



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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## TAFT CHARTER HIGH SCHOOL

A DISTRICT AFFILIATED CHARTER SCHOOL

[5461 Winnetka Ave](#)  
[Woodland Hills, CA 91364](#)

## Renewal Charter Petition

Submitted March 11, 2026

### TERM OF CHARTER

**JULY 1, 2026 TO JUNE 30, 2031**

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## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

William Howard Taft Charter High school (also referred to herein as Taft Charter High School and TCHS) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).) Charter school shall not enter into settlement agreements requiring students to disenroll or transfer to another school.

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

## ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

***“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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(c)(5)(A)(ii).)***

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

### GENERAL INFORMATION

• The name and title of the contact person for Charter School is:	<i>Yun Yu, Principal</i>
• The contact address of Charter School is:	<i>5461 Winnetka Ave Woodland Hills, CA 91364</i>
• The contact 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 Region:	<i>North</i>
• The grade configuration of Charter School is:	<i>9-12</i>
• Charter School’s scheduled first day of instruction in 2026-2027 is:	<i>August 12, 2026</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>2,223</i>
• The bell schedule (e.g. daily hours) for Charter School will be:	<i>Six Period Day Regular Start 8:30AM- End 3:33 PM PD Tuesday Start 8:30AM- End 2:33PM</i>
• The term of this Charter shall be from:	<i>July 1, 2026-June 30, 2031</i>
• If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	<i>8</i>

## **SELF REFLECTION FOR DISTRICT AFFILIATED CHARTER SCHOOL**

William Howard Taft Charter High School has been proudly recognized as a 2026 California Distinguished School by the California Department of Education. This marks Taft's third consecutive recognition, reflecting the school's sustained commitment to excellence, achievement, and student success. Located in Woodland Hills, California, a suburb of Los Angeles, TCHS is dedicated to ensuring measurable educational progress for every student. Its charter status allows flexibility in implementing innovative strategies that promote continuous academic growth. Taft envisions a learning environment where school leaders collaborate with educational partners to make informed decisions that strengthen instruction, enhance learning opportunities, and improve operational effectiveness.

TCHS has been recognized as a Magnet School of Excellence, highlighting rigorous coursework, consistent instructional practices, and a strong college-going culture. Student achievement within the magnet program exceeds schoolwide outcomes, providing an enriched interdisciplinary environment that fosters creative and critical thinking while preparing students for advanced STEAM study. In addition to the STEAM Magnet, Taft offers the Humanitas Program (HIPP) in partnership with Pierce College, giving students the opportunity to earn college credit on campus.

At Taft, we believe that student empowerment fosters ownership, driving sustained educational progress and success. TCHS serves as an instructional leader by offering an innovative, rigorous, and personalized curriculum aligned with academic standards. Programs are goal-oriented, connected to real-world applications, and inclusive, ensuring that all students can progress, achieve, and thrive.

Taft consistently demonstrates strong academic performance and meaningful growth across its diverse student population, reflecting its commitment to equity, innovation, and student-centered learning. Graduation rates remain high at 96.4%, with notable improvements for specific groups: students with disabilities rose from 88.2% to 94.4%, and African American students increased from 93.3% to 97.3%. College and career readiness grew from 64.4% to 65.9%, with African American students improving by 4.5%, Asian students by 11.3%, and English Learners achieving a remarkable 19.4% gain. These outcomes demonstrate the impact of targeted, student-focused interventions, while students with disabilities continue to receive tailored support in ELA and Math.

These achievements also strengthen Taft's role in the community, showing families and stakeholders that the school provides both rigorous academics and equitable opportunities for all students.

Taft implements evidence-based strategies to meet the needs of all students. Culturally and linguistically responsive instruction, smaller class sizes, and differentiated support aligned with IEP goals ensure equitable access to grade-level standards. Teachers participate in professional development focused on Close Reading, Constructive

Conversations, Purposeful Grouping, Data Chats, and Thinking Maps, supporting high-impact instruction.

Extended learning opportunities include Taft Success Academy Saturday sessions and credit recovery programs to reinforce and enrich student learning. Math instruction is guided by i-Ready and IXL diagnostics, while collaboration between general and special education teachers ensures consistent, coordinated support for students with disabilities.

To enhance graduation and career readiness, Taft offers Career Technical Education (CTE) pathways, equipping students with technical and academic skills for success in a competitive global workforce. Guided by School Accountability Report Card (SARC) data, the school prioritizes diverse, rigorous pathways. Currently, more than 738 students are enrolled in CTE courses, and 537 students (24.2%) have completed a full pathway while earning their diploma.

