



LOS ANGELES UNIFIED SCHOOL DISTRICT

TAFT CHARTER HIGH SCHOOL

A DISTRICT AFFILIATED CHARTER SCHOOL

5461 WINNETKA AVENUE, WOODLAND HILLS, CA 91364

Renewal Petition

Submitted
FEBRUARY 08, 2018

TERM OF PROPOSED CHARTER

JULY 1, 2018 TO JUNE 30, 2023

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Taft Charter High School (also referred to herein as “TCHS”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

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

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

• The contact person for Charter School is:	<i>Daniel Steiner</i>
• The address of Charter School is:	<i>5461 Winnetka Avenue, Woodland Hills, CA 91364</i>
• The phone number for Charter School is:	<i>818-227-3600</i>
• Charter School is located in LAUSD Board District:	<i>4</i>
• Charter School is located in LAUSD Local District:	<i>Northwest</i>
• The grade configuration of Charter School is:	<i>9-12</i>
• The number of students in the first year of this Charter will be:	<i>2436</i>
• The grade levels of the students in the first year will be:	<i>9-12</i>
• Charter School’s scheduled first day of instruction in 2018-2019 is:	<i>August 14, 2018</i>
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	<i>2552</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional Single Track</i>
• The bell schedule (start and end of day) for Charter School will be:	<i>Six Period Day beginning at 8:00 am and Concluding at 3:12 pm</i>
• The term of this Charter shall be from:	<i>July 1, 2018 to June 30, 2023</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

William Howard Taft High School, established in 1960, is one of over 60 comprehensive high schools in the Los Angeles Unified School District (LAUSD). William Howard Taft High School was converted to an affiliated charter, Taft Charter High School (TCHS), on July 1, 2013. TCHS will enter into a new charter July 1, 2018 for a five-year period. . The campus is located on thirty-five acres northwest of Los Angeles in the community of Woodland Hills.

TCHS is an integral part of the community it serves. As a charter school, it is essential that we project a strong educational image. Our school is associated with the charter movement which includes our community's expectations and educational environment as evidenced by the progression of other community independent and affiliated charter schools in our area. In doing so, we bridge the gap with our stakeholders. We draw more involved parents and students through word of mouth which encourages families to move into the community. As we build our charter image, so grows the community.

According to the 2016-17 Smarter Balance Assessment Achievement Data, our TCHS eleventh grade ELA SBAC scores revealed 72.83% of White students met or exceeded the standard, 59.36% of Latino students met or exceeded the standard, and 57.81% of Black students met or exceeded the standard. These scores represent 2.83% annual increase for White students, 9.36% annual increase for Latino students, and a significant 21.81% annual increase for Black students.

According to the 2016-17 Smarter Balance Assessment Achievement Data, our TCHS eleventh grade Math SBAC scores revealed 48.99% of White students met or exceeded the standard, 21.86% of Latino students met or exceeded the standard, and 20.31% of Black students met or exceeded the standard. These scores represent a 1.99% annual increase for White students, 2.14% annual decrease for Latino students, and a significant 9.31% annual increase for Black students. TCHS will make concerted efforts to lower the achievement gap.

Taft's overall graduation rate for 2015-2016 was 89.7%. This represents a markedly higher rate than LAUSD's rate of 77.0%. We will increase our school-wide graduation rate by 4% annually and increase by 2% of the significant subgroups identified by the California Dashboard.

Our A-G course completion rate for 2015-16 of 56% with a mark of C or better and we are markedly ahead of the LAUSD A-G course completion rate of 48%. A detailed description of our A-G course completion rate for 2016-17 is provided below.

SUBGROUP	A-G Completed	A-G On Track	A-G NOT ON TRACK (MISSING 1 COURSE)	A-G NOT ON TRACK (MISSING 2 COURSES)	A-G NOT ON TRACK (MISSING 3 OR MORE COURSES)	<u>TOTAL</u>
AMERICAN INDIAN/ ALASKA NATIVE		100.0%				100.0%
ASIAN		63.6%	12.6%	7.9%	15.9%	100.0%
BLACK		34.6%	14.9%	12.7%	37.7%	100.0%
LATINO	0.3%	41.3%	14.6%	11.8%	32.0%	100.0%
WHITE	0.4%	62.6%	13.8%	6.5%	16.7%	100.0%
FILIPINO		67.1%	9.8%	6.1%	17.1%	100.0%
PACIFIC ISLANDER		25.0%			75.0%	100.0%
TWO OR MORE RACES		33.3%		33.3%	33.3%	100.0%
<u>GRAND TOTAL</u>	0.3%	52.3%	13.9%	9.1%	24.4%	100.0%

We have partnered in collaboration through Core Waiver with other district high schools and are focusing on Community of Practice. This regular interaction with Jefferson High School and Gardena High School allows an exchange of best practices within the classroom that focus on core content areas. Our emphasis on student climate revolves around examining essential questions in order to allow students to analyze the necessity of the lesson. Additionally, teachers model Habits of Mind including “Persistence, Taking Responsible Risks, Listening with Understanding, Empathy, and Striving for Accuracy.” These curricular exercises allow students to develop skills that are essential to self-directed learning and post-secondary education. This focus reduces the number of disciplinary incidents by establishing expectations and keeping students engaged.

TCHS has a Teacher Librarian embraces digital citizenship. This includes equipping every student with access to the District email system, enabling students to utilize District media, such as the deep-web’s District Digital Library Resource Center. The Teacher Librarian also provides links for both students and teachers regarding tutorials on Schoology, Google Classroom, book reviews and recommendations as well as online citation tools. These efforts aim to increase a student’s digital literacy levels.

Our innovative Individual Honors (IH) Program is a self-directed language-arts, history and math program. Students take accelerated Honors and AP courses a year prior to their normally scheduled offerings. For example, 9th grade IH students will take Honors English (British Literature), a class typically reserved for 10th grade Honors students. 9th Grade students also take Honors World History or AP World History, courses regularly taken by gifted 10th grade students. The IH Program, uniquely offered at TCHS, has been touted by district officials as one of the best programs for these students in a comprehensive high school outside a highly gifted magnet.

We are one of a few schools in the San Fernando Valley that offers full video production laboratory classes where students frequently work in small groups to apply instruction and demonstrate learning through video production projects. The stages of the projects develop self-management, responsible decision-making, and relationship skills. Benefits include community college credit and increased access to networking opportunities within the entertainment industry.

Our Fashion and Business career pathway classes impart personal financial management skills including how to balance a checking account, credit instruments, reading a pay stub, filing tax returns, household budgets, investment vehicles, etc. L'Atelier, a retail boutique on campus, is the only program of its kind in LAUSD. It not only teaches students management, design and merchandising, but social and business etiquette, and communication and life skills. It is funded by L-Atelier Boutique, a shop located on campus, where gently used clothing is artfully displayed and reasonably priced. L-Atelier has been recognized by Local District Northwest of LAUSD, the San Fernando Valley Chamber of Commerce, and our staff. has received awards for their work with students toward their transition from high school to the real world of marketing and finance, including engraving their names on the Woodland Hills Walk of Fame.

We have in the past had limited participation of minority students in Advanced Placement classes. Using an approach called "Just Try One," we have individually challenged students to accept the rigors of accelerated, college-level courses. Using SBAC scores, teacher and parent recommendations, we have appealed to all subgroups to Just Try One. As a result, in 2015-16 we increased our enrollment in our Advanced Placement classes from 510 to 655 total, a 28.7% increase, which is almost $\frac{1}{3}$ of our student body. Our Black student participation has gone from 18 to 46 students and our Latino student participation has gone from 96 to 146.

STUDENT POPULATION TO BE SERVED

TCHS receives most of its local students from Woodland Hills Academy Middle School and Portola Middle School. TCHS serves grades 9-12 and will serve all four grades in the 2019-20 school year. Taft Charter High School STEAM Magnet (TCHSSM) draws gifted students from across Los Angeles. 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 Studies (SAS).

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. TCHSSM services gifted students who have applied and have been accepted into the Magnet through School Choice.

The 2016-2017 SBAC tested only English Language Arts and Mathematics.

The following are the schoolwide results:

In English Language Arts nearly 67.83% of TCHS students met or exceeded testing standards. In Mathematics 38.15% met or exceeded the standards.

TCHS proposes to target our Special Education and Socioeconomically Disadvantaged population – who did not meet the standards – especially in mathematics. We offer after-school tutoring. Teachers also offer academic support in core classes during lunch and nutrition. LAUSD subsidizes 10th grade costs for taking the PSAT. Taft independently pays for 9th and 11th grade students to take the PSAT, the results of which allow teacher, departments and counselors to address areas of particular academic concerns. We foster parental involvement, institute restorative justice practices, and also provide the Pupil Services and Attendance (PSA) Counselor and Student Support Team (SST) as preemptive, pre-referral interventions to support the academic needs of at-risk students. These strategies will target potential dropouts by developing a comprehensive support system for students to raise standardized scores and 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 thematic work in performance task/project-based instruction and assessment.
- Implement strategic wrap-around for students at risk of not graduating in four years: this includes individualized counseling, Individual Graduation Plan (IGP) counseling, attendance assistance and psychological services. Other services include credit recovery (e.g. Edgenuity and Summer School), in-class, during, and beyond the school day, and tutoring and academic support classes.

- Utilize and master existing technologies to improve communications among all stakeholders, enhance instruction and monitor student academic progress. For example, we implement an online learning management systems and grade book programs, such as Jupiter Grades, Schoology, Google Classroom, and individual teacher websites, to allow parents and students to monitor academic progress, access instructional materials, including the daily agenda and homework for courses.

TCHS' graduation rate goal is 100%. In order to achieve this, all students meet as needed 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 for the Annual and Triennial Meetings and as needed with their 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, the Diploma Plus program, dual enrollment with Pierce College classes offered at our school site.

TCHS provides free daily tutoring in core subject areas as well as providing extra tutoring and pull out sessions for at-risk students.

To support potential dropouts, TCHS implements support positions (Peer Mediation, Social Emotional Learning Modules, A-G counselor, PSA counselor, Restorative Justice). TCHS also offers online credit recovery through Edgenuity.

Counselors, teachers, and administrators of both TCHS and local feeder schools visit one another to meet and evaluate academic progress of the incoming ninth grade population to inform instruction.

Counselors, teachers, students, and administrators visit local feeder schools as well as some middle schools outside the TCHS area to target the incoming ninth grade population for enrollment. TCHS conducts tours for parents and prospective students on our campus.

GOALS AND PHILOSOPHY

Mission, Vision, and Expected Student Learning Outcomes

VISION

Taft Charter High School serves our diverse student community by preparing students for the 21st century through rigorous classes providing college and career readiness. Our students will gain the necessary academic, technological, and interpersonal skills to successfully compete in today's global society.

MISSION

Taft Charter High School will provide students with opportunities to foster their individual interests and talents through innovative programs and multi-faceted instruction allowing students to develop a voice and become lifelong learners.

EXPECTED STUDENT LEARNING OUTCOMES

Upon graduation, Taft Charter High School students will be able to:

Synthesize Creative Thought: think critically and problem solve by formulating, designing, organizing, and creating their own work through the application of theories, concepts, and analytical methods.

Demonstrate Informational Competency: find, evaluate, ethically use and communicate information through library, media, and technological literacy.

Collaborate: lead and work cooperatively with others through the use of multi-cultural awareness and interpersonal skills. Students will have respect for diversity and interact positively with people from different backgrounds and lifestyles.

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

As illustrated by the vision, mission, and the expected schoolwide 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. The College and Career Readiness class builds necessary skills to be successful in the 21st century (using technology such as 1:2 student-to-Chromebook ratio, access to two computer labs and library's digital resource center, Google Classroom, note-taking skills, close reading, academic discussions, public speaking, research skills, and interview skills). The course is designed to build students' confidence and create an overall college culture within our school to encourage students to take honors and AP classes and have other resource on campus where students feel supported and cared for on campus. These skills will encourage students to be self-motivated, competent,

and lifelong learners.

How Learning Best Occurs

Differentiated instruction – students are provided different opportunities for different avenues for learning in the same classroom.

Project Based Learning – learning accommodates students’ diverse learning needs and prepare students for the workplace by teaching students to collaborate with group members, practice social and communication skills, time management, decision making, problem solving, and workplace habits.

Habits of Mind – provide the students with skills to work through real life situations, equip them to respond using awareness (cues, thought, and intentional strategies in order to gain a positive outcome).

Communities of Practice – Educators collaborate with other educators to share best practices, as well instructional materials, build a sense of community and establish professional standards for the Teaching Performance Expectations (TPE’s).

Purposeful grouping – allow the teacher to provide personalized instruction in the general education setting. It can help the teacher design lesson plans that set up all students for success, including those struggling with particular skills from the curriculum.

Constructivism – Vygotsky’s Social Learning Theory – Effective learning happens through an interactive process of discussion, negotiation and sharing between the educator and students.

Social and Emotional Learning – the process through which educators and students acquire and effectively apply the knowledge, attitudes, and skills necessary to manage emotions, set and achieve positive skills, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Based upon the above current learning theories and concepts, TCHS believes the best learning occurs in environments where . . .

- A full-time nurse is on campus to provide medical attention as needed to enhance the safety of the stakeholder groups on campus
- 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
- Purposeful grouping is used to differentiate instruction
- Student dialogue and engagement are key to mastery
- A variety of strategies is used to build understanding and proficiency
- Ongoing 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.

With the integration of these theories and concepts, TCHS's community from at risk to Magnet students acknowledges gender differences and reaffirms their cultural, ethnic and linguistic heritages. Many effective instructional approaches build on student's backgrounds to further the development of their abilities and will be prepared them to take on the challenges of an ever-evolving global society. Of critical importance is recognizing that the use of effectual instructional practices as demonstrated by research, which will approve achievement for all children.

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(e).)

LCFF STATE PRIORITIES

GOAL #1

100% Graduation --Taft will increase the number of students who successfully complete high school college and career ready. This will be done through a variety of counseling and monitoring processes especially through attendance as well as good first teaching.

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

-

Specific Annual Actions to Achieve Goal

School Autonomy-Provide additional budget autonomy to schools to support the academic plan on each campus. This school will increase the graduation rate by 2% annually school wide, by 1-2% for Foster Youth, and by 3 annually for any other subgroup below the school wide rate.

Additional School Programs/Actions-The school will purchase additional counselors and Counselor X-Time to provide services and strategies to students to ensure student completion of A-G courses and to lower dropout rates for Low-income, English Learners, Foster Youth, and RFEF students.

