charter School], however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

Unless the District has assigned all employees in a classification to a specific basis, [Charter School] will have autonomy in assigning positions to specific working basis.

Professional Development

In addition to any District-mandated professional development, [Charter School] shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by the [Charter School] will, in turn, be funded by the District consistent with its practice for other District schools.

Element 6 – Health and Safety

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

As an affiliated charter school, [Charter School] will adhere to District’s Health, Safety and Emergency Plans. The [Charter School] will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District’s procedures.

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

As an affiliated charter school, in order to guarantee the health and safety of pupils and staff, [Charter School] will ensure that all employees follow the procedures of LAUSD Human Resources Department concerning, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils’ vision and hearing and screening of pupils for scoliosis.

[Charter School] will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes [Charter School] shall comply with District policy related to reporting suspected child abuse or neglect as mandated by District guidelines, federal and state law, and local agencies. In addition, Affiliated Charter school shall comply with LAUSD policy on Employee-to-Student Sexual Abuse and Related Investigation and Notification (BUL 5736.0) in reporting sexual misconduct allegations by certificated employees within 72 hours to parents and guardians of students in the school. Affiliated Charter school shall also comply with any other policy as established by the District with regards to reporting of child abuse and notification to parents and guardians related to classified employees.

Insurance:

Coverage shall be provided to the affiliated [Charter School] by the District under any of the District’s self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect the [Charter School] from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.

It shall be the District’s responsibility, to monitor the Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Charter School shall adhere to current District Procurement Manual

policies and procedures prior to accepting any services from vendors, partners or sponsors.

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)

Court-ordered Integration

The Charter School shall continue to comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. Upon request by the District, the Charter School will provide a written plan outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30 or 60:40 ratio. [Charter School] shall be responsible for following the requirements of the Crawford de-segregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

The District and [charter school] are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement (PI).

Federal Compliance

As part of Los Angeles Unified School District which is a recipient of federal funds, [Charter School] has agreed to meet all of the programmatic, fiscal and other regulatory requirements of The Elementary and Secondary Education Act.

Element 8 – Admission Requirements

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

McKinney-Vento Homeless Assistance Act

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

For Affiliated Charters without SAS Programs:

State here whether this applies to your school or does not apply.

This does not apply to our school.

[Affiliated charter school] shall admit all students who wish to apply. (Education Code section 47605(d)(2)(A)). However, as a conversion charter school, [Affiliated Charter School] must admit students who reside in the attendance boundary of the school as established by the District hereafter referred to as “resident students”. (Education Code section 47605(d)(1)). Students cannot be required to attend a charter school. (Education Code section 47605(f)). If (Affiliated Charter School) reaches its school-wide operational capacity, a public random drawing/lottery will be conducted. Resident students shall have preference so as to be exempt from the lottery. Currently enrolled students (regardless of residence) shall also have preference so as to be exempt from the lottery.

The lottery shall provide preference for students residing in LAUSD boundaries, but not residing within the attendance area of the charter school.

Students not selected through the lottery process will be waitlisted until a seat becomes available. This waitlist is effective for one year.

In the event that [Affiliated Charter School] reaches capacity and is unable to enroll incoming students who reside in the attendance boundary of the school, affiliated charter schools will consult and coordinate with its Education Service Center administration to identify the appropriate receiver school(s).

If [Affiliated Charter School] determines that fraudulent address information was used to establish resident status in the attendance area, the student may be withdrawn and the student will be referred back to his/her school of residence, in accordance with District policy.

For Affiliated Charters with SAS programs:

State here whether this applies to your school or does not apply.

TCHS is an SAS school.

Once students are accepted in the charter school, students who qualify for the SAS (School for Advanced Studies) Program will be able to enroll in the SAS program, per program admission guidelines.

For Affiliated Charters with Magnet program:

State here whether this applies to your school or does not apply.

This does not apply to our school.

Prior to [Affiliated Charter School's] conversion into an affiliated charter school, [Affiliated Charter School] had a LAUSD magnet program which had an attendance boundary for students from all over LAUSD. [Affiliated Charter School] shall continue to provide admission preference to pupils from LAUSD as determined by the magnet program and consistent with Crawford v. Board of Education court order.

Element 9 – Annual Financial Audits

District Required Language for Fiscal component will be provided at a later time and can be included in this section

Element 10 – Suspensions and Expulsions

As an affiliated charter school of the Los Angeles Unified School District, [Charter School] will follow all discipline procedures established by the District and will comply with Education Code 48900, et. seq. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

[Charter School] shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities. Charter School shall also comply with the District's Discipline Foundation policy.

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's student Information system and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

Readmission

The Charter School shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter 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's failure to implement 504?

Gun Free Schools Act

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

Element 11 – Employee Benefits

Employees of the [Charter School] will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance and all other assigned compensation and benefits.

As LAUSD employees, administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

Element 12 – Attendance Alternatives

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

Element 13 – Rights of District Employees

As an affiliated charter school, all administrators, faculty and staff of the [Charter School] are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units.

Element 14 – Mandatory Dispute Resolution

The staff of [Charter School] and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District 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 District and [Charter School] shall be resolved by a collaborative team from the Educational Service Center and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally de-livered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: [Charter School]
c/o School Director

To Director of Charter Schools: Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by Superintendent’s designee.

Element 15 – Exclusive Public School Employer

The Los Angeles Unified School District is the exclusive public school employer of the employees of the [Charter School] for the purposes of the Educational Employee Relations Act (EERA).

Element 16 – Charter School Closure

[Charter School] reverts back to a District traditional school in the event of a closure.

Revocation

The District 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 District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the [Charter School] if the District finds, through a showing of substantial evidence, that the 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 Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the [Charter School] in writing of the specific violation, and give the [Charter School] a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Closure Procedures

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when either the Charter is revoked, non-renewed by the LAUSD Board of Education, or the Charter lapses. In the event of such a Closure Action, or as soon as Charter School's site-based governance informs the District of its intent to voluntarily revert to non-charter status, the following steps are to be implemented:

1. If the affiliated Charter School's site-based governance votes to revert to non-charter status the LAUSD Board of Education will hold a public meeting officially terminating the charter. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.

2. The Charter Schools Division will notify the California Department of Education that [Charter School] has terminated its charter, and the effective date.
3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.
4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.
5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of the [Charter School] will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of the termination of the charter.

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] right to operate as a Charter School or cause [Charter School] to cease operation.

Facilities

K-12 school sites remain subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Requirements for Schools Obtaining Independent Status

In the event that [Charter School] changes its status to independent charter school, during the term of this Charter, [Charter School] shall submit a petition for material revision for District's approval. [Charter School] shall meet all requirements of an independent charter that occupies LAUSD facilities; [Charter School] shall enter into facilities use agreement with the District and adhere to District guidelines including:

- Proposed Charter School Location _____
- Names of District school sites near proposed location
- Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement

provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes. In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with another LAUSD user group, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

As a condition to the approval of the charter petition, [Charter School] will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- **Minimum Payments or Charges to be paid to LAUSD Arising From the Facilities.**
 - (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without

providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at:

www.laschools.org/employee/mo/ipm

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