Data from Taft's Black Student Achievement Program (BSAP) demonstrate the effectiveness of targeted support. The 2024–2025 Smarter Balanced assessment results show a 30.89% gain in Math and a 28.04% gain in ELA compared to the previous year. These gains are supported by the BSAP Academic Counselor, who provides individualized guidance and college readiness support, and the School Climate Advocate, who promotes attendance and social-emotional well-being, fostering a nurturing campus-wide learning environment.

Collectively, these strategies highlight Taft's dedication to building on student strengths, promoting academic growth, and providing a rigorous, equitable, and supportive learning environment where all students can thrive.

Taft Charter High School has 75 classrooms, a full-time teacher-librarian, and a fully equipped library. The school is a 100% 1:1 student-to-technology campus, with each student assigned a laptop and access to on-campus tech support. Specialized learning centers support students in special education programs, and dedicated classrooms serve courses in Fashion and Design, Visual and Performing Arts, Media, Science, CTE, and the AIAT Academy.

The Parent Center and Student Center (temporarily located in the library due to construction) provide training, communication, and support for the school community. The Parent Center maintains an extensive email list to communicate timely information, while the PTO supports instructional programs, extracurricular clubs, arts, and sports. Parents and community members actively shape the school's culture of achievement through participation in ELAC, SSC, and LSLC Charter Councils, fostering dialogue and shared decision-making to direct resources toward programs that strengthen student outcomes.

The TCHS website ([tafths.lausd.org](http://tafths.lausd.org)) serves as a comprehensive platform with essential resources, including the school calendar, faculty contacts, news updates, and relevant information from the Los Angeles Unified School District.

Counselors, teachers, students, and administrators collaborate with local feeder schools and select middle schools outside the TCHS area to support and recruit incoming ninth-grade students. Through reciprocal visits, staff review students' academic progress, identify strengths, and use this information to inform instruction for a successful high school transition. TCHS also hosts campus tours for prospective students and parents, showcasing programs, resources, and student achievements while strengthening community connections and supporting enrollment.

By maintaining strong community ties, fostering engaged families, and showcasing a robust charter identity, TCHS not only educates students but also actively contributes to the growth and vitality of Woodland Hills.

## **STUDENT POPULATION TO BE SERVED**

Taft serves 2,147 students and provides a comprehensive educational program designed to meet the needs of a diverse student population. Academic offerings include traditional A–G courses, Honors, Advanced Placement, dual enrollment with local colleges, and a robust range of Special Education programs. Taft is also designated as a School for Advanced Studies (SAS) and is home to a Gifted STEAM Magnet program that includes CTE pathways in Computer Science and Engineering. In addition, the Academy of Integrated Arts and Technology provide a full-inclusion program designed for students who are twice-exceptional.

Taft offers a wide variety of Visual and Performing Arts electives, including Theater, Fashion Design, Graphic Design, Video Production, Marching Band, and Jazz Band. The school further supports student achievement through the District's Winter and Spring Academies, credit recovery opportunities through the Taft Success Academy offered on select Saturdays, after-school peer tutoring, and resources provided to all students through the Black Student Achievement Plan (BSAP). These programs attract many students from outside our local zip code who choose Taft as their school of choice.

As of 2025, the student population reflects the following demographics: 39.77% Hispanic, 39.65% White, 9.16% African American/Black, 7.5% Asian, and 4.51% identifying as Two or More Races. Approximately 48% of students are identified as gifted and talented, and about 40% are bi/multilingual. Additionally, 56% of students qualify as Title I low-income. Approximately 4% of students are Emergent Bilinguals, while 25% have been Reclassified Fluent English Proficient (RFEP).

According to the 2025 California Dashboard, which includes data from the California Assessment of Student Performance and Progress (CAASPP), Taft's graduation rate is 96.4%, significantly higher than the district average. The school has also demonstrated academic growth, increasing ELA performance by 42.4 points above standard and Math performance by 6.9 points above standard.

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

**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.

**Vision:** Taft Charter High School will serve 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.

## **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 21<sup>st</sup> Century**

Being an educated person in the 21st century means developing the ability to think critically and create meaningful solutions. At Taft Charter High School, an educated student synthesizes creative thought by formulating ideas, designing solutions, organizing information, and producing original work through the application of theories, concepts, and analytical methods. They demonstrate informational competency by finding, evaluating, and ethically using information through strong library, media, and technological literacy skills.