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: Graduation Rate for All Schools

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	91%	93%	95%	97%	99%	100%
English Learners	80%	82%	84%	86%	88%	90%
Socioeconomically Disadvantaged Students	90%	92%	94%	96%	98%	100%
Foster Youth	72%	74%	76%	78%	80%	82%
Students with Disabilities	85%	87%	89%	91%	93%	95%
African American Students	86%	88%	90%	92%	94%	96%
American Indian/Alaska Native Students	85%	87%	89%	91%	93%	95%
Asian Students	90%	92%	94%	96%	98%	100%
Filipino Students	87%	89%	91%	93%	95%	97%
Latino Students	80%	82%	84%	86%	88%	90%
Native Hawaiian/Pacific Islander Students	85%	87%	89%	91%	93%	95%
Students of Two or More Races	87%	89%	91%	93%	95%	97%
White Students	91%	93%	95%	97%	99%	100%

Outcome #2:

Metric/Method for Measuring: Percentage of High School Students on Track for A-G

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	77%	79%	81%	83%	85%	87%
English Learners	52%	54%	56%	58%	60%	62%
Socioeconomically Disadvantaged Students	72%	74%	76%	78%	80%	82%
Foster Youth	72%	74%	76%	78%	80%	82%
Students with Disabilities	52%	54%	56%	58%	60%	62%
African American Students	69%	71%	73%	75%	77%	79%
American Indian/Alaska Native Students	70%	72%	74%	76%	78%	80%
Asian Students	79%	81%	83%	85%	87%	89%
Filipino Students	75%	77%	79%	81%	83%	85%
Latino Students	55%	57%	59%	61%	63%	65%
Native Hawaiian/Pacific Islander Students	75%	77%	79%	81%	83%	85%
Students of Two or More Races	78%	80%	82%	84%	85%	88%
White Students	79%	81%	83%	85%	87%	89%

Outcome #3:

Metric/Method for Measuring: High School Dropout Rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	7%	6%	5%	4%	3%	2%
English Learners	7%	6%	5%	4%	3%	2%
Socioeconomically Disadvantaged Students	7%	6%	5%	4%	3%	2%
Foster Youth	7%	6%	5%	4%	3%	2%
Students with Disabilities	8%	7%	6%	5%	4%	3%
African American Students	8%	7%	6%	5%	4%	3%
American Indian/Alaska Native Students	6%	5%	4%	3%	2%	1%
Asian Students	3%	2%	1%	0%	0%	0%
Filipino Students	10%	9%	8%	7%	6%	5%
Latino Students	7%	6%	5%	4%	3%	2%
Native Hawaiian/Pacific Islander Students	7%	6%	5%	4%	3%	2%
Students of Two or More Races	7%	6%	5%	4%	3%	2%
White Students	6%	5%	4%	3%	2%	1%

Outcome #4:**Metric/Method for Measuring:** Percentage of AP Exam Takers passing with 3 or above

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	72%	74%	76%	78%	80%	82%
English Learners	6%	8%	10%	12%	14%	16%
Socioeconomically Disadvantaged Students	55%	57%	59%	61%	63%	65%
Foster Youth	52%	54%	56%	58%	60%	62%
Students with Disabilities	11%	13%	15%	17%	19%	21%
African American Students	38%	40%	42%	44%	46%	48%
American Indian/Alaska Native Students	55%	57%	59%	61%	63%	65%
Asian Students	85%	87%	89%	91%	93%	95%
Filipino Students	45%	47%	49%	51%	53%	55%
Latino Students	35%	37%	39%	41%	43%	45%
Native Hawaiian/Pacific Islander Students	50%	52%	54%	56%	58%	60%
Students of Two or More Races	65%	67%	69%	71%	73%	75%
White Students	80%	82%	84%	86%	88%	90%

Outcome #5:**Metric/Method for Measuring:** Percentage of Students Demonstrating College Preparedness as measured by the EAP ELA assessment

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	62%	64%	66%	68%	70%	72%
English Learners	6%	8%	10%	12%	14%	16%
Socioeconomically Disadvantaged Students	55%	57%	59%	60%	62%	64%
Foster Youth	52%	54%	56%	58%	60%	62%
Students with Disabilities	11%	13%	15%	17%	19%	21%
African American Students	38%	41%	43%	45%	47%	49%
American Indian/Alaska Native Students	45%	47%	49%	51%	53%	55%
Asian Students	80%	82%	84%	86%	88%	90%
Filipino Students	75%	77%	79%	81%	83%	85%
Latino Students	60%	62%	64%	66%	68%	70%
Native Hawaiian/Pacific Islander Students	77%	79%	81%	83%	85%	87%
Students of Two or More Races	75%	77%	79%	81%	83%	85%
White Students	81%	83%	85%	87%	89%	91%

Outcome #6:**Metric/Method for Measuring:** Percentage of Students Demonstrating College Preparedness as measured by the EAP Math assessment

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	37%	39%	41%	43%	45%	47%
English Learners	11%	13%	15%	17%	19%	21%
Socioeconomically Disadvantaged Students	33%	35%	37%	39%	41%	43%
Foster Youth	2%	4%	6%	8%	10%	12%
Students with Disabilities	4%	6%	8%	10%	12%	14%
African American Students	12%	14%	16%	18%	20%	22%
American Indian/Alaska Native Students	28%	30%	32%	34%	36%	38%
Asian Students	65%	67%	69%	71%	73%	75%
Filipino Students	35%	37%	39%	41%	43%	45%
Latino Students	25%	27%	29%	31%	33%	35%
Native Hawaiian/Pacific Islander Students	45%	47%	49%	51%	53%	55%
Students of Two or More Races	45%	47%	49%	51%	53%	55%
White Students	45%	47%	49%	51%	53%	55%

Outcome #7:**Metric/Method for Measuring:** Federal Application for Free Student Aid (FAFSA) Completion Rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	71%	73%	75%	77%	79%	81%
English Learners	5%	7%	9%	11%	13%	15%
Socioeconomically Disadvantaged Students	65%	67%	69%	71%	73%	74%
Foster Youth	70%	72%	74%	76%	78%	80%
Students with Disabilities	30%	32%	34%	36%	38%	40%
African American Students	30%	32%	34%	36%	38%	40%
American Indian/Alaska Native Students	40%	42%	44%	46%	48%	50%
Asian Students	80%	82%	84%	86%	88%	90%
Filipino Students	65%	67%	69%	71%	73%	75%
Latino Students	45%	47%	49%	51%	53%	55%
Native Hawaiian/Pacific Islander Students	55%	57%	59%	61%	63%	65%
Students of Two or More Races	65%	67%	69%	71%	73%	75%
White Students	82%	84%	86%	88%	91%	93%

GOAL #2

Proficiency for All-- Taft will Increase the number of students who score “MET” or “EXCEEDED” on both the English Language Arts and Math sections of the CAASPP and also continue to maintain and increase our reclassification rate of English Learners. We will expand our use of equipment and technology in many forms to help increase fulfilling both of these students’ areas in a timely manner.

Related State Priorities:		
<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8
<input type="checkbox"/> 3	<input type="checkbox"/> 6	
Local Priorities:		
<input type="checkbox"/>		
<input type="checkbox"/>		

Specific Annual Actions to Achieve Goal

See LAUSD LCAP.

The District has allocated the following general fund staffing and resources to the school, based on the school’s enrollment and/or other factors, necessary for administering and implementing the school’s core

educational programs and services as well as operating the school:

- Principal (1 FTE)
- APSCS (1FTE)
- AP (3 FTEs)
- Teachers (69 FTEs)
- School Administrative Assistant (1 FTE)
- Senior Office Technician (2 FTEs)
- Office Technician (3 FTEs)
- Itinerant Nurse (.20 FTEs)
- Itinerant Psychologist (.02 FTEs)
- Day to Day Substitutes
- Temporary Personnel
- Clerical Substitutes, overtime, and Z-time
- Maintenance and Operations Supplies

Instructional Materials (IMA) (some IMA expenditures of total allocation are included separately in Implementation of State Standards – English Language Arts below)

Additionally, the school provided Tuition reimbursement for those teachers and administrators who were clearing their credentials.

Also, books were provided for specific AP classes to help the students pass their respective AP exam.

The school also provided Administrative X-Time for our administrative team to oversee our Credit Recovery programs.

See LAUSD LCAP.

The District has allocated the following staffing and resources to the school necessary for administering and implementing the school’s core educational programs and services for

students with disabilities:

- Resource Specialist Teacher
- Substitute coverage for teachers to attend IEP meetings

Additionally, the school will provide professional development opportunities to:

- Participate in on-site literacy expert support and peer coaching (Teacher X-Time) to evaluate, plan, and refine research-based reading intervention strategies and activities to meet the individual literacy development needs of struggling students

See LAUSD LCAP. See also Implementation of State Standards – English Language Arts provisions above.

Additionally, the school will provide professional development opportunities for teachers to:

- Participate in on-site peer planning and coaching (Day-to- Day Substitutes for release time and Teacher X-Time) to evaluate, plan, and refine research-based problem-solving strategies and activities, including high-quality implementation of the new district math curricula and supplemental books and materials to meet the individual needs of at risk students.
- The school provided Tutor Teacher X-Time for teachers to tutor students in Core subjects after school to increase A-G course passage
- Provide a Categorical Programs Adviser to assist in planning Professional Development for teachers and staff
- Provide an Instructional Aide to help students access the core curricula in smaller groups for better access
- Provide Software licenses for software cardinal to ELA instruction
- Provide Teacher Auxiliaries in English, Social Science, Science, World Languages, Physical Education, and Math to help reduce class size and allow for more individualized instruction.
- Participate in research-based conferences off site and off track (Mileage, Staff Conference Attendance, PD Teacher Regular, Professional Development) toward finding and using Best practice skills for our students to complete successfully their A-G coursework toward graduation

Additionally, for English learners, the school will:

- Provide additional support through counseling and supplies:
 - Additional Counseling support outside the normal counseling day with Counselor X-Time IMA and General Supplies to meet the needs of students gaining insights into state aligned standard based curricula

See LAUSD LCAP

Additionally, for English learners, the school will:

- Provide additional support through counseling and supplies:
- Additional Counseling support outside the normal counseling day with Counselor X-Time
- Additional Counselors to provide more individualized counseling time for students and families
- Provide a Targeted Student Populations Programs Adviser to work on the needs of English Learners
- IMA and General Supplies to meet the needs of students gaining insights into state aligned standard based curricula

See LAUSD LCAP

Additionally, for English learners, the school will:

- Provide a Bilingual Teacher Assistant Degree Track to assure English Learners access to core content in English and Math through primary language support and differentiated instruction given under the direct supervision of a highly qualified monolingual teacher.

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: Smarter Balanced Assessment Consortium (SBAC) Assessment English Language Arts Proficiency Rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	67.83%	69.83%	71.83%	73.83%	75.83%	77.83%
English Learners	3.23%	5.23%	7.23%	9.23%	11.23%	13.23%
Socioeconomically Disadvantaged Students	60.46%	62.46%	64.46%	66.46%	68.46%	70.46%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	22.22%	24.22%	26.22%	28.22%	30.22%	32.22%
African American Students	57.81%	59.81%	61.81%	63.81%	65.81%	67.81%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	83.33%	85.33%	87.33%	89.33%	91.33%	93.33%
Filipino Students	66.67%	68.67%	70.67%	72.67%	74.67%	76.67%
Latino Students	59.36%	61.36%	63.36%	65.36%	67.36%	69.36%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A

White Students	72.83%	74.83%	76.83%	78.83%	80.83%	82.83%
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Outcome #2:
Metric/Method for Measuring: Smarter Balanced Assessment Consortium (SBAC) Assessment Mathematics Proficiency Rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	38.15%	40.15%	42.15%	44.15%	46.15%	48.15%
English Learners	15.38%	17.38%	19.38%	21.38%	23.38%	25.38%
Socioeconomically Disadvantaged Students	29.87%	31.87%	33.87%	35.87%	37.87%	39.87%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	3.17%	5.17%	7.17%	9.17%	11.17%	13.17%
African American Students	20.31%	22.31%	24.31%	26.31%	28.31%	30.31%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	69.44%	71.44%	73.44%	75.44%	77.44%	79.44%
Filipino Students	46.67%	48.67%	50.67%	52.67%	54.67%	56.67%
Latino Students	21.86%	23.86%	25.86%	27.86%	29.86%	31.86%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	48.99%	50.99%	52.99%	54.99%	56.99%	58.99%

Outcome #3:
Metric/Method for Measuring: English Learners Reclassification Rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	22%	24%	26%	28%	30%	32%
English Learners	22%	24%	26%	28%	30%	32%
Socioeconomically Disadvantaged Students	20%	22%	24%	26%	28%	30%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	10%	12%	14%	16%	18%	20%
African American Students	0%	2%	4%	6%	8%	10%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	50%	52%	54%	56%	58%	60%

Filipino Students	40%	42%	44%	46%	48%	50%
Latino Students	25%	27%	29%	31%	33%	35%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	35%	37%	39%	41%	43%	45%
White Students	50%	52%	54%	56%	58%	60%

Outcome #4:

Metric/Method for Measuring: Rate of English Learners Making Annual Progress on California English Language Development Test (CELDT)-(AMAO1) (The state is moving to the ELPAC and Dashboard data on Reclassification).

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	58%	60%	62%	64%	66%	68%
English Learners	58%	60%	64%	66%	68%	70%
Socioeconomically Disadvantaged Students	55%	57%	59%	61%	63%	65%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	30%	32%	34%	36%	38%	40%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	80%	82%	84%	86%	88%	90%
Latino Students	60%	62%	64%	66%	68%	70%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	60%	62%	64%	66%	68%	70%
White Students	80%	82%	84%	86%	88%	90%

Outcome #5:

Metric/Method for Measuring: Rate of English Learners who have not reclassified in 5 years (LTEL)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	32%	30%	28%	26%	24%	22%
English Learners	32%	30%	28%	26%	24%	22%
Socioeconomically Disadvantaged Students	30%	28%	26%	24%	22%	20%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	70%	68%	66%	64%	62%	60%

African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	25%	23%	21%	19%	17%	15%
Filipino Students	20%	18%	16%	14%	12%	10%
Latino Students	60%	58%	56%	54%	52%	50%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	45%	43%	41%	39%	37%	35%
White Students	30%	28%	26%	24%	22%	20%

GOAL #3	
<p>100% Attendance--Taft will Increase student attendance and support student learning with a matching decrease in chronic absenteeism. We plan to create and support important positive steps in a student's academic career including, but not limited to, Dean's list and Principal's list of high achieving students, recognition of student low absenteeism, and recognition of student participation in athletics.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p>See LAUSD LCAP.</p> <p>Additionally, for low income and foster youth, the school will:</p> <ul style="list-style-type: none"> • Provide additional counseling services specifically to serve the unique and individual needs of low income students and foster youth <p>See LAUSD LCAP.</p> <p>Additionally, the school will:</p> <ul style="list-style-type: none"> • Promote and strengthen the home-school partnership through programs and activities implemented by the Parent Community Representatives (see Parent and Family Involvement provisions above) <p>See LAUSD LCAP.</p> <p>Targeted Supports to Increase Student Engagement at campuses of highest need</p> <ul style="list-style-type: none"> • Resources provided to school sites to receive clerical support, registration time, custodial, maintenance, nurses, psychologists and additional support personnel 	
Expected Annual Measurable Outcomes	
<p>Outcome #1:</p> <p>Metric/Method for Measuring: Percentage of students attending 173-180 days each school</p>	

year (96% attendance rate)						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	96%	98%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	77%	79%	81%	83%	85%	87%
Students with Disabilities	95%	97%	99%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	99%	100%	100%	100%	100%	100%
Latino Students	90%	92%	94%	96%	98%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	99%	100%	100%	100%	100%	100%
White Students	99%	100%	100%	100%	100%	100%

Outcome #2:

Metric/Method for Measuring: Percentage rate of Students Missing 16 days or more each school year

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0.1	0	0	0	0	0
English Learners	4	2	0	0	0	0
Socioeconomically Disadvantaged Students	0.5	0.3	0.1	0	0	0
Foster Youth	20	18	16	14	12	10
Students with Disabilities	5	3	1	0	0	0
African American Students	0.1	0	0	0	0	0
American Indian/Alaska Native Students	0	0	0	0	0	0
Asian Students	0.1	0	0	0	0	0
Filipino Students	0.1	0	0	0	0	0
Latino Students	2	0	0	0	0	0
Native Hawaiian/Pacific Islander Students	0.1	0	0	0	0	0
Students of Two or More Races	0.2	0	0	0	0	0
White Students	1	0	0	0	0	0

GOAL #4

Parent, Community, and Student Engagement--Taft will increase the number of parents who provide input about school conditions, support student learning at home and school, and increase student engagement. Parent and Family workshops and speakers will be focused on these areas with an eye toward increased parental participation in their student's life.

Related State Priorities:		
<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 6	
Local Priorities:		
<input type="checkbox"/>		
<input type="checkbox"/>		

Specific Annual Actions to Achieve Goal

See LAUSD LCAP.

Parent and Family Involvement:

- The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.
 - More parents believe that “I am a partner with this school in decisions made about my child’s education”
 - More parents believe that “The school provides me with information (verbal and written) I can understand.”
 - More parents believe “School staff takes my concerns seriously.”
 - More parents believe “This school provides opportunities to help me support my child’s learning.”
- The school provided Community Representatives who developed and implemented programs for parents, including literacy and mathematics workshops to help parents support their children’s academic progress at home and serve as liaison to build strong partnership between home and school and Advisory Committee expenses are used to provide snacks for these programs.
- Taft provided clerical overtime to send out meeting notices for parent meetings.
- Provide custodial overtime and Maintenance and Operations Supplies to make sure the areas for meetings and workshops are cleaned and maintained.

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: Percentage of students who feel a part of their school (question on School Experience Survey)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	51%	53%	55%	57%	59%	61%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A

Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2:

Metric/Method for Measuring: Percentage of parents completing the School Experience Survey annually

APPLICABLE GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Parents (Schoolwide)	75%	77%	79%	81%	83%	85%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3:

Metric/Method for Measuring: Percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually

APPLICABLE GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Parents (Schoolwide)	15%	17%	19%	21%	23%	25%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A

Students						
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

GOAL #5	
<p><i>Ensure School Safety--Taft will sustain and continue providing targeted reductions in student subgroups in regard to student suspensions. We will also continue to reduce the number of instructional days lost to suspensions. Taft will also continue to maintain a safe and positive school environment.</i></p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<p>See LAUSD LCAP.</p> <p>NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including “services” as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school’s LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.</p> <p>Additionally, the school will:</p> <ul style="list-style-type: none"> ● Implement a Peer Mediation program that trains and supports student leaders in serving as “Peacemakers” to help prevent, de-escalate, and resolve conflicts ● Campus Aide – Provide a safe environment of youth <p>Targeted Supports for School Climate/Safety –</p> <p>Please see LAUSD LCAP.</p>	

Expected Annual Measurable Outcomes

Outcome #1:
Metric/Method for Measuring: Single Day Suspension Rate

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	1.2%	1%	0.8%	0.6%	0.4%	0.2%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0.7%	0.5%	0.3%	0.1%	0%	0%
Foster Youth	0%	0%	0%	0%	0%	0%
Students with Disabilities	0.2%	0%	0%	0%	0%	0%
African American Students	0.24%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0.35%	0.15%	0%	0%	0%	0%
Latino Students	0.1%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	0.2%	0%	0%	0%	0%	0%
White Students	0.3%	0.1%	0%	0%	0%	0%

Outcome #2:
Metric/Method for Measuring: Number of Instructional Days Lost to Suspension

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	57	55	53	51	49	47
English Learners	6	4	2	0	0	0
Socioeconomically Disadvantaged Students	34	32	30	28	27	25
Foster Youth	1	0	0	0	0	0
Students with Disabilities	16	14	12	10	8	6
African American Students	19	17	15	13	11	9
American Indian/Alaska Native Students	0	0	0	0	0	0
Asian Students	0	0	0	0	0	0
Filipino Students	11	9	7	5	3	1
Latino Students	12	10	8	6	4	2
Native Hawaiian/Pacific Islander Students	0	0	0	0	0	0
Students of Two or More Races	25	23	21	19	17	15

White Students	20	18	16	14	12	10
Outcome #3:						
Metric/Method for Measuring: Expulsion Rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	0.1%	.08%	.06%	.04%	.02%	0%
White Students	0.1%	.08%	.06%	.04%	.02%	0%

Outcome #4:						
Metric/Method for Measuring: Percentage of students who feel safe on school grounds						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	67%	72%	77%	82%	86%	91%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

GOAL #6

Provide for Basic Services--Taft will provide basic services for our students and school. We will assign 100% of our teachers in accordance with their credentials including EL authorizations, give them access to 100% standards aligned instructional materials necessary for a fully functional educational program, and maintain our campus for an overall "good" rating of our school facilities.

Related State Priorities:		
<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8
<input type="checkbox"/> 3	<input type="checkbox"/> 6	
Local Priorities:		
<input type="checkbox"/>		
<input type="checkbox"/>		

Specific Annual Actions to Achieve Goal

See LAUSD LCAP.

NOTE: The District LCAP provides most of the relevant information for Section 2 of this LCAP. As an LAUSD affiliated charter school, the school receives from the District many of the resources necessary to operate the school, including "services" as the term is defined in the LCAP regulations. Section 2 of the District LCAP therefore is incorporated by reference herein; this section of the school's LCAP directly addresses only those actions and services corresponding to funds allocated to and budgeted by the school as a District affiliated charter school.

See LAUSD LCAP.

Additionally, the school will:

- Provide new software for use in Math classes, the school library, and English classes which aligns to the Common Core frameworks.

See LAUSD LCAP.

- The District has allocated the following general fund staffing and resources to the school, based on the school's enrollment and/or other factors, for purposes of maintaining and operating the school facilities:
 - Plant Manager
 - Buildings and Grounds Worker
- Maintenance and Operations Supplies – e.g., bathroom and cleaning supplies and tools
- The school also provided desktop computers and chrome books for each teacher and classroom to assist in the day to day school information and operation
- Centralized Support and Resources– Accounting, Human Resources and additional administrative support received by LAUSD Central office.

Expected Annual Measurable Outcomes

Outcome #1:
Metric/Method for Measuring: Percentage of teachers that are appropriately credentialed for the students they are assigned to teach

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Outcome #2:
Metric/Method for Measuring: Percentage of teachers completing the Educator Development and Support: Teachers (EDST)

APPLICABLE GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Teachers (Schoolwide)	20%	20%	20%	20%	20%	20%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3:**Metric/Method for Measuring:** Percentage of school-based staff attending 96% or above

APPLICABLE GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Staff (Schoolwide)	73%	75%	77%	79%	81%	83%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #4:**Metric/Method for Measuring:** Percentage of schools providing students with standards based instructional materials by meeting the Williams Act requirements

APPLICABLE GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Schools	100%	100%	100%	100%	100%	100%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #5:**Metric/Method for Measuring:** Percentage of facilities that are in good repair

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Facilities (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

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 schoolwide 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. The College and Career Readiness class builds necessary skills to be successful in the 21st century (using technology such as 1:2 student-to-Chromebook ratio, access to two computer labs and library's digital resource center, Google Classroom, note-taking skills, close reading, academic discussions, public speaking, research skills, and interview skills). The course is designed to build students' confidence and create an overall college culture within our school to encourage students to take honors and AP classes and have other resource on campus where students feel supported and cared for on campus. These skills will encourage students to be self-motivated, competent, and lifelong learners.

To develop confidence, teachers implement Habits of Mind, allow students time to formulate responses in pairs or small group before responding to an inquiry, apply past knowledge to new situations or new content, encourage opportunities for the expression their opinions and relate content to their own experiences. Additionally, teachers and counselors seek out and respond to student social and emotional needs.

To develop motivation, teachers implement of Habits of Mind and other instructional constructs, including goal setting, instant feedback and reinforcement, and support students' efforts to achieve their goals. We also encourage students to take initiative, embrace creativity and expression, participate in extracurricular activities and service-learning projects.

INSTRUCTIONAL DESIGN

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

The Dual Exceptional Program has been approved. It will start August 14 2018 and will include approximately 20 students, many of which have learning disabilities in addition to being highly gifted. Students will be located in a specific location on campus. The program will emphasize individualized instruction that will address unique learning needs.

TCHS enrolled 2,316 students in the 2017-18 academic year.

To encourage the highest achievement of every student, each subject area, course, and/or program follows the academic standards as defined by the Common Core ELA, Next Generation Science Standards (NGSS), and ELD standards embraced by the State of California. These standards will 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, which reflects the knowledge and skills that young people need for success in college and careers in the twenty-first century. Textbooks are state and district approved, aligned to the Common Core, and augmented with digital components. In addition, specific programs follow career technical education standards as defined by the Perkins program. The Perkins program is a grant given to schools to fund technical education which aligns to programs such as our Arts, Media, Entertainment, Manufacturing, Product Development, and Fashion and Design departments and classes.

TCHS and TCHSSM apply the knowledge and skills needed to be aligned with the Common Core State Standards. Students need to apply learning outcomes to real world situations, using critical thinking, creativity, communication, collaboration, the utilization of technology, and research.

Most classrooms display essential questions, the agenda, standards, and the Expected Student Learning Outcomes (SLO). 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 think/pair/share, numbered heads together, Socratic seminars, whole-class discussions, and cooperative and intentional groupings. Through these techniques, teachers address the SLOs for collaborative and cooperative learning, critical and creative thinking, and the development of communication skills.

The school library media center program facilitates around the clock access to peer-reviewed curricula, information and educational materials found on TCHS's website and the district's databases. The center serves as a hub for integrated learning. 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. Our school library program serves as a transformational element to learning, making information and information sharing a priority for both students and teachers.

TCHS has a single small learning community called Humanitas for specialized learning pedagogy. This program is basically a school within a school carrying its own coordinator and teaching staff. Humanitas has been using the pedagogy copied by Common Core for over twenty-five years. Humanitas' program has pioneered the use of collaborative, writing intensive, thematically taught, interdisciplinary, project-based learning to prepare students for the rigor of post-secondary education. Humanitas combines the arts with various core classes in a project-based learning environment. Students will engage in real-world problem solving, project-based learning as they develop skills necessary to become part of competitive global workforce.

In any of our Career Technical Education (CTE) classes, one can observe progressive application of real-world robotics and engineering constructs capable of modeling industry technology and processes. At TCHS, technology empowers students to use the Internet to make global connections using Google Classroom and Schoology. The application of technology magnifies the interests of students and meets the challenges of a global society.

All 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, World Languages and Cultures, and the Visual and Performing Arts. No student is denied access to any class; however, the counseling office provides parents and students with guidance regarding prerequisites and standards for success.

In order to meet the needs of promising underachieving students, an academically enriched program was developed. This academically enriched program is designed to help students transition from regular classes into Honors and AP courses.

TCHS' students with an active IEP 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. Students are either programmed into our SDC program for Special Day classes or students who are listed needing RSP

services are mainstreamed into regular classes with a special RSP teacher providing additional support. Special Education aides are provided in many classrooms to assist students in their learning.

Our Deaf and Hard of Hearing Program is a Total Communication program that incorporates American Sign Language as part of its rigorous program. The program uses speaking, listening, reading and writing to assist students in accessing the curriculum while facilitating communication with other 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 program, students receive direct, differentiated core content instruction 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 and also benefit from being included in electives and physical education. The students who are fully included in mainstream classes access the curriculum and incidental learning through the use of educational interpreting services, which are provided by certified educational interpreters. Signing 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).

Based on the percentages of subgroups found in AP and Honors courses, the African-American and Hispanic populations are underrepresented in advanced classes while the Asian and white populations constitute the majority of students. However, four months ago, TCHS has launched a vigorous program to alleviate this problem: ***Just Try One***. Students are tracked by LAUSD and the program is in its infancy. Consequently, data is unavailable at this time. Taft teachers and counselors actively identify underrepresented minority students who have the potential to take these classes and urge them to consider taking advanced classes. Many of these students have met the requirements to take these classes but feel intimidated by the workload. Some students may not technically meet the requirements but have exhibited behavior that may lead the teachers to believe that they possess the ability to be successful. These students are encouraged to challenge themselves by taking these upper level classes. In either case, personal contact is an important factor in reaching these students.

All students at TCHS have access to the school's entire program where eligible. 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 an Individual Graduation Plan (IGP). They continue to regularly monitor students' progress throughout their time at our school to ensure that when they graduate they will have the required skills and credits to pursue their post-secondary plans.

The Community Outreach Charter Committee directs outreach to prospective ninth graders at the feeder schools to inform students of our many and varied academic and vocational programs. 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.

During the summer prior to entering ninth grade, all incoming freshmen are offered a one-week, 12.5 hours “Boot Camp” that prepares them for a smooth transition and academic success at our schools. Students are introduced to TCHS’s culture and programs as well as school-wide expectations, including school policies on attendance and discipline.

Preparation for post-secondary education includes scheduling students into appropriately challenging academic classes. All students are enrolled in A-G classes to prepare for post-secondary education. As of January 2018, 85.3% of TCHS’s students are on track to complete their A-G courses in four years. This rate has increased from 63% during Fall semester 2017 and will continue to increase once outside transcripts are included and students’ complete final graduation requirements such as service learning and Health class.

At the beginning of every semester, teachers provide students and families with a course 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 College and Career Readiness course in addition to the freshman “Boot Camp” offered during the summer. All students are given equal opportunity to utilize online College Preparatory software (Naviance) to explore career interests and academic options.

The Special Education office, on campus, provides support and services for students with special needs. Individual Education Plans (IEPs) assure regular monitoring and evaluation of progress. As mentioned, 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. 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.

TCHS recently has begun providing the PSAT to all ninth through eleventh grade students free of charge. These scores provide important scholastic data for the school to inform individual classroom instruction.

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. Cinema students study the odyssey of American films throughout movie history. Career-related post-secondary connections are made through tours and speakers working in the industry and local fine arts schools.

Communication between stakeholders is critical for maintaining and monitoring student progress. Frequent phone calls and emails are sent to our families concerning student performance. 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, emails, and school website throughout the year. All of our educational staff use an online grading program. The use of these programs facilitates parent-teacher-student communication regarding academic progress. It also provides an accurate day to day picture of a student's grade available to both student and parent upon login.

Many teachers maintain individual websites and online classrooms to conduct instruction and to communicate with students and families where they post assignments, the daily agenda, homework, and grades. This also allows students to keep up with the instruction and assignments when absent. Research supports the efficacy of this pedagogy, and as class sizes increase, more teachers find website development helps address the needs of all students. TCHS provides access to a computer and the internet through ***Sprint's 1 Million Project***. 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-to-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.

Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

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.

English Language Arts: Curricular instructional materials include the LAUSD-provided Pearson MyPerspectives textbook and ancillary curricular materials. For intervention, we offer after-school tutoring in ELA and also credit recovery through EDGENUITY after school, weekends, and vacation periods. Innovative elements of the curricular program feature opportunities for our advanced students to take Honors British Literature in the 9th grade. Additionally, advanced students can take Honors American Literature in the 10th grade. Both Honors British Literature and Honors American Literature are typically offered to students in the 11th and 12th grades, respectively. This innovative program opens up the opportunity for Advanced Placement courses as Juniors and Seniors. We offer unrestricted access to higher level courses including Honors and Advanced Placement classes. Many of our teachers are Google Classroom trained and certified and utilize technology in the classroom, including Chromebooks, class websites and a variety of educational curricular applications and software. All disciplines are working toward competence in social and emotional learning, which is the process by which students and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for other, establish and maintain positive relationships, and make responsible decisions.

English Language Development: Curricular instructional materials include the LAUSD provided EDGE ELD 1-4 materials, English 3D for the L and L classes, Reader's Handbook, and Write Source for the advanced ELD courses. For intervention towards reclassification, we are using NEWSELA PRO and READTHEORY.org online to help assist our students in Reading Inventory preparation. Innovative elements of the curricular program feature integrated ELD courses in all core curricula classes through advanced levels (e.g. SH Algebra II, SH Chemistry, SH Physics). We have specialized designated ELD courses specifically targeted to our Deaf and Hard of Hearing (DHH) and SPED students that individualizes instruction toward reclassification. All disciplines are working toward competence in social and emotional learning, which is the process by which students and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals,

feel and show empathy for other, establish and maintain positive relationships, and make responsible decisions.

Mathematics: Algebra 1, Geometry, and Algebra 2 classes are using the Big Ideas Math Series: A Common Core Curriculum. Teachers are able to create worksheets and tests from the online resources available that relate to Common Core standards. To assist students with the calculator portion of the SBAC, we have expanded classroom usage of calculators to all levels of math beginning with Algebra 1. Teachers have been trained in the usage of an application used on the SCBAC called Desmos to assist students with graphing. We have also used Kahoot to engage students in learning particular topics. Because we believed many students were struggling with basic concepts, we are using ALEKS in Algebra 1 as a way to bridge the gap in knowledge. All disciplines are working toward competence in social and emotional learning, which is the process by which students and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for other, establish and maintain positive relationships, and make responsible decisions.

History/Social Science: Curricular instructional materials include the LAUSD-provided Pearson published Advanced Placement textbooks and McGraw Hill published textbooks and ancillary curricular materials which include Virtual Reality, online platforms that connect students to the instruction, real-life applications and global perspectives. For intervention, we offer after-school tutoring in ELA and also credit recovery through EDGENUITY after school, weekends, and vacation periods. Innovative elements of the curricular program feature opportunities for unrestricted access to higher level courses including Honors and Advanced Placement classes. There are also a multitude of elective courses that are A-G-compliant such as African American Studies, Ancient Civilization, Sociology, and Psychology. Many of our teachers are Google Classroom trained and utilize technology in the classroom, including Chromebooks, class websites and a variety of educational curricular applications and software. All disciplines are working toward competence in social and emotional learning, which is the process by which students and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for other, establish and maintain positive relationships, and make responsible decisions.

Science: Using project "Lead The Way" for the curriculum which includes designing and flying drones for engineering designing a 3D printed vessel for our first annual race in a regatta. We are developing scale prototypes produced from 3D printing, welding and integrated computer manufacturing. Students are receiving industry certification in solid works autodesk inventor and master cam CAD design. We use vex robotic materials for principles of engineering curriculum and Taft Charter High School Vex robotics team.

We are incorporating a brand-new wind tunnel into our aeronautics engineering design curriculum. All disciplines are working toward competence in social and emotional learning, which is the process by which students and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for other, establish and maintain positive relationships, and make responsible decisions.