An educated person understands the importance of collaboration in a diverse and interconnected world. They lead and work cooperatively with others, showing respect for different cultures, backgrounds, and perspectives. Through strong interpersonal skills and multicultural awareness, they interact positively with others and contribute thoughtfully to their community. In the 21st century, being educated means being a critical thinker, responsible communicator, and respectful, collaborative citizen.

## **How Learning Best Occurs**

At Taft Charter High School, we believe learning best occurs in environments where students are actively engaged, intellectually challenged, and supported through equitable and inclusive instructional practices. Learning becomes meaningful when students think critically, collaborate with others, reflect on their progress, and apply their knowledge to authentic, real-world situations.

Instruction at TCHS is grounded in research-based practices that promote equity, engagement, and high achievement. Differentiated instruction ensures that students are provided multiple pathways for learning within the same classroom. Through purposeful grouping and individualized supports, teachers are able to personalize instruction, address varying levels of readiness, and ensure that all students are supported in reaching their personal goals.

Purposeful grouping provides targeted instruction and promotes collaboration among students with diverse strengths and learning needs. This approach allows teachers to design lessons that support skill development, encourage peer learning, and ensure that all students have meaningful access to the curriculum within the general education classroom.

Project-Based Learning plays a central role in preparing our students for future academic and workplace success. Through collaborative projects, students develop critical skills such as communication, teamwork, time management, decision-making, and problem-solving. These learning experiences are used in all courses here at TCHS to connect classroom instruction to real-world contexts, helping students understand the relevance and application of their learning.

Social and Emotional Learning is integrated into the educational experience here at TCHS to support students in managing emotions, demonstrating empathy, building positive relationships, and making responsible decisions. These skills contribute to a supportive learning environment where students feel safe to take academic risks and grow from their experiences.

Progress towards Equitable grading and instruction are essential components of TCHS's commitment to fairness and academic integrity. Grading practices in many classrooms are designed to accurately reflect students' mastery of academic standards rather than external factors such as behavior or circumstances beyond their control. By providing multiple opportunities for feedback, revision, and growth, equitable grading supports student learning and ensures that all students have a fair opportunity to demonstrate their understanding.

Culturally and linguistically responsive teaching further strengthens learning by recognizing and valuing students' cultural identities, languages, and lived experiences. By incorporating these perspectives into instruction, educators create inclusive classrooms where students feel respected, represented, and empowered as learners.

### **TCHS believes that students learn most effectively when they:**

- Are challenged with high expectations and receive purposeful, constructive feedback.
- Engage in real-world experiences through projects, and professional-style tasks.
- Make connections across disciplines, exploring historical, cultural, and thematic links.
- Develop analytical reasoning, creativity, and advanced problem-solving skills.
- Build strong foundational skills that enable deeper, higher-level thinking.
- Use inquiry and conduct research.

- Integrate technology, digital tools, and social media responsibly
- Participate in collaboration, peer-led instruction, and constructive conversations.
- Examine local and global issues while appreciating diverse, multicultural perspectives.
- Take ownership of their education and teach others what they have learned
- Reflect on their learning, learn from mistakes, and set goals to move forward.
- Take ownership of their learning and pursue personal interests and passions.

**How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners**

The goals of the Taft Program are designed to support students in developing the skills, confidence, and motivation needed to become successful, life-long learners. By striving for such goals as 100% graduation, 100% attendance, and increased ELA and Math CAASPP scores, the program focuses on helping students build strong literacy, problem-solving, and critical thinking skills. These academic foundations empower students to take ownership of their learning and prepare them for future college and career opportunities. At the same time, ensuring school safety and providing strong social-emotional support helps students feel valued, respected, and supported so they can fully engage in their learning and grow both academically and personally. The Taft Program also recognizes that student success is strengthened through meaningful partnerships with families and the community. By increasing parent and community participation, students receive encouragement and support from multiple sources, reinforcing the importance of education in their daily lives. Additionally, students are guided in the ethical and responsible use of AI and technology, helping them develop digital literacy and integrity in a rapidly changing world. By learning how to use these tools thoughtfully and responsibly, students are better prepared to think independently, solve problems creatively, and continue learning beyond the classroom.