Visual and Performing Arts: Fashion; Film; Theatre – The Theatre department performs two annual theatrical productions, typically a Drama in the Fall and a Comedy or a Musical., Visual and Performing Arts offer CTE classes with various strands (Digital Media, Engineering, Fashion, Visual and Performance Arts, Production and Managerial Arts, Gaming, and Photography). The L'Atelier Program allows students to participate in both creative and management components of the business activity by providing students an opportunity to design, create, exhibit, influence, market and manage the life cycle of the fashion industry. In Video Production and Photography offers courses that teach digital and media awareness as well as offering courses that provide dual credit with Pierce College for Digital Media and Production and Managerial Arts. All disciplines are working toward competence in social and emotional learning, which is the process by which students and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for other, establish and maintain positive relationships, and make responsible decisions.

Health and Physical Education: teams; dance competition; sports medicine. Our award-winning Taft Dance Teams perform in a variety of state and national Dance competitions. Students have an opportunity to participate in a variety of sports teams across the Freshman, Junior Varsity and Varsity levels and regularly compete for division and CIF titles. Unique to Taft, we offer a course in Sports Medicine. All disciplines are working toward competence in social and emotional learning, which is the process by which students and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for other, establish and maintain positive relationships, and make responsible decisions.

World Languages (secondary schools): ASL and Korean are language courses that are not typically taught at the high school level; We also offer AP Spanish and AP French for advanced students to assist them in both language acquisition as well as global immersion. All disciplines are working toward competence in social and emotional learning, which is the process by which students and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for other, establish and maintain positive relationships, and make responsible decisions.

Electives and other courses/areas of study required for graduation/A-G requirements: We offer a breadth of elective courses designed to stimulate the interests of all students, including opportunities for social and emotional growth and development. In addition to our innovative STEAM Magnet program which offers a variety of courses for the Magnet students, Taft offers advanced elective courses to the entire student population in AP Computer Science; African American Literature; Humanitas; Sci/Fi Literature/History; AP Human Geography; AP European History; Culinary Arts; AP Psychology; Sociology; All disciplines are working toward competence in social and emotional learning, which is the process by which students and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

TCHS has a specific focus on project-based learning with other methodologies including, but not limited to, cooperative learning, interdisciplinary teaching, inquiry-based learning, purposeful groupings, 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. The school's instructional texts, methodologies, materials, and curriculum, as identified above, support the implementation of the California content and performance standards, including but not limited to the Common Core State Standards (CCSS), the Next Generation Science Standards, and current English Language Development standards as follows:

Our faculties have further educated themselves through advanced degrees, conferences, professional development, and seminars on the most current and effective instructional techniques, so that we can provide students with a variety of learning experiences that will help them reach the academic standards and SLOs expected of them. The entire faculty is either CTEL certified or SDAIE trained. These are some of the many strategies and techniques offered at our schools:

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

- Analytic and interpretive discussions
- Socratic seminars
- Purposeful Groupings
- Essential Questions
- Habits of the Mind
- The creation of videos, and films
- Scaffolding instruction
- Laboratory exercises and projects
- One to one tutoring
- Literature circles
- Realia
- Digital learning through Google Classroom, Jupiter Grades, and Schoology
- PowerPoint presentations
- Access to college level classes
- Interdisciplinary learning
- Submission and participation in artistic and academic competitive events
- Integrated and Designated English Language Development
- Incorporating Social Emotional Learning Skills

The above-referenced evidenced-based practices, methodologies, and pedagogical practices reflect current research in education that provides our students with the opportunity to develop their academic and social and emotional potential and comply with California content and performance standards, including but not limited to the Common Core State Standards (CCSS), the Next Generation Science Standards, and current English Language Development standards.

Newly adopted textbooks align to all adopted standards and include immersive digital components that require a facility of technology-related skills. Taft's chrome book adoption equips Taft to experience a continual online presence to introduce new dimensions of learning as well as the ability to excel at required computer-based state standardized assessments. Schoology, Google Classroom, teacher websites,

Edgenuity, and other online software and web-based programs contribute to media literacy, classroom management and organization, and online testing.

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

ENGLISH LANGUAGE DEVELOPMENT CHOICES:

ELD 1—ELD 1 (2 hours) / SH Math (Algebra 1, Geometry, Algebra 2) / Physical Education (Advanced P.E.; Recreational Dance; Marching Dynamics; Team Sports) / *Elective (fine art) / *Elective (Math Tutorial if needed)

ELD 2—ELD 2 (2 hours) / SH English 9 / SDAIE Math (Algebra 1, Geometry, Algebra 2) / Physical Education (Advanced P.E.; Dance; Marching Dynamics; Team Sports) / *Elective (Math Tutorial if needed)

ELD 3—ELD 3 / SH English 9 or English 10 / SH Math (Algebra 1; Geometry; Algebra 2) / SH World History / Physical Education (Advanced P.E.; Dance; Marching Dynamics; Team Sports) / or *Elective / *Elective (Math Tutorial if needed)

ELD 4—ELD 4 / SH English 9 or English 10 or American Literature/Contemporary Composition / SH Math (Algebra 1; Geometry; Algebra 2; Math Analysis) / Biology / Health/*Elective / *Elective (Math Tutorial if needed)

LTEL—Advanced ELD or Language and Literacy / SH English 9 or 10 or American Literature/Contemporary Composition or Expository Composition/*English Elective / SH Math (Algebra 1; Geometry; Algebra 2; Math Analysis; AP Calculus) or *Elective / SH World History or US History or Government/Economics / *Elective (Math Tutorial if needed) or SH Physical Science

9TH GRADE CHOICES:

English: Individualized Honors English 10 / Honors English 9 / Academically Enriched English 9 / English 9 / Special Day English 9 / Resource Program English 9

Science: Honors Biology / Academically Enriched Biology / Integrated Coordinated Science

Social Science: Honors World History / *Elective

Math: Algebra 1; Algebra 1 Special Day / Algebra 1 Resource / Math Tutorial Lab / Geometry / Honors Geometry / Geometry Special Day / Geometry Resource / Algebra 2 / Honors Algebra 2 / Pre-Calculus / Honors Math Analysis

Physical Education: Advanced P.E. / Recreational Dance / Marching Dynamics / Team Sports

World Languages and Culture: Spanish 1 / Honors Spanish 1 / Honors Spanish 2 / Honors French 1 and 2 / French 1 and 2 / American Sign Language 1 / Korean

10TH GRADE CHOICES:

English: Individualized Honors American Literature/Contemporary Composition / Honors English 10 / Academically Enriched English 10 / English 10 / Special Day English 10 /Resource Program; English 10

Science: Honors Biology / Academically Enriched Biology / Biology / Integrated Coordinated Science (Special Day) / Chemistry / Honors Chemistry / Advanced Placement Chemistry / *Elective

Social Science: Honors World History / World History / Honors US History / Special Day World History / Resource World History / *Elective

Math: Algebra 1 / Algebra 1 Special Day / Algebra 1 / Resource Math Tutorial Lab / Geometry / Honors Geometry / Geometry Special Day / Geometry Resource; / Algebra 2 / Honors Algebra 2 / Pre-Calculus / Honors Advanced Math

Physical Education: Advanced P.E. / Recreational Dance / Marching Dynamics / Team Sports

World Languages and Cultures: Spanish 1 / Spanish 2 / Honors Spanish 2 / Honors Spanish 3 / French 1 / French 2 / French 3 / American Sign Language 1 / American Sign Language 2 / Korean 1 / Korean 2

11TH GRADE CHOICES:

English: Advanced Placement English Language / American Literature/Contemporary Composition / Honors American Literature/Contemporary Composition / African American History / Special Day American Literature/Contemporary Composition / Resource Program American Literature/Contemporary Composition

Science: Honors Chemistry / Advanced Placement Chemistry / Chemistry; Integrated Coordinated Science (Special Day) / *Elective

Social Science: Honors US History / US History / Special Day US History / Resource US History

Math: Algebra 1 / Algebra 1 Special Day / Algebra 1 Resource / Math Tutorial Lab / Geometry / Honors Geometry / Geometry Special Day / Geometry Resource / Algebra 2 / Honors Algebra 2 / Pre-Calculus / Honors Advanced Math / *Elective

World Languages and Cultures: Spanish 2 and 3 / Honors Spanish 3 / French 2 and 3 / Honors French 3 / American Sign Language 3 / Korean 3 / Korean 4 / *Elective; *Elective

12TH GRADE CHOICES:

English: Advanced Placement English Literature / Advanced Composition / Expository Composition/English Elective / Special Day Expository Composition/Writer's Seminar / Resource Program

Social Science: Honors US Government/Economics / US Government/Economics / Advanced Placement US Government/Honors Economics / Special Day US Government/Economics / Resource US Government/Economics / Ancient Civilizations/ Introduction to Psychology / Introduction to Sociology

*Elective

*Elective

*Elective

*Elective

***ELECTIVE CHOICES:**

Visual and Performing Arts (Fine Art)

Advertising Design 1 / Yearbook / Design 2 / Dance / Humanitas Video Production 1 DM / Video Production 2 RM / Video Production 3 IM / Theatre Introduction / Theatre Production / Theater Ensemble A / Music (Fine Art) / Choir / Guitar / Advanced Orchestra / Jazz Ensemble / Marching Dynamics 1 / Marching Dynamics 2 / Music History / Honors Music History / Vocal Ensemble / Video Production Portfolio / Photograph 1 / Advanced Photography 2

English:

American Image / Journalism 1 / Journalism 2 / African American Literature / Speech and Debate / Adv Speech and Debate / Writer's Seminar / Science Fiction Literature / British Literature / Creative Writing / American Image / New Media 3 (Tribune Newspaper)

Business:

AP Computer Science / Web Design/Internet Publications

Science:

AP Biology / AP Environmental Science / Physics / AP Physics / AP Chemistry / Earth Science / Oceanography/Marine Biology / Engineering / Robotics

Home Economics/Fashion:

Fashion Design 1 / Fashion Design 2 / Fashion Design 3 / Foods Nutrition/International Foods

Math:

Advanced Placement Calculus AB / Advanced Placement BC

Physical Education:

Gymnastics

Social Studies:

African American History / Ancient Civilization/Intro Anthropology / AP European History / AP Human Geography / AP Psychology / AP World History / AP U.S. History / Introduction to Psychology / Introduction to Sociology

World Languages and Cultures

AP French Language

AP Spanish Language

Other Courses:

Library Practice 1 / Library 2 / Tutor SH

TEXTBOOK USED

DEPARTMENT	CLASS	TITLE	PUBLISHER
ENGLISH LANGUAGE ARTS	English 9	My Perspectives 9th	Pearson
	English 10	My Perspectives 10th	Pearson
	Honors and AE English 10	British Literature	Holt McDougal
	American Literature	The American Experience	Prentice Hall
		My Perspectives 11th	Pearson
	Honors American Literature	The Norton Anthology of American Literature-- shorter edition	
	Expository Composition	ECRW	CSU Publishers
		The Norton Field Guide to Writing	
	AP English Language	Various Pieces	
	AP English Literature	Various Pieces	
	ELD 1	Inside the USA	National Geographic
		EDGE Fundamentals	National Geographic
	ELD 2	EDGE Level A	National Geographic
	ELD 3	EDGE Level B	National Geographic
	ELD 4	EDGE Level C	National Geographic
MATHEMATICS	Algebra 1	Big Ideas Math Algebra 1 A Common Core Curriculum	Big Ideas Learning
	Algebra 2	Big Ideas Math Algebra 2 A Common Core Curriculum	Big Ideas Learning
	Geometry	Big Ideas Math Geometry A Common Core Curriculum	Big Ideas Learning
	Pre Calculus	Trigonometry	Coxford
	Precalculus/Honors Advanced Math	Precalculus with Limits	Houghton Mifflin
	AP Calculus	Calculus, Graphical, Numerical, Algebraic AP Edition	Pearson/Prentice Hall
	Statistics	The Practice of Statistics	Freeman
	AP Statistics	Introduction to Statistics and Data Analysis	Thomson

DEPARTMENT	CLASS	TITLE	PUBLISHER
SOCIAL SCIENCE	World History	World History Modern Times	Glencoe
	US History	The Americans	McDougal Littell
	Government	US Government Democracy in Action	Glencoe
	Economics	Economics Principles and Practices	Glencoe
	AP World History	World Civilizations: The Global Experience	Pearson
	AP US Government	Government in America	Pearson
	AP European History	Western Civilization	Thompson
	AP US History	The American Pageant	Houghton Mifflin
	AP Psychology	Psychology Themes & Variations 7th ed	Thompson
	AP Human Geography	Cultural Landscape	Pearson
	Introduction to Psychology	Psychology: Principles in Practice	Holt
	Introduction to Sociology	Sociology The Study of Human Relationships	Holt
	Ancient Civilizations	The Annotated Mona Lisa	Universal Press Syndicate
SCIENCE	Inter-Coordinated Science	Integrated Coordinated Science for the 21st Century	“It’s All About Time”
	Biology	Biology CA edition	McDougal Littell
	Regular and Honors Chemistry	Chemistry Matter & Change	Glencoe
	Physics	Physics CA edition	Holt & Rinehart
	AP and Honors Biology	Biology—7th edition	Pearson
	AP Chemistry	Chemistry 7th Edition	McDougal Littell
	AP Physics	College Physics Enhanced 7th edition	Thompson
	Marine Biology	Life on an Ocean Planet	Current Publishing
	AP Environmental Science	Living in the Environment: Principles, Connections, and Solutions, 15th ed	Thomson
	Physical Geology	Earth Science CA edition	Holt, Rinehart, Winston

DEPARTMENT	CLASS	TITLE	PUBLISHER
WORLD LANGUAGES	Spanish 1	Realidades 1	Prentice Hall
	Spanish 2	Realidades 2	Prentice Hall
	Spanish 3	Realidades 3	Prentice Hall
	AP Spanish Language	Encuentros Maravillosos	Prentice Hall
		Preparing for the AP Spanish Language Exam	Pearson
	French 1	C'est a Toi Level 1	Paradigm
	French 2	C'est a Toi Level 2	Paradigm
	French 3	C'est a Toi Level 3	Paradigm
	AP French	Allons Au Dela	Prentice Hall
		AP French: Preparing for the Language and Culture Examination	Pearson
	American Sign Language 1	Signing Naturally 1	Dawn Sign Press
	American Sign Language 2	Signing Naturally 2	Dawn Sign Press
	American Sign Language 3 & 4	Signing Naturally 2	Dawn Sign Press
	Korean 1	Korean for non-Native Speakers 1A	Korean Language Center, Songang University
Korean 2	Korean for non-Native Speakers 1B	Korean Language Center, Songang University	
Korean 3	Korean for non-Native Speakers 2A	Korean Language Center, Songang University	
Korean 4	Korean for non-Native Speakers 2B	Korean Language Center, Songang University	
HEALTH	Health	Sexuality and Society Lifetime Health	Holt

Courses we teach with A-G Designations

Title	9th FIRST SEMESTER	9TH SECOND SEMESTER	10TH FIRST SEMESTER	10TH SECOND SEMESTER	11TH FIRST SEMESTER	11TH SECOND SEMESTER	12TH FIRST SEMESTER	12TH SECOND SEMESTER	A-G
<u>*Col Class Off Campus</u>							X	X	
<u>*Col Class Off Campus</u>							X	X	
<u>*Col Class Off Campus</u>							X	X	
<u>*Col Class Off Campus</u>							X	X	
<u>*Col Class Off Campus</u>							X	X	
<u>*Col Class Off Campus</u>							X	X	
<u>Adap Phys Ed</u>	X	X	X	X	X	X	X	X	
<u>Adv Band A</u>	X		X		X		X		F
<u>Adv Band B</u>		X		X		X		X	F
<u>Adv Comp</u>							X		B
<u>Adv Cond</u>	X	X	X	X	X	X	X	X	
<u>Adv Eld Sh 2A</u>	X		X		X		X		B
<u>Adv Eld Sh 2B</u>		X		X		X		X	
<u>Adv Eld Sh A</u>	X		X		X		X		B
<u>Adv Eld Sh B</u>		X		X		X		X	
<u>Adv Orch A</u>	X		X		X		X		F
<u>Adv Orch B</u>		X		X		X		X	
<u>Adv Pe 1A</u>	X		X		X		X		
<u>Adv Pe 1B</u>		X		X		X		X	
<u>Adv Pe 2A</u>	X		X		X		X		
<u>Adv Pe 2B</u>		X		X		X		X	
<u>Adv Des 1A</u>	X		X		X		X		F
<u>Adv Des 1B</u>		X		X		X		X	F
<u>Aero Dance</u>	X	X	X	X	X	X	X	X	
<u>Afro-Am Hist</u>			X	X	X	X	X	X	G
<u>Afro-Am Lit</u>			X	X	X	X	X	X	B
<u>Am Lit Comp</u>					X		X		B
<u>Am Sign Lng 1A</u>	X		X		X		X		E
<u>Am Sign Lng 1B</u>		X		X		X		X	E
<u>Am Sign Lng 2A</u>	X		X		X		X	X	E

Title	9th FIRST SEMESTER	9TH SECOND SEMESTER	10TH FIRST SEMESTER	10TH SECOND SEMESTER	11TH FIRST SEMESTER	11TH SECOND SEMESTER	12TH FIRST SEMESTER	12TH SECOND SEMESTER	A-G
<u>Am Sign Lng 2B</u>		X		X		X		X	E
<u>Am Sign Lng 3A</u>	X		X		X		X		E
<u>Am Sign Lng 3B</u>		X		X		X		X	E
<u>Am Sign Lng 4A</u>	X		X		X		X		
<u>Am Sign Lng 4B</u>		X		X		X		X	
<u>Amer Image A</u>			X		X		X		F
<u>Amer Image B</u>				X		X		X	F
<u>Anct Civl</u>	X	X	X	X	X	X	X	X	A
<u>Animation Desn Media A</u>	X		X		X		X		G
<u>Animation Desn Media B</u>		X		X		X		X	
<u>Ap Bio A</u>	X		X		X		X		D
<u>Ap Bio B</u>		X		X		X		X	D
<u>Ap Calculus A</u>	X	X	X	X	X	X	X	X	C
<u>Ap Calculus B</u>	X	X	X	X	X	X	X	X	C
<u>Ap Calculus C</u>		X		X		X		X	C
<u>Ap Chemistry A</u>					X		X		D
<u>Ap Chemistry B</u>						X		X	D
<u>Ap Eng Lang A</u>					X		X		B
<u>Ap Eng Lang B</u>						X		X	
<u>Ap Eng Lit A</u>					X		X		B
<u>Ap Eng Lit B</u>						X		X	B
<u>Ap Env Sci A</u>			X		X		X		D
<u>Ap Env Sci B</u>				X		X		X	D
<u>Ap Eur His A</u>			X		X		X		A
<u>Ap Eur His B</u>				X		X		X	A
<u>Ap Fr Lang A</u>	X		X		X		X		E
<u>Ap Fr Lang B</u>		X		X		X		X	E
<u>Ap Govt & Pol</u>							X		A
<u>H ECONOMICS</u>								X	A
<u>Ap Human Geo A</u>	X		X		X		X		A

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<u>Ap Human Geo B</u>		X		X		X		X	A
<u>Ap Phy:C E&M</u>	X		X		X		X		D
<u>Ap Phy:C Mec</u>		X		X		X		X	D
<u>Ap Physics 1A</u>	X		X		X		X		D
<u>Ap Physics 1B</u>		X		X	X	X		X	
<u>Ap Psycholog A</u>			X		X		X		G
<u>Ap Psycholog B</u>				X		X		X	G
<u>Ap Span Lng A</u>	X		X		X		X		E
<u>Ap Span Lng B</u>		X		X		X		X	
<u>Ap Statistics A</u>	X		X		X		X		C
<u>Ap Statistics B</u>		X		X		X		X	
<u>Ap Us Hist A</u>			X		X				A
<u>Ap Us Hist B</u>				X		X			
<u>Ap Wld Hist A</u>	X		X		X		X		A
<u>Ap Wld Hist B</u>		X		X		X		X	A
<u>Aux Cheer</u>	X	X	X	X	X	X	X	X	
<u>Baseball, Jv</u>	X	X	X	X	X	X			
<u>Baseball, Var</u>	X	X	X	X	X	X	X	X	
<u>Beg Dn Ch/Pr A</u>	X		X		X		X		F
<u>Beg Dn Ch/Pr B</u>		X		X		X		X	F
<u>Biology A</u>	X		X		X		X		D
<u>Biology B</u>		X		X		X		X	D
<u>Bsktbl, Jv Boy</u>	X	X	X	X	X	X	X	X	
<u>Bsktbl, Jv Grl</u>	X	X	X	X	X	X	X	X	
<u>Bsktbl, V, Boy</u>	X	X	X	X	X	X	X	X	
<u>Bsktbl, V, Grl</u>	X	X	X	X	X	X	X	X	
<u>Calligraphy A</u>	X		X		X		X		F
<u>Calligraphy B</u>		X		X		X		X	F
<u>Cc Algebra 1A</u>	X		X		X		X		C
<u>Cc Algebra 1B</u>		X		X		X		X	C
<u>Cc Algebra 2A</u>	X		X		X		X		C

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<u>Cc Algebra 2B</u>		X		X		X		X	C
<u>Cc Geometry A</u>	X		X		X		X		C
<u>Cc Geometry B</u>		X		X		X		X	C
<u>Chemistry A</u>	X		X		X		X		D
<u>Chemistry B</u>		X		X		X		X	D
<u>Col & Car Readiness</u>	X	X							
<u>Col Per Coun A</u>					X	X	X	X	
<u>Comm Skills</u>	X	X	X	X	X	X	X	X	
<u>Comp Sci 1A</u>	X		X		X		X		G
<u>Comp Sci 1B</u>		X		X		X		X	G
<u>Contemp Comp</u>						X		X	B
<u>Cross C. Var</u>		X		X		X		X	
<u>Dance A</u>	X		X		X		X		F
<u>Dance B</u>		X		X		X		X	F
<u>Decathlon</u>			X	X	X	X	X	X	
<u>Dev Els Sh A</u>	X		X		X		X		
<u>Dev Els Sh B</u>		X		X		X		X	
<u>Dev Math Sh A</u>	X		X		X		X		
<u>Dev Math Sh B</u>		X		X		X		X	
<u>Dev Read Hs A</u>	X	X	X	X	X	X	X	X	
<u>Dig Photo Des A</u>	X		X		X		X		G
<u>Dig Photo Des B</u>		X		X		X		X	
<u>Drawing A</u>	X		X		X		X		F
<u>Drawing B</u>		X		X		X		X	F
<u>Economics</u>							X	X	G
<u>Eld 1A</u>	X		X		X		X		
<u>Eld 1B</u>		X		X		X		X	
<u>Eld 2A</u>	X		X		X		X		
<u>Eld 2B</u>		X		X		X		X	
<u>Eld 3A</u>	X		X		X		X		
<u>Eld 3B</u>		X		X		X		X	
<u>Eld 4A</u>	X		X		X		X		

Title	9th FIRST SEMESTER	9TH SECOND SEMESTER	10TH FIRST SEMESTER	10TH SECOND SEMESTER	11TH FIRST SEMESTER	11TH SECOND SEMESTER	12TH FIRST SEMESTER	12TH SECOND SEMESTER	A-G
<u>Eld 4B</u>		X		X		X		X	
<u>English 10A</u>			X		X		X		B
<u>English 10B</u>				X		X		X	B
<u>English 9A</u>	X		X		X		X		B
<u>English 9B</u>		X		X		X		X	B
<u>Explor Comp Sci A</u>	X		X		X		X		G
<u>Explor Comp Sci B</u>		X		X		X		X	G
<u>Expos Comp</u>							X		B
<u>Fashion/1</u>	X	X	X	X	X	X	X	X	
<u>Fashion/2</u>			X	X	X	X	X	X	
<u>Fashion/3A</u>					X	X	X	X	
<u>Foods And Nutrition</u>							X	X	
<u>Football Fr/So</u>	X		X						
<u>Football, Var</u>					X		X		
<u>French 1A</u>	X		X		X				E
<u>French 1B</u>		X		X		X			E
<u>French 2A</u>	X		X		X		X		E
<u>French 2B</u>		X		X		X		X	E
<u>French 3A</u>			X		X		X		E
<u>French 3B</u>				X		X		X	E
<u>French 4A</u>					X		X		E
<u>French 4B</u>						X		X	E
<u>Freshman Sem</u>	X	X	X	X	X	X	X	X	
<u>Golf</u>		X		X		X		X	
<u>Golf, Var Boys</u>				X		X		X	
<u>Golf, Var Girl</u>				X		X		X	
<u>Gr Design Fundamental A</u>	X	X	X	X	X	X	X	X	
<u>Graphic Design A</u>	X		X		X		X		F
<u>Graphic Design B</u>		X		X		X		X	
<u>H Adv Math A</u>			X		X		X		C
<u>H Adv Math B</u>				X		x		X	C
<u>H Adv Comp</u>							x		B

Title	9th FIRST SEMESTER	9TH SECOND SEMESTER	10TH FIRST SEMESTER	10TH SECOND SEMESTER	11TH FIRST SEMESTER	11TH SECOND SEMESTER	12TH FIRST SEMESTER	12TH SECOND SEMESTER	A-G
<u>H Am Lit Comp</u>					X				B
<u>H Am Sign Lng 3A</u>					X		X		E
<u>H Am Sign Lng 3B</u>						X		X	E
<u>H Biology A</u>	X		X						D
<u>H Biology B</u>		X		X					D
<u>H Cc Algebra 2A</u>	X		X		X		X		C
<u>H Cc Algebra 2B</u>		X		X		X		X	C
<u>H Cc Geometry A</u>	X		X						C
<u>H Cc Geometry B</u>		X		X					C
<u>H Chemistry A</u>			X		X				D
<u>H Chemistry B</u>				X		X			D
<u>H Contemp Comp</u>						X			B
<u>H Economics</u>								X	G
<u>H English 10A</u>	X		X						B
<u>H English 10B</u>		X		X					B
<u>H English 9A</u>	X								B
<u>H English 9B</u>		X							B
<u>H French 1A</u>	X		X						E
<u>H French 1B</u>		X		X					E
<u>H French 2A</u>			X		X				E
<u>H French 2B</u>				X		X			E
<u>H French 3A</u>			X		X		X		E
<u>H French 3B</u>				X		X		X	E
<u>H Physics A</u>					X		X		D
<u>H Physics B</u>						X		X	D
<u>H Prin Am Democr</u>							X		A
<u>H Spanish 1A</u>	X		X						E
<u>H Spanish 1B</u>		X		X					E
<u>H Spanish 2A</u>			X		X				E
<u>H Spanish 2B</u>				X		X			E
<u>H Spanish 3A</u>					X		X		E
<u>H Spanish 3B</u>						X		X	

Title	9th FIRST SEMESTER	9TH SECOND SEMESTER	10TH FIRST SEMESTER	10TH SECOND SEMESTER	11TH FIRST SEMESTER	11TH SECOND SEMESTER	12TH FIRST SEMESTER	12TH SECOND SEMESTER	A-G
<u>H Us Hist 20Th A</u>			X		X				A
<u>H Us Hist 20Th B</u>				X		X			
<u>H Whq: Mod Wid A</u>	X								A
<u>H Whq: Mod Wid B</u>		X							A
<u>H Writ Seminar A</u>								X	B
<u>Health Sh</u>	X	X	X	X	X	X	X	X	
<u>Instruments A</u>	X		X		X		X		F
<u>Instruments B</u>		X		X		X		X	F
<u>Intcoor Sci 1A</u>	X		X						G
<u>Intcoor Sci 1B</u>		X		X					G
<u>Intro Anthro</u>				X		X		X	G
<u>Intro Psych</u>			X		X		X		G
<u>Intro Socio</u>				X		X		X	G
<u>Journalism 1A</u>	X		X		X		X		G
<u>Journalism 1B</u>		X		X		X		X	G
<u>Journalism 2A</u>			X		X		X		G
<u>Journalism 2B</u>				X		X		X	G
<u>Korean 1A</u>	X		X						E
<u>Korean 1B</u>		X		X					
<u>Korean 2A</u>			X		X		X		E
<u>Korean 2B</u>				X		X		X	
<u>Korean 3A</u>					X		X		E
<u>Korean 3B</u>						X		X	
<u>Korean 4A</u>							X		E
<u>Korean 4B</u>								X	
<u>L & L El Sh 2A</u>	X		X		X		X		B
<u>L & L El Sh 2B</u>		X		X		X		X	B
<u>L & L El Sh A</u>	X		X		X		X		B
<u>L & L El Sh B</u>		X		X		X		X	B
<u>Leader Sh A</u>	X		X		X		X		
<u>Leader Sh B</u>		X		X		X		X	
<u>Lib Prac Sh</u>	X	X	X	X	X	X	X	X	

Title	9th FIRST SEMESTER	9TH SECOND SEMESTER	10TH FIRST SEMESTER	10TH SECOND SEMESTER	11TH FIRST SEMESTER	11TH SECOND SEMESTER	12TH FIRST SEMESTER	12TH SECOND SEMESTER	A-G
<u>Mar Dyn Pe 1</u>	X	X	X	X	X	X	X	X	
<u>Mar Dyn Pe 2</u>	X	X	X	X	X	X	X	X	
<u>Marine Bio A</u>			X		X		X		D
<u>Marine Bio B</u>				X		X		X	D
<u>Mu Hst Lt An A</u>	X		X		X		X		F
<u>Mu Hst Lt An B</u>		X		X		X		X	F
<u>Peer Counseling</u>					X	X	X	X	
<u>Photography 1A</u>	X		X		X		X		F
<u>Photography 1B</u>		X		X		X		X	F
<u>Phys Geology A</u>					X		X		G
<u>Phys Geology B</u>						X		X	G
<u>Physics A</u>			X		X		X		D
<u>Physics B</u>				X		X		X	D
<u>Precalc A</u>			X		X		X		C
<u>Precalc B</u>				X		X		X	
<u>Prin Am Democr</u>							X		A
<u>Sch Yearbook</u>			X	X	X	X	X	X	
<u>Sci Fi Lit</u>								X	B
<u>Service Sh</u>							X	X	
<u>Soccer, Jv Boy</u>						X			
<u>Soccer, Jv Grl</u>					X				
<u>Soccer, V Boys</u>								X	
<u>Soccer, V Girl</u>							X		
<u>Softball, Jv</u>					X				
<u>Softball, Var</u>						X			
<u>Spanish 1A</u>	X		X		X				E
<u>Spanish 1B</u>		X		X		X			E
<u>Spanish 2A</u>			X		X		X		E
<u>Spanish 2B</u>				X		X		X	E
<u>Spanish 3A</u>					X		X		E
<u>Spanish 3B</u>						X		X	
<u>Sports Medicine</u>			X	X	X	X	X	X	G

Title	9th FIRST SEMESTER	9TH SECOND SEMESTER	10TH FIRST SEMESTER	10TH SECOND SEMESTER	11TH FIRST SEMESTER	11TH SECOND SEMESTER	12TH FIRST SEMESTER	12TH SECOND SEMESTER	A-G
<u>Stage Des A</u>			X	X	X	X	X	X	F
<u>Stat & Prob A</u>					X		X		C
<u>Stat & Prob B</u>						X		X	C
<u>Swim</u>		X		X		X		X	
<u>Swimming, Var</u>						X		X	
<u>Tennis</u>	X	X	X	X	X	X	X	X	
<u>Tennis, V Boys</u>						X		X	
<u>Tennis, V Girl</u>						X		X	
<u>Th Dsn Wksp A</u>	X		X		X		X		F
<u>Th Dsn Wksp B</u>		X		X		X		X	F
<u>Thea Cmpny A</u>			X		X		X		F
<u>Thea Cmpny B</u>				X		X		X	F
<u>Thea Dsn Cpt A</u>	X		X		X		X		F
<u>Thea Dsn Cpt B</u>		X		X		X		X	F
<u>Thea Ensemb A</u>	X		X		X		X		F
<u>Thea Ensemb B</u>		X		X		X		X	F
<u>Thea Intro A</u>	X		X		X		X		F
<u>Thea Intro B</u>		X		X		X		X	F
<u>Thea Prod A</u>					X		X		F
<u>Thea Prod B</u>						X		X	F
<u>Track Field</u>		X		X		X		X	
<u>Trk & Fld, Var</u>						X		X	
<u>Tutor Sh</u>							X	X	
<u>Us Hist 20Th A</u>					X		X		A
<u>Us Hist 20Th B</u>						X		X	A
<u>Vid Prd 1A Dm</u>	X		X		X		X		F
<u>Vid Prd 1B Dm</u>		X		X		X		X	F
<u>Vid Prd 2A Rm</u>			X		X		X		F
<u>Vid Prd 2B Rm</u>				X		X		X	F
<u>Vid Prd 3A Im</u>					X		X		F
<u>Vid Prd 3B Im</u>						X		X	F
<u>Vllybl Jv</u>						X			

Title	9th FIRST SEMESTER	9TH SECOND SEMESTER	10TH FIRST SEMESTER	10TH SECOND SEMESTER	11TH FIRST SEMESTER	11TH SECOND SEMESTER	12TH FIRST SEMESTER	12TH SECOND SEMESTER	A-G
Boys									
Vllybl Jv Girl					X				
Vllybl. V Boys								X	
Vllybl, V Girl							X		
Voc Ensemble A					X		X		F
Voc Ensemble B						X		X	F
Whg: Mod Wid A			X						A
Whg: Mod Wid B				X					A
Writ Seminar B								X	B
Yearbook Sh A	X		X		X		X		

The school program and core schedule will enable all students to meet the District graduation requirements and the A-G requirements and the CDE's College and Career indicator within four years. Our schools set individual graduation plans for every student. This provides the student and parents the framework to meet the District graduation requirements, the A-G requirements, and the CDE's College and Career indicator within four years. We additionally offer after school tutoring, peer tutoring, informal teacher and staff tutoring for these courses. We offer Edgenuity online credit recovery courses during the entire calendar year. Summer school and winter intersession also provide opportunity for credit recovery for all students to maintain progress towards graduation. Transfer students' transcripts are evaluated and all courses possible will be applied to the student's requirements towards graduation and college entrance.