**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(d).)

<p><b>LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)</b></p>
<p>GOAL #1</p>

<b>100% Graduation</b> -Taft will increase the percentage of students who graduate from high school college, and career ready by implementing targeted counseling, consistent monitoring, improving attendance, and effective instruction.	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: <input type="checkbox"/> : <input type="checkbox"/> :		

\* Student group not numerically significant at this time

**Specific Annual Actions to Achieve Goal**

- Each student meets with a counselor at the start of the school year to create a personalized academic and career plan, including course selection, college prep, and career pathways.
- Track student progress quarterly using grades, iReady test scores, and on track to graduation status
- Launch programs to identify chronic absenteeism early, involve families, and provide incentives and support to improve daily attendance.
- Provide Targeted Academic Interventions and credit recovery

**Expected Annual Measurable Outcomes**

**Outcome #1:**  
100% Graduation

**Metric/Method for Measuring:**  
Four-Year Cohort Graduation Rate (Source: CA Dashboard 2024-2025)  
\* Student group not numerically significant at this time

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	96.4%	97.4%	98.4%	99.4%	100%	100%
English Learners Students	70.6%	76.6%	74.6%	76.6%	78.6%	80.6%
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	96.7%	97.7%	98.7%	99.7%	100%	100%
Foster Youth Students	*	*	*	*	*	
Homeless Youth Students	84.6%	86.6%	88.6%	90.6%	92.6%	94.6%
Students with Disabilities	94.4%	95.4%	96.4%	97.4%	98.4%	99.4%
African American Students	97.3%	98.3%	99.3%	100%	100%	100%
American Indian/Alaska Native Students	*	*	*	*	*	
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%

Latino Students	96.3%	97.3%	98.3%	99.3%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	95%	96%	97%	98%	99%	100%

<b>Outcome #2:</b>						
100% Graduation						
<b>Metric/Method for Measuring:</b>						
Percentage of High School Students on Track for A-G D or Better (Focus Dashboard 2026)						
APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	95%	96%	97%	98%	99%	100%
English Learners Students	85%	86%	87%	88%	89%	90%
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	75%	76%	77%	78%	79%	80%
Homeless Youth Students	60%	61%	62%	63%	64%	65%
Students with Disabilities	79%	80%	81%	82%	83%	84%
African American Students	81%	82%	83%	84%	85%	86%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	98%	99%	100%	100%	100%	100%
Filipino Students	90%	91%	92%	93%	94%	95%
Latino Students	93%	94%	95%	96%	97%	98%
Native Hawaiian/Pacific Islander Students	50%	51%	52%	53%	54%	55%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	98%	98%	98%	98%	98%	98%

**Outcome #3:**  
100% Graduation

**Metric/Method for Measuring:**  
*College and Career Readiness Tracker (Source CA Dashboard)*

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	65.9%	62.9%	64.9%	66.9%	68.9%	70.9%
English Learners Students	29.4%	32.4%	35.4%	38.4%	41.4%	44.4%
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	55.1%	53.1%	56.1%	58.1%	61.1%	64.1%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	23.1%	26.1%	29.1%	32.1%	35.1%	38.1%
Students with Disabilities	25.2%	28.2%	31.2%	34.2%	37.2%	40.2%
African American Students	37.8%	40.8%	43.8%	46.8%	49.8%	52.8%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	95.3%	96.3%	97.3%	98.3%	99.3%	100%
Filipino Students	90.9%	92.9%	94.9%	96.9%	98.9%	100%
Latino Students	48.9%	51.9%	54.9%	57.9%	60.9%	63.9%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	64.3%	67.3%	70.3%	73.3%	76.3%	79.3%
White Students	78%	81%	84%	87%	90%	93%

**GOAL #2**

100% Attendance-- Taft Charter High School will increase student attendance and strengthen student learning, resulting in a measurable decrease in chronic absenteeism.

Related State Priorities:

- 1       4       7  
 2       5       8  
 3       6

(Goal Related to State Priority 5)

\* Student group not numerically significant at this time

Local Priorities:

- :  
:

**Specific Annual Actions to Achieve Goal**

- Recognition of student achievement through the Principal’s Honors Roll, exemplary attendance, and the Principal Character Award.
- Foster a culture of engagement, accountability, and academic excellence to support improved attendance and overall student success.
- Provide additional counseling services for low-income students and foster youth to address their unique needs.
- Promote and strengthen home-school partnerships through programs and activities implemented by Parent Community Representatives.
- Provide targeted supports at high-need campuses, including clerical support, registration assistance, custodial and maintenance services, nurses, psychologists, and additional support personnel.