The Western Association of School and Colleges (WASC) accredited TCHS in 2013. Parents are involved in the accreditation process, through parent meetings, emails, and conference nights. TCHS received a six-year accreditation in 2013, with a one-day midterm visit in 2016. TCHS will be completing the self-study in the Fall of 2018 and will be hosting the six-year WASC committee visit in the Spring of 2019. Should we receive a six-year accreditation, TCHS and the TCHSSM will carry that designation until 2025.

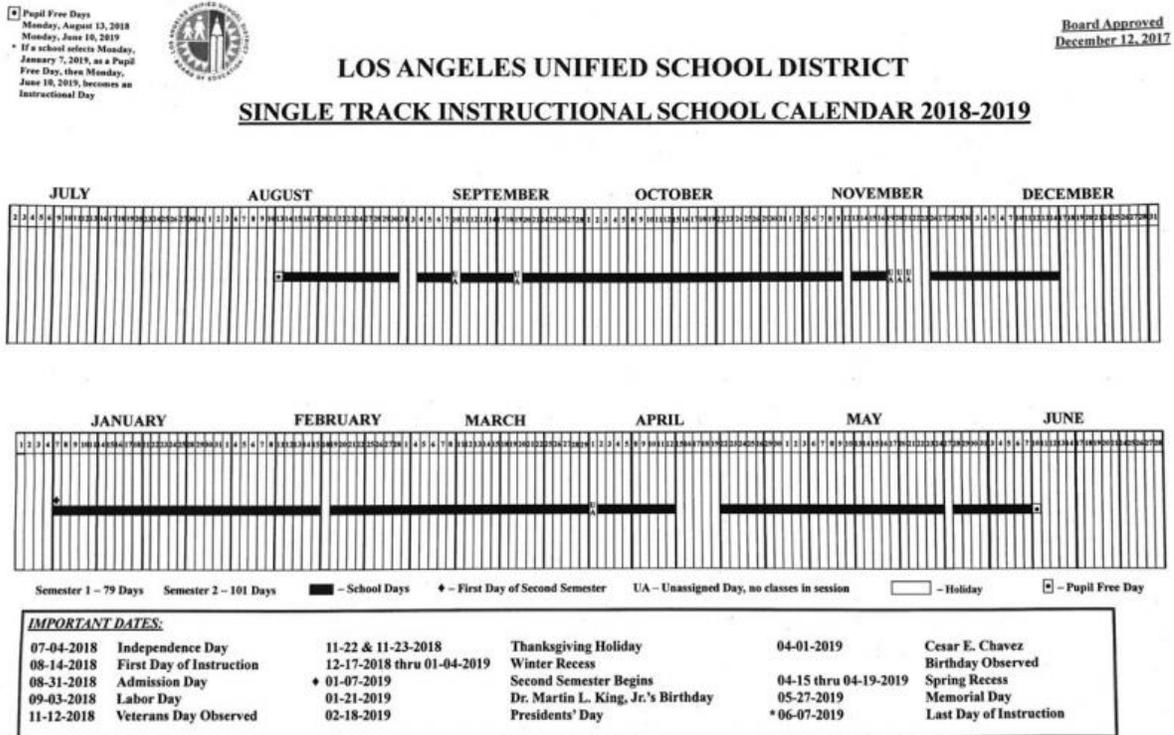
Parents are informed at group and individual parent meetings with counselors and other school administrators regarding the types of courses TCHS and the TCHSSM will offer and their transferability to other public high schools. They are also informed that most of our courses will be A-G requirements that will fulfill college entrance requirements.

Transitional Kindergarten

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

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.



The bell schedule for the Charter School and Steam Magnet will be:

REGULAR DAY SCHEDULE

Description / Period	Start Time	End Time	Length
Period 1	8:00 AM	8:54 AM	54 min
Period 2	9:01 AM	9:55 AM	54 min
Nutrition	9:55 AM	10:15 AM	20 min
Period 3	10:22 AM	11:34 AM	72 min
Period 4	11:41 AM	12:35 PM	54 min
Lunch	12:35 PM	1:10 PM	35 min
Period 5	1:17 PM	2:11 PM	54 min
Period 6	2:18 PM	3:12 PM	54 min

PROFESSIONAL DEVELOPMENT SCHEDULE

Professional Development is scheduled for the following dates:

Please check under School Calendar or Parent Corner for all of the PDD dates

Description / Period	Start Time	End Time	Length
Period 1	8:00 AM	8:39 AM	39 min
Period 2	8:46 AM	9:25 AM	39 min
Nutrition	9:25 AM	9:45 AM	20 min
SSR	9:52 AM	10:10 AM	18 min
Period 3	10:10 AM	10:50 AM	40 min
Period 4	10:57 AM	11:36 AM	39 min
Period 5	11:43 AM	12:22 PM	39 min
Lunch	12:22 PM	12:57 PM	35 min
Period 6	1:04 PM	1:43 PM	39 min

Minimum Day Schedule

Description / Period	Start Time	End Time	Length
Period 1	8:00 AM	8:33 AM	33 min
Period 2	8:41 AM	9:14 AM	33 min
Record Room	9:21 AM	9:31 AM	10 min
Period 3	9:31 AM	10:05 AM	34 min
Lunch	10:05 AM	10:35 AM	30 min
Period 4	10:42 AM	11:16 AM	34 min
Period 5	11:23 AM	11:57 AM	34 min
Period 6	12:04 PM	12:37 PM	33 min

Shortened Day Schedule

Description / Period	Start Time	End Time	Length
Period 1	8:00 AM	8:44 AM	44 min
Period 2	8:51 AM	9:35 AM	44 min
NUTRITION	9:35 AM	9:55 AM	20 min
Record Room	10:02 AM	10:12 AM	10 min
Period 3	10:12 AM	11:00 AM	48 min
Period 4	11:07 AM	11:50 AM	43 min
LUNCH	11:50 AM	12:25 PM	35 min
Period 5	12:32 PM	1:16 PM	44 min
Period 6	1:23 PM	2:07 PM	44 min

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

MS EXCEL INSTRUCTIONAL DAYS AND MINUTES CALCULATOR

1/23/2018

Period	Start Time	End Time	Passing Minutes	Period Duration	Instruction Mins	Total Instruction Mins
Nutrition	09:55 AM	10:15 AM	0	20	0	0
Period 3	10:22 AM	11:34 AM	7	72	72	79
Period 4	11:41 AM	12:35 PM	7	54	54	61
Lunch	12:35 PM	01:10 PM	0	35	0	0
Period 5	01:17 PM	02:11 PM	7	54	54	61
Period 6	02:18 PM	03:12 PM	7	54	54	61
Total			35	397	342	377

Professional Development Schedule

Period	Start Time	End Time	Passing Minutes	Period Duration	Instruction Mins	Total Instruction Mins
Period 1	08:00 AM	08:39 AM	0	39	39	39
Period 2	08:46 AM	09:25 AM	7	39	39	46
Nutrition	09:25 AM	09:45 AM	0	20	0	0
Period 3	09:52 AM	10:50 AM	7	58	58	65
Period 4	10:57 AM	11:36 AM	7	39	39	46
Period 5	11:43 AM	12:22 PM	7	39	39	46
Lunch	12:22 PM	12:57 PM	0	35	0	0
Period 6	01:04 PM	01:43 PM	7	39	39	46
Total			35	308	253	288

Minimum Day Schedule

Period	Start Time	End Time	Passing Minutes	Period Duration	Instruction Mins	Total Instruction Mins
Period 1	08:00 AM	08:33 AM	0	33	33	33
Period 2	08:40 AM	09:14 AM	7	34	34	41
Period 3	09:21 AM	10:05 AM	7	44	44	51
Lunch	10:05 AM	10:35 AM	0	30	0	0
Period 4	10:42 AM	11:16 AM	7	34	34	41
Period 5	11:23 AM	11:57 AM	7	34	34	41
Period 6	12:04 PM	12:37 PM	7	33	33	40
Total			35	242	212	247

Shortened Day Schedule

Period	Start Time	End Time	Passing Minutes	Period Duration	Instruction Mins	Total Instruction Mins
Period 1	08:00 AM	08:44 AM	0	44	44	44

1/23/2018

School Bell Schedule Details

School Year: undefined School Name: undefined School Type: undefined Cost Center: undefined

M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Instr. Days	
	AUG 15	AUG 16	AUG 17	AUG 18	AUG 21	AUG 22 PD	AUG 23	AUG 24	AUG 25	AUG 28	AUG 29 SD	AUG 30	AUG 31	SEP 01 HOL	SEP 04 HOL	SEP 05 PD	SEP 06	SEP 07 SD	SEP 08	17	
SEP 11	SEP 12	SEP 13	SEP 14	SEP 15	SEP 18	SEP 19 PD	SEP 20	SEP 21 HOL	SEP 22	SEP 25	SEP 26	SEP 27	SEP 28	SEP 29	OCT 02	OCT 03 PD	OCT 04	OCT 05	OCT 06	19	
OCT 09	OCT 10	OCT 11 MD	OCT 12	OCT 13	OCT 16	OCT 17 PD	OCT 18	OCT 19	OCT 20	OCT 23	OCT 24	OCT 25	OCT 26	OCT 27	OCT 30	OCT 31 PD	NOV 01	NOV 02	NOV 03	20	
NOV 06	NOV 07	NOV 08	NOV 09	NOV 10 HOL	NOV 13	NOV 14	NOV 15	NOV 16	NOV 17	NOV 20 HOL	NOV 21 HOL	NOV 22 HOL	NOV 23 HOL	NOV 24 HOL	NOV 27	NOV 28 PD	NOV 29	NOV 30	DEC 01	14	
DEC 04	DEC 05	DEC 06	DEC 07	DEC 08	DEC 11	DEC 12 MD	DEC 13	DEC 14	DEC 15	DEC 18	DEC 19 HOL	DEC 20 HOL	DEC 21 HOL	DEC 22 HOL	DEC 25 HOL	DEC 26 HOL	DEC 27 HOL	DEC 28 HOL	DEC 29 HOL	10	
JAN 01 HOL	JAN 02 HOL	JAN 03 HOL	JAN 04 HOL	JAN 05 HOL	JAN 08	JAN 09 PD	JAN 10	JAN 11	JAN 12	JAN 15 HOL	JAN 16	JAN 17	JAN 18	JAN 19	JAN 22	JAN 23 PD	JAN 24	JAN 25	JAN 26	14	
JAN 29	JAN 30	JAN 31	FEB 01	FEB 02	FEB 05	FEB 06 PD	FEB 07	FEB 08	FEB 09	FEB 12	FEB 13	FEB 14	FEB 15	FEB 16	FEB 19 HOL	FEB 20 PD	FEB 21	FEB 22	FEB 23	19	
FEB 26	FEB 27	FEB 28	MAR 01	MAR 02	MAR 05	MAR 06 PD	MAR 07	MAR 08	MAR 09	MAR 12	MAR 13	MAR 14	MAR 15	MAR 16	MAR 19	MAR 20 PD	MAR 21	MAR 22	MAR 23	20	
MAR 26 HOL	MAR 27 HOL	MAR 28 HOL	MAR 29 HOL	MAR 30 HOL	APR 02 HOL	APR 03	APR 04	APR 05	APR 06	APR 09	APR 10	APR 11	APR 12	APR 13	APR 16	APR 17	APR 18	APR 19	APR 20	14	
APR 23	APR 24 SD	APR 25	APR 26	APR 27	APR 30	MAY 01 PD	MAY 02	MAY 03	MAY 04	MAY 07	MAY 08	MAY 09	MAY 10	MAY 11	MAY 14	MAY 15	MAY 16	MAY 17	MAY 18	20	
MAY 21	MAY 22 SD	MAY 23	MAY 24	MAY 25	MAY 28 HOL	MAY 29	MAY 30	MAY 31	JUN 01	JUN 04	JUN 05 MD	JUN 06 MD	JUN 07 MD	JUN 08 PFD						13	
																					0
																					0
																					0
																					0
																					180

157 - Regular Days(RD) 14 - Professional Development Days(PD) 5 - Minimum Days(MD) 4 - Shortened Days(SD) 0 - Common Planning Time(CPT)

1 - Spring Pupil Free Day(PFD) Non School Days Other Schedule(OS) 0 - OS1 0 - OS2 0 - OS3 0 - OS4 0 - OS5 0 - OS6 0 - OS7 0 - OS8 0 - OS9 0 - OS10

Regular Day Schedule

Period	Start Time	End Time	Passing Minutes	Period Duration	Instruction Mins	Total Instruction Mins
Period 1	08:00 AM	08:54 AM	0	54	54	54
Period 2	09:01 AM	09:55 AM	7	54	54	61

1/23/2018

Period	Start Time	End Time	Passing Minutes	Period Duration	Instruction Mins	Total Instruction Mins
Period 2	08:51 AM	09:35 AM	7	44	44	51
Nutrition	09:35 AM	09:55 AM	0	20	0	0
Period 3	10:02 AM	11:00 AM	7	58	58	65
Period 4	11:07 AM	11:50 AM	7	43	43	50
Lunch	11:50 AM	12:25 PM	0	35	0	0
Period 5	12:32 PM	01:16 PM	7	44	44	51
Period 6	01:23 PM	02:07 PM	7	44	44	51
Total			35	332	277	312

Total Annual Minutes

School must offer at least the minimum required annual instructional minutes. Red highlight indicates failure to meet this requirement. Certification of the bell schedule is not possible until this error is resolved. Contact Attendance & Enrollment section for assistance.

65,704

Required Minutes: 65,300

Schedule Type

* Does not apply Odd / Even Non-block Tuesday (or Monday) 4x4 Other

Explanations, Exceptions and Special Situations

Moved 12/12/17 PD Day to 5/1/18 because 12/12/17 is a Minimum Day for Finals.

Minimum and Shortened Day Certification

- ✓ I have advised the Instructional Superintendent or designee at least three weeks in advance of these minimum and shortened day schedules.
- ✓ I have advised the following groups at least three weeks in advance of the purpose and plans for these minimum and shortened day schedules: School staff, Community Governing Council, Parents, Crossing guard coordinators, Playground directors and Youth Services, Neighboring School administrators, Local/county recreational center, Itinerant program staff, Children's Center Supervisors.
- ✓ I have informed the following offices and personnel at least two weeks in advance of these minimum and shortened day schedules: Division of Special Education, Transportation Branch, Student Integration Office, School Traffic & Safety, each sending / receiving school principal.
- ✓ I understand that the Transportation Branch is not authorized to transport, beyond cost neutral, on discretionary minimum or shortened days without a funding source.

Spring Semester Pupil-Free Day

✓ The Spring Semester Pupil Free Day has been established with the agreement of the Local School Leadership Council. All District offices affected by this selection (such as, Attendance & Enrollment Section, Transportation, Food Services, the Special Education Division, the Integration Office) have been notified.

3/4

1/23/2018

Provide the name, title, and contact phone number of the person who completed this form.

Name of Person Completing this Form ROSANNA BATES
Position Title of Person Completing this Form Assistant Principal
Contact Telephone Number (Including Area Code) 818-227-3600

I have reviewed the above bell schedules, and I hereby certify that they are true and correct.

Certified By: ROSANNA BATES
Certified Date: 06/15/2017 10:49

School Certification Status: Certified

I confirm that this school has obtained the appropriate approval/waiver for the items below, and that I approve the bell schedules as presented.

Additional Professional Development Days Yes No Does Not Apply
Minimum Days/Shortened Days (if exceeds recommended combination) Yes No Does Not Apply
Schedule Type (if other than the regular 6-period or 7-period schedule) Yes No Does Not Apply

Additional Comments:

Approved By: JOSEPH NACORDA
Date: 06/23/2017 03:36

LD Review and Approval Status: Approved

4/4

Mathematics Placement Act

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

High School Exit Examination

Charter School shall comply with all applicable requirements of Education Code sections 60850-60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to staff professional development.

Taft institutes the Taft Professional Development Plan. The Plan trains staff to be proficient in Schoology and its various online platforms as well as Google Classroom, the digital Library Resource Center, NEWSELA, articulation with our feeder schools, or other innovative programs adopted by Taft. It also involves both the training and practice of implementing Habits of Mind in the classroom. The Plan institutes state mandated training such as the annual Child Abuse and Mandated Reporting Training, OSHA's Blood borne Pathogens, ELD, ELPAC

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 including academic, social-emotional, and behavioral. There is a district-wide emphasis on the problem-solving model that utilizes and builds on . . .

- The Teaching and Learning Framework
- 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

Meeting the Needs of All Students

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

Long Term English Learners (LTELs) at TCHS constitute only 5.9% of our EL population at 49 students and those at-risk of becoming LTELs, a low 1.3% or 11 students. We monitor these students twice a year through review of their progress through the LAUSD LTEL Goal Sheet which is filled out by both the student and their parents and finally reviewed by the LTEL Designee who is the TSP Advisor/EL Designee and for those students who have an IEP, the IEP team reviews their progress annually. These processes have been proven successful since our reclassification rate has exceeded or been at or near district goals since 2014. In 2014-15, it was 21.1% when the district rate was 18% and 22.4 % when the district's rate was 20% and 21.9% when the district's rate was 22%.

Students will be identified as Standard English Learners by grades, MISIS, and other teacher made tests, which will be provided by LAUSD. Students will receive services from TCHS as additional Tier 1 interventions in the ELA classroom and by Tier 2 interventions in after school programs designed to help them increase their ELA knowledge and usage of Standard English. They will be monitored by counselors, the APSCS (Assistant Principal of Student Counseling Services), and the Categorical Programs Advisor who will check a student's grades and a teacher's judgment on their progress.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

TCHS will continue to use LAUSD's GATE identification process and policy for testing and processing. 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 and the TCHSSM will offer honors classes in English, Mathematics, World Languages and Cultures, Art, Science, Engineering, 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 substantially below grade level and are at-risk will be evaluated by counselors and teachers to determine what needs should be addressed as well as how to address them. Data from SBAC, Interim 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 every semester. The needs and assessments for all of these students will be monitored by their counselors and intervention provided through the following programs . . .

- After school tutoring
- Meetings with counselors regarding Graduation Plan — IGP meetings
- Student Success and Planning Team meetings: LAUSD uses the SSPT as an intervention for students who are experiencing serious academic, medical, or r 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 four to 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
- Students who are ninth through eleventh grade may be referred to our Pupil Services and Attendance (PSA) counselor for major attendance related issues
- Students who are seniors may be referred to our A-G PSA Counselor for evaluation and help toward meeting graduation requirements
- Parent support classes will be offered on different topics through our Parent Conference Center that will help their child have become successful in school.

Socioeconomically Disadvantaged Students

Students will be identified as socioeconomically disadvantaged based on whether they qualify for free or reduced lunch through the federally-funded More Than A Meal Program. The needs of socioeconomically disadvantaged students will be monitored by counselors, the APSCS (Assistant Principal of Student Counseling Services), and the Categorical Programs Advisor who will provide the following program options . . .

- Additional English Learner programs, support, and services
- Services for Educationally Disadvantaged Youth (EDY) as determined by LAUSD and the state
- TCHS uses charter funds to support programs and activities designed to assist educationally disadvantaged to help students achieve state standard proficiency in ELA and Math

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools 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 along with the District Affiliated Charter School.

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and

information, participate in reviews, and attend informational sessions and meetings at the District's request.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review ("DVR").

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed, or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e. school-based, NPA, or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend

further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

g. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

5. District Responsibilities Relating to District Affiliated Charter School Special Education Program

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

***Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All

District affiliated charter schools are required to use the current version of the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Students in Other Subgroups

Standard English Learners:

Students will be identified as Standard English Learners by grades, MISIS, and other teacher made tests, which will be provided by LAUSD. Students will receive services from TCHS as additional Tier 1 interventions in the ELA classroom and by Tier 2 interventions in after school programs designed to help them increase their ELA knowledge and usage of Standard English. They will be monitored by counselors, the APSCS (Assistant Principal of Student Counseling Services), and the Categorical Programs Advisor who will check a student's grades and a teacher's judgment on their progress.

Foster Youth:

Foster Students who are identified in MISIS will receive support through counselors and administrative staff to ensure they receive the appropriate state mandated help with graduation requirements, housing requirements, counseling requirements, and other needs. They are monitored by counselors, an Assistant principal, and the PSA Counselor, and the Foster Youth Achievements Program Pupil Services provided by LAUSD.

"A TYPICAL DAY"

TCHS opens its doors at 6:30 a.m. Students begin arriving from the surrounding areas via their parents, others traverse the San Fernando Valley on public transportation while some of our students utilize district transportation to attend our schools as part of a specific program. While members of our administrative support staff are already in the office fielding calls, answering questions posed by parents, students, and faculty, and preparing for the busy day, teachers responsible for the several "Zero Period" classes are gearing up for an early morning. Classes, sports, and clubs including dance, band, track, debate and various core classes are getting ready to commence at 7:00 a.m. A number of teachers, coaches and other dedicated staff are arriving at this time as well. Plant management and staff responsible for maintaining a clean, safe, and welcoming campus have been diligently working to prepare the campus for our incoming students.

At 7:15 a.m. the majority of our students begin to trickle into the campus to ready themselves for an eventful day. The diversity of the student body is immediately apparent as one listens to the many languages being spoken. Students may be speaking Spanish, Farsi, Russian, Hebrew or Armenian or using American Sign Language as used by the Deaf/Hard of hearing population and ASL students, just to name a few. Students go to the library to use the tools and resources necessary to complete or print assignments, read quietly alone, or socialize with friends. By 7:30 a.m. traffic increases considerably in the area as the staff and student parking lots begin to fill. Teachers attend early morning meetings with one another to discuss challenges and solutions related to best meeting the educational and social emotional

needs of all students. Students continue to mill about, making their way to their lockers to meet with peers and discuss the day ahead or chat about their experiences from the evening before. Some confer about assignments and share their expectations regarding their classes including upcoming tests, projects, and presentations. They look forward to assemblies or other big events being hosted on campus. The day may begin with “Coffee with the Principal” for parents. Students involved in ASB will prepare for the blood drive, peer college counselors (PCCs) will set up for a presentation from a college representative and lucky students going on a field trip will meet in the senior quad before their departure.

At 7:50 a.m. classroom doors are officially open. Teachers wait by their doors enthusiastically greeting students as they enter their class. Our students are offered a full academic itinerary, attending English, math, science, and social studies classes through our schools. While TCHS offers classes that meet the traditional A-G requirements, the TCHSSM offers students the opportunity to take classes specific to engineering and technology including a robotics laboratory. Some will head to their world language and culture classes where they will be working towards language mastery in French, Spanish, Korean or American Sign Language, and while comparing and contrasting points of view from their own cultures, they will learn about the diverse cultures of their chosen area of study.

The first fifteen minutes of third period is reserved for Sustained Silent Reading (SSR); students read self-selected sources in multiple formats to satisfy recreational and academic pursuits. During passing periods, students take advantage of the time to socialize on the way to their next class, visit the restroom, or exchange textbooks from their lockers. Throughout a typical day at our school, a strong and positive adult presence is visible, fostering a healthy safe climate where a student’s social and emotional well-being is a noticeable priority and where faculty and staff actively promote a growth mindset, self-efficacy, social awareness, and self-management. At our school, thousands of academic assignments are completed, thousands of questions are asked and answered, not only by teachers and students, but by administrators, counselors, the nurse, and the teacher librarian. Hundreds of meals are served. Learning and growth are boundless, and the typical day does not only exist within the confines of the main bell schedule; 8:00 a.m. until 3:12 p.m. It more accurately occurs from 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.

For example, in the visual and performing arts classes, our students are exploring their creativity while building collaborative and productive relationships with peers. Students in Calligraphy, Drawing, and Advertising Design have a chance to try their hand at the visual and fine arts. Drama students create characters, rehearse lines in scenes and plays, build and paint sets, create props and costumes, operate lighting and sound all in preparation to share student created and produced performances with their audiences. Film students explore the history of the cinematic arts purposely discussing the innovations that propelled the technology and filmatic arts forward. Films from silent to 3D are screened on big screen in a surround sound environment. Music students work collaboratively in small groups and as large ensembles, aspiring towards achieving

excellence as they develop their tone quality, intonation, balance, uniformity of interpretation, cohesiveness, and technical proficiency as individual musicians and collectively. Dance students are fully engaged in all aspects of dance and strive daily to challenge themselves to step out of their comfort zones, improve their movement abilities, social skills, and their understanding of dance in its various styles. Programs also include photography, media literacy, and video production. As part of the video production program, students will create short award-winning multimedia films.

In health class, students are seen participating individually and in groups to present on issues relevant to personal health; mental, physical and social-emotional. All of this takes place in a safe, judgement free environment. Physical education classes are in full swing, offering students who may not be on an athletic team the opportunity to develop physical fitness and teambuilding skills. SPIRIT class facilitates students who have struggled to find their place both academically and emotionally. Students navigate and operate effectively in the real world. Students will learn how to communicate productively, engage in community awareness and advocacy, live career skills, facilitate information and technology skills, learning and innovation skills, and advance organizational behavior and culture. SPIRIT class also acknowledges the Day of Silence as well as working with outside agencies, organizations, and colleges to present vital information to our students about issues they face.

Nutrition and lunch not only provides students time for necessary rest and nourishment but are moments when students continue the work of the day. Students receive tutoring or supplemental instruction and can always find faculty and staff willing to answer questions or provide additional support. This is also a time when extracurricular experiences unfold. Service and social clubs meet during lunch. Academic Decathlon, Anime Club, Arab/Israeli Coalition, Black Student Union, Chess Club, Chinese Club, Christian Club, Cinema Arts Association, Cuisine Club, Deaf/Hard of Hearing Club, Dog Rescue Club, Engineering and Robotics Club, Entertainment Club, Environmental and Recycling Club, Fashion 411, Film Club, Find Your Calling, Genders and Sexualities Alliance (GSA), The Guild, Helping Hands, Human Relations Association, Humans Unite, Interact Club, Jewish Student Union, Junior Statesmen of America, Key Club, Knights and Ladies, Korean Club, Latinos Unidos, Make a Wish, Multi-Culture Club, Persian Club, Rock and Roll Club, SNAP and STOP, Speech and Debate Club, Students for a Cancer Free Future, TUPE, and many other academically and socially-enriching clubs meet to do service projects and get involved as community contributors.

The library media center is a hub for students and can be seen as a site of participatory culture and learning, where students access, evaluate, and integrate information using resources in multiple formats including technology. Students learn about the importance of digital citizenship and our library provides equitable physical and intellectual access to resources and tools for learning in a warm, welcoming, and safe environment. With instructional lessons by the teacher librarian, students learn how to navigate the digital library, using technology tools that are accessible and support them in their role as lifelong learners.

In Fashion and Foods and Business Management classes students gain real world skills necessary to navigate in the 21st century. Students in the Foods class practice functional food handling and preparation skills necessary to meet requisite independent living skills, which includes appropriate tools and techniques while adhering to sanitation and etiquette standards. Students operate the L'Atelier Boutique using merchandising and management skills they learn in class and can take with them to college or into an immediate career. In the Business Management class, students learn all aspects of personal financial management such as how to balance a checking account, utilize credit instruments, read a pay stub, file tax returns, manage household budgets, investigate investment vehicles, etc.

In the College and Career Readiness class freshman are learning the foundational skills necessary to be successful during their high school career: Note-taking, close reading, academic discussions, public speaking, research skills, and interview skills are covered in order to build confidence and create a college preparatory culture while encouraging students to take AP and Honors classes.

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

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

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward meeting all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

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

As a District affiliated charter school, we have opted to test with the District and adhere to District’s testing calendars and procedures for all District and state mandated

assessments. The Charter School will work toward meeting the student outcome goals as outlined in the TCHS, LCAP, and the LAUSD Focus Reporting Dashboards.

TCHS will consider creating its own periodic assessments in the future. Should we do so, we will consider the following . . .

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?

Anticipated Skills and Knowledge Outcomes for Students:

TCHS has a mission to be learning communities that foster environments 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 in this Charter are an effort on the part of both schools to support this mission by ensuring alignment of school-wide initiatives and district and state requirements. These include the Single Plan for Student Achievement (SPSA), the California Dashboard, MyData, Perkins, state mandated curricula, 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 Student Learning Outcomes, which are the driving force and purpose of the instructional program.

Student Learning Outcomes

Upon graduation, Taft Charter High School students will have the following skills . . .

- Synthesize Creative Thought: Thinking critically and problem solving through the ability to formulate, design, organize, and create their own work through the application of theories, concepts, and analytical methods.

- **Informational Competency:** the ability to find, evaluate, use, and communicate information in all its various formats. This includes computer literacy, library literacy, media literacy, technological literacy, ethics, and communication skills.
- **Collaborate:** Using multicultural awareness and interpersonal skills, students will have a respect for diversity and interact positively with people from different backgrounds and lifestyles. Taft students will also have the ability to lead and to work cooperatively with others.

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 schools' 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 in the SPSA for TCHS have been determined to guide, monitor, and assess progress towards these goals.

Specific, Measurable and Realistic Student Achievement Targets for the Anticipated Student Population: SBAC scores, Graduation Rates (if applicable), Interim Assessments, etc.)

Each spring semester, as mandated by the state, the Smarter Balance Assessment Consortium is administered to all eleventh-grade students at TCHS and in 2019 will be administered to all eleventh-grade students at TCHSSM.

In Spring 2016, our TCHS eleventh grade ELA SBAC scores revealed 72.83% of White students met or exceeded the standard, 59.36% of Latino students met or exceeded the standard, and 57.81% of Black students met or exceeded the standard. These scores represent 2.83% annual increase for White students, 9.36% annual increase for Latino students, and a significant 21.81% annual increase for Black students.

In Spring 2016, our TCHS eleventh grade Math SBAC scores revealed 48.99% of White students met or exceeded the standard, 21.86% of Latino students met or exceeded the standard, and 20.31% of Black students met or exceeded the standard. These scores represent a 1.99% annual increase for White students, 2.14% annual decrease for Latino students, and a significant 9.31% annual increase for Black students. TCHS will make concerted efforts to lower the achievement gap.

Interim Assessments

In accordance with LAUSD policy, TCHS will administer interim assessments to all students in ELA and Mathematics classes. We anticipate the inclusion of core Social Science and Next Generation Science Standards (NGSS) interim assessments to be mandated in the next five years. Following each assessment, content teams meet to discuss the results and how the information will be used to inform instruction.

PSAT

Beginning in the Fall of 2017, our school administered the Preliminary Scholastic Aptitude Test to all ninth through eleventh grade students. This test was offered at no cost to our students. We anticipate that we will continue to provide cost free PSAT in the future.

The counselors, college counselor, and ELA and Math teachers, will review the results of the PSAT with parents and students and use the results to help students understand their strengths and areas of improvement.

CALIFORNIA DASHBOARD

Graduation Rate

Taft's overall graduation rate for 2015-2016 was 89.7% according to the CALPADs demographic information sheet dated October 2016. This represents a markedly higher rate than LAUSD's rate of 77.00%. We will increase our school-wide graduation rate by 4% annually and increase by 2% of the significant subgroups identified by the California Dashboard.

A-G PROGRESS REPORT

To graduate college competitive and career ready, students need to complete A-G coursework with a grade of C or better.

Below is the Fall 2017-18 A-G Progress Report: On-Track Completion which represents progress towards graduation requirements and categorized by ethnicity.

ETHNICITY	A-G Completed	A-G On Track	A-G NOT ON TRACK (MISSING 1 COURSE)	A-G NOT ON TRACK (MISSING 2 COURSES)	A-G NOT ON TRACK (MISSING 3 OR MORE COURSES)	<u>TOTAL</u>
AMERICAN INDIAN/ ALASKA NATIVE		100.0%				100.0%
ASIAN		63.6%	12.6%	7.9%	15.9%	100.0%
BLACK		34.6%	14.9%	12.7%	37.7%	100.0%
HISPANIC	0.3%	41.3%	14.6%	11.8%	32.0%	100.0%
WHITE	0.4%	62.6%	13.8%	6.5%	16.7%	100.0%
FILIPINO		67.1%	9.8%	6.1%	17.1%	100.0%
PACIFIC ISLANDER		25.0%			75.0%	100.0%
UNKNOWN		33.3%		33.3%	33.3%	100.0%
<u>GRAND TOTAL</u>	0.3%	52.3%	13.9%	9.1%	24.4%	100.0%

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 . . .

Common Core State Standards will be reviewed annually through SBAC interim assessments. The results of which will inform instruction, teaching strategies, lesson units, professional development, projects development and identifying student strengths and needs. Analysis of our annual Smarter Balanced Assessment Consortium will enable TCHS and TCHSSM to ensure that each student reaches proficiency in all subject areas and is on track for graduation.

ELPAC (English Language Proficiency Assessment for California): 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 ELPAC will be given annually, in the Spring semester, 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.

The Reading Inventory, which will be given bi-annually to all English Language Learners, measures basic skills in reading competency. This in conjunction with the ELPAC constitutes two indicators of English Language Development mastery.

Periodic Assessments: We may choose to use District assessments or design our own and will determine the timing of such assessments and coordinate with the Local District. 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 student 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 SLOs (Student Learning Outcomes).

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

Data Analysis: Departments will meet to discuss, evaluate, and review data by looking specifically at key standards and addressing grade level remediation monthly. The Data and the Curriculum/Instruction and Professional Development committees will meet once a month to analyze school trends in the following areas: school wide instructional practice, professional development and intervention programs. MyData, and the results of student work from performance tasks/projects, which 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.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

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

- SBAC –Smarter Balanced Assessment Consortium – annually as implemented to grades 9-11
- Alternative Assessment - California Alternative Assessment (CAA)
- Progress on English Language Proficiency Assessments for California (ELPAC) for English Learners – one level increase a year
- Reading Inventory for English Learners – twice annually to assess Reading lexile growth
- MyData Student Trend Analysis/ Individual Progress – ongoing
- Advanced Placement (AP®) Examinations – annually
- Departmental final exams – twice a year
- SAT/ACT/ and PSAT (Grades 9-11) results – annually
- Attendance data – ongoing
- Quarterly grade analysis / A-G grade analysis
- Suspensions/Expulsion rates and analysis – ongoing
- Graduation rate – annually
- College acceptance data – annually
- Fitness Gram
- School Experience Survey
- Interim Assessment (English & Math – annually) (Science & Social Sciences – annually if/when required by District)
- Results of student performance tasks/projects-based assessments – ongoing

Additionally, teacher created tests, commercially available tests, publisher tests, portfolio assessments, rubrics, performance tasks, project 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 as well as the Curriculum/Instruction and Professional Development Committee. The Charter Council monitors and analyzes data. Teachers additionally meet with their departments for each interim assessment. This process identifies students who may be at risk and need additional support. The Curriculum/Instruction and Professional Development Committee working directly with the Charter Council identifies and aligns curricula, instructional materials, interventions, and assessments in each subject area. The Charter Council will also monitor the success of programs and utilization of resources based on the California Dashboard, School Experience Survey, and

information from MyData to inform decisions for school improvement and school needs. Working together in a yearly process of review and revision, we will focus on data-driven instruction to ensure our students graduate in four years and are college-competitive and career ready.

Each Fall, the Educational Testing Service (ETS) sends Advanced Placement teachers an analysis of student performance on the exam administered the previous May. The data reveals the skills and objectives that students have mastered and provides areas for improvement. Teachers use this information to modify their curriculum and instructional strategies.

The Curriculum/Instruction and Professional Development Committee reviews the results of the Preliminary Scholastic Aptitude Test (PSAT) and uses the results to help departments understand student strengths and areas for improvement.

Academic counselors use the results from final grades, Individualized Graduation Plans (IGP) goals, continuous academic monitoring, and teacher recommendations to assess student strengths and to recommend students for intervention, course modification, and credit recovery to meet appropriate academic rigor and ability.

Department meetings include discussion for grade-level articulation, class and individual student academic needs, and use that information to plan their coordinated curricula accordingly.

The Physical Education Department uses the results from the Fitness Gram to develop strategies to increase student mastery in the areas tested. This includes, but is not limited to, aerobic capacity, body composition, muscular strength, endurance, and physical flexibility.

Interim assessments in Mathematics and English inform student mastery of content standards and responding instruction.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

While some assessments are mandated by the state and District, throughout the year, we use a variety of assessments to monitor student achievement. Administrators, The Curriculum/Instruction and Professional Development Committee, department chairs, and program coordinators work with departments to review assessments and make instructional program decisions based upon the results.

We acknowledge 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 Common Core Standards can evaluate the child over time and in a variety of settings. TCHS identifies the following in-house benchmarks to monitor student achievement of and progress towards academic standards and student learner outcomes:

- teacher developed assignments,
- activities,
- homework,
- classroom discussion,
- student presentations,
- Document-Based Question (DBQ) responses and essays,
- lab experiments,
- student reflections,
- SQ3R Protocol,
- writing process,
- technology and/or software-supported collaborative learning,
- anecdotal records,
- journals,
- projects and research projects,
- performance tasks,
- commercial and teacher developed tests,
- rubrics,
- criteria charts, and
- learning contracts.

There is a systematic approach to help students move into, through, and beyond lessons. Warm-up activities help to assess prior knowledge and bridge lesson continuity. Assessments strategies such as laboratory experiments, scientific investigations, graphing, discussions, oral quizzes, Socratic seminars, cooperative learning, reciprocal teaching, and the writing process help to monitor student comprehension and retention of the materials. To assess student mastery of concepts, students analyze, interpret, synthesize, evaluate and produce original works. Review of such work products can assist, together with aforementioned data tools, to address student need.

Using these assessments, instructors reteach skills and concepts with differentiated instruction based upon individual and group student outcomes. Educators also share best practices in department meetings.

TCHS and TCHSSM agree to comply with and adhere to the State requirements for participation and administration of all state mandated tests.

DATA ANALYSIS AND REPORTING

We value data-based decision making to optimize our approach to meet 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 throughout the school year in a variety of ways, including emails, progress reports, grades, and online grade books.

School-wide data from the California Dashboard, interim assessments, annual testing, are also shared at the monthly Charter Council meetings monthly in order to discuss upcoming program development and intervention priorities.

MyData and Schoology, an online interactive classroom gradebook and learning management system, are available 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 an effective professional development program. This information is also used to identify students at risk and cluster these students in groups to receive additional support.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or 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, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School’s local governing council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

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

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

STAKEHOLDER INVOLVEMENT

Broad-based involvement by different stakeholder constituencies at TCHS has been and continues to be crucial to its leadership, management and governance. On-going and consistent stakeholder involvement will enable TCHS to continue to implement its educational mission, vision, strategic plan and school-wide goals in accordance with its governance structure. TCHS will continue to encourage parents/guardians and members of its extended community to participate in TCHS's governance, including School Site Council (SSC), Charter Council, English Learner Advisory Committee (ELAC), and Parent Teacher Organization (PTO), as well as to be involved in a myriad of school site activities that meaningfully impact the school-wide community.

The TCHS Charter Council serves as the primary decision-making body. The principal and UTLA Chapter Chair are automatic members. The TCHS Charter Council meets eight times each year and is comprised of representatives from all stakeholder group, including parents, students, interdisciplinary staff, administration and UTLA representation. Having a diverse membership allows for multiple perspectives and lively discussion. The TCHS Charter Council takes recommendations from the various committees, making decision in the areas of personnel; instruction, assessment and intervention; budgets; professional development; school discipline; scheduling; campus facilities; use of school equipment; and staffing procedures. TCHS Charter Council conducts this business to further the school's educational program and support the LCAP goals. Additionally, the School Site Council and the Charter Council advise on the LCAP budgetary process. The Charter Council also reviews and approves the LCAP document each year based upon feedback from the various stakeholder groups.

Another opportunity for involvement is the TCHS School Site Council (SSC). The SSC is the decision-making body for categorical funds. The SSC is comprised of administration, teachers, non-certificated teachers, parents or community representatives, and students.

Parents have the opportunity to participate in addition advisory groups. Parents of students in the EL program form the majority in the English Language Advisory Committee (ELAC). In addition, there are certificated and classified members. Meeting six times per year, the ELAC makes recommendations to the SSC about their concerns for TCHS students and other mandated state topics.

The annual School Experience Survey provides data on a broad range of issues important to stakeholders. The 2017 survey provided the opportunity to respond to multiple questions concerning parental engagement, customer service, safety, resource availability, high quality schooling, future plan orientation and technology. Beginning in fall 2018, parents of 9th grade students will be expected to complete the School Experience Survey and continue for the next three years.

All stakeholder groups are given the opportunity to complete the Title I Comprehensive Needs Assessment early in the second semester – before budget development takes place. TCHS strives for 100% participation and completion of the Title I Comprehensive Needs Assessment each year, which guides the budget process for Compensatory Education funds.

All stakeholder representatives contribute to, review and approve the School's Single Plan for Student Achievement (SPSA). These discussions depend on understanding many forms of academic and fiscal data. Stakeholders coordinate at the federal, State, and local services and programs to ensure resources are allocated based on student needs. Low-achieving, at-risk students not meeting grade-level standards will receive the appropriate supplemental support based upon a rigorous analysis of all pertinent subgroup and individual student data. Supplemental academic support will include, without exception, student interventions.

Throughout the year, we hold Back-to-School Night, Open House, and other hosted opportunities to present Taft instruction to parents and the communities. Back-to-School Night affords parents the opportunity to meet with their children's teachers to go over course expectations; parent conferences and Open House provide occasions to discuss one-on-one issues concerning student performance.

Moreover, three progress reports and one final report card are issued each semester to keep parents abreast of student progress. Counselors, parents, or students may also initiate weekly progress and attendance reports to monitor student performance on a regular basis.

Furthermore, teachers communicate with parents about the academic and behavioral progress of students via course syllabi, email, and phone calls. Our automated School Messenger and ConnectEd phone systems—in English and Spanish—keep parents informed of events on campus. Teachers and offices also utilize education-appropriate text-messaging apps to communicate directly with parents on a variety of topics.

TCHS TCHS's committees are open to all stakeholders and an administrator oversees each one. These committees meet each year and include:

- Budget Committee
- Data Committee
- Curriculum/Instructional and Professional Development Committee
- Personnel Committee
- Community Outreach Committee
- Student Services Committee

The process by which TCHS consults with parents and teachers regarding our educational program involves the use of Schoology and other online learning and assessment management systems, teacher websites, parent-teacher conferences, back to school nights and open house events, reporting by administration and staff to PTO membership at monthly PTO meetings, meeting with the Charter Council which includes membership from parent and teacher stakeholders, Connect Ed, Coffee with the Principal, TCHS family and prospective student tours, faculty meetings, staff professional development, teacher conference periods, off-site teacher professional development and conferences, and participation in WASC and Charter renewal. TCHS's constituencies remain involved in and dedicated to a school-wide community, which strives to continue to improve, by all measurable criteria, while maintaining compliance with the District's overall policies, regulations, legal commitments and applicable laws.

There is a high value placed on all stakeholder involvement, so every opportunity is provided for stakeholders to be active participants. Starting at New Student Orientation, introduces our incoming and potential 9th grade students to the TCHS facility, staff and educational opportunities. At that time, they are able to access the school website to complete enrollment documents and access our school calendar where they have information on Parent Workshops and Coffee with the Principal. Our school fosters an educational environment that embraces teacher, school, student, parent, and community involvement by volunteering, promoting enrichment/extracurricular activities, sponsoring field trips, and incorporating classroom materials and supplies. All compliance-based committees follow mandated procedures for selection and ratio of school site personnel, parent, and student involvement.

The Taft Charter High School has an extensive web presence, including a robust, user-friendly, and interactive school website. It includes communication links to staff, promotes our mission and vision statement, identifies news and announcements including athletic events, highlights student achievement, shares the Principal's Message, links to Taft and District's online digital library resources, provides school profile, posts the TCHS Charter. We also have powerful social media presence through Instagram and Twitter.

Through the parent center's monthly calendar, parents receive information on the workshops available to them, including A-G requirements, 100% attendance, and 100% graduation. The community representative organizes various workshops to expand parental knowledge about teen-related issues and offers information on various ways that parents can become involved in their child's education. Information on community resources to assist parents is also available. TCHS will continue the parent Coffee with the Principal, parental involvement on 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.

In addition to sending home the course syllabi and calling home to discuss student's progress, many teachers assign projects that encourage parent participation including:

- Dance class invites students to work with a parent or other adult to jointly choreograph a dance routine; and
- History classes ask students to interview parents and grandparents about their experiences in relationship to a studied historical topic;

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the District's Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

RESPONDING TO INQUIRIES

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. 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 or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by

outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. 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 bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent.

Certificated Personnel

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions 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 in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified 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 in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan), and keep it readily available for use and review upon District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq. and related District policies and procedures.

SUICIDE PREVENTION

As a District affiliated charter school, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE 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

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Student Recruitment

TCHS will reach out to other San Fernando Valley schools through social media such as Facebook, Twitter, and Instagram and on-site presentations to promote our school’s long track record of high achievement and desire to enroll and matriculate students with a history of low academic performance who could be at risk for not meeting graduation

requirements, those students who are socio-economically disadvantaged, and students with disabilities. Our counselors reach out to our feeder middle schools and some beyond that in the adjacent area to make personal contact with these students at their current school and present them the wonderful options we have to offer at TCHS for their continued education. We also have recently offered them the ability to come during the summer before they enter ninth grade to participate in a “boot camp” for high school where we prepare them to deal with high school curricula and rigors. This “boot camp” includes learning how to take notes and preparatory technology practices to be able to function with our new technologies employed in most of our classrooms among other issues. We make sure these students feel welcome in their attendance and participation in all school functions and activities.

Lottery Preferences and Procedures

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **Resident Students**

Prospective students who reside within the former attendance boundaries¹ of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

- **LAUSD Students**

- **Siblings**

Prospective students who (a) are siblings of students enrolled in grades 9-11 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **second** admission preference.

- **Other LAUSD Students**

All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **third** admission preference.

- **California Students**

- **Siblings**

Prospective students who (a) are siblings of students enrolled in grades 9-11t Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

¹ For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

Charter School's lottery applications will be made available each year on the first Monday in February. Charter School will accept completed application, delivered in person or received by mail or delivery service, through close of business on the last Friday in March. On the Saturday following the last Friday in March, Charter School shall conduct its public random drawing (lottery). Application forms and information regarding the date and procedures of the lottery shall be posted on Charter School's website and made readily available in the main office.

Charter School shall hold its lottery in Taft Hall, or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, the Principal or administrative designee and a member of the Charter Council chosen by the Charter Council at its March meeting will randomly select student applicants until all have been given a priority number for admission. Another school employee shall publicly record the results in real time.

Parents of applicants being offered admission through the lottery will be notified in writing by mail within five school days following the lottery, and will be provided five school days to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call, and will have five school days to accept the offered seat.

Non-resident students who apply for admission after the lottery is conducted will be added to the bottom of the waitlist in the order in which their applications are received.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

MAGNET PROGRAM

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

NON-DISCRIMINATION

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

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

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

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

Charter School acknowledges that the District’s 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 other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504

Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

GUN FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

District employees working at or assigned to 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 provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures, or seek enrollment at another charter public school pursuant to applicable law and the terms of that school’s charter.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

As a District affiliated charter school, all administrators, faculty and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, 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 appropriate Local District and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Notification of 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 District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: Taft Charter High School
c/o School Principal
5461 Winnetka Avenue
Woodland Hills, CA 91364

To District: LAUSD
Attn: Director, 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 Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place 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 Charter School. 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 the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

REVOCAION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the

specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)