**Expected Annual Measurable Outcomes**

**Outcome #1:**

100% Attendance

**Metric/Method for Measuring:**

Attendance rate- Proficient (Source: Focus Dashboard 2024-2025)

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	53.1%	55.1%	57.1%	59.1%	61.1%	63.1%
English Learners Students	29.2%	31.2%	33.2%	35.2%	37.2%	39.2%
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	0%	2%	4%	6%	8%	10%
Homeless Youth Students	26.2%	28.2%	30.2%	32.2%	34.2%	36.2%
Students with Disabilities	40.8%	42.8%	44.8%	46.8%	48.8%	50.8%
African American Students	31.3%	33.3%	35.3%	37.3%	39.3%	41.3%

American Indian/Alaska Native Students	66.7%	68.7%	70.7%	72.7%	74.7%	76.7%
Asian Students	67.4%	69.4%	71.4%	73.4%	75.4%	77.4%
Filipino Students	68.3%	70.3%	72.3%	74.3%	76.3%	78.3%
Latino Students	39.4%	41.4%	43.4%	45.4%	47.4%	49.4%
Native Hawaiian/Pacific Islander Students	33.3%	35.3%	37.3%	39.3%	41.3%	43.3%
Students of Two or More Races	50.6%	52.6%	54.6%	56.6%	58.6%	60.6%
White Students	45.7%	47.7%	49.7%	51.7%	53.7%	55.7%

**Outcome #2:**  
100% Attendance

**Metric/Method for Measuring:**  
Attendance rate- Chronic (Source: Focus Dashboard 2024-2025)

\* Student group not numerically significant at this time

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	22.7%	21.7%	20.7%	19.7%	18.7%	17.7%
English Learners Students	50%	49%	48%	47%	46%	45%
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	100%	97%	94%	91%	88%	85%
Homeless Youth Students	61.9%	60.9%	59.9%	58.9%	57.9%	56.9%
Students with Disabilities	35.7%	34.7%	33.7%	32.7%	31.7%	30.7%
African American Students	39.3%	38.3%	37.3%	36.3%	35.3%	34.3%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	15.2%	14.2%	13.2%	12.2%	11.2%	10.2%
Filipino Students	9.8%	8.8%	7.8%	6.8%	5.8%	4.8%
Latino Students	32.4%	31.4%	30.4%	29.4%	28.4%	27.4%
Native Hawaiian/Pacific Islander Students	66.7%	65.7%	64.7%	63.7%	62.7%	61.7%
Students of Two or More Races	20.8%	19.8%	18.8%	17.8%	16.8%	15.8%
White Students	28.5%	27.5%	26.5%	25.5%	24.5%	23.5%

**Goal #3**

**Proficiency for All**

Increase the number of English Learners who achieve full reclassification.  
Increase the number of students who score Proficient or above standard in English-Language Arts on the SBA assessment.  
Increase the number of English learners demonstrating readiness to participate in a core English language arts curriculum.  
Increase the number of students who score Proficient or above in grade-level and higher-level mathematics on the SBA assessment.

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 type="checkbox"/> 3 | <input type="checkbox"/> 6 |                            |

Local Priorities:

- :  
:

(Goal Related to State Priorities 2,4,5,7)

\* Student group not numerically significant at this time

**Specific Annual Actions to Achieve Goal**

- Expand the use of instructional technology, equipment, and digital learning tools to support student learning in English Language Arts and Mathematics.
- Implement targeted instructional strategies and interventions to support students in meeting or exceeding SBA standards.
- Provide designated and integrated English Language Development supports to accelerate English Learner progress toward reclassification.
- Monitor student progress through ongoing assessment and data analysis to ensure timely instructional adjustments and support.

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 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 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

See LAUSD LCAP.

Expected Annual Measurable Outcomes

**Outcome #1:**  
Proficiency for All

**Metric/Method for Measuring:**  
SBA Assessment English-Language Arts Proficiency Rate (Source: CA Dashboard)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	+42.2	+47.2	+52.2	+57.2	+62.2	+67.2
English Learners Students	-121.2	-111.2	-101.2	-91.2	-81.2	-71.2
Long-term English Learners	*	*	*	*	*	
Socioeconomically Disadvantaged Students	+14.6	+24.6	+34.6	+44.6	+54.6	+64.6
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	-83.6	-78.6	-73.6	-68.6	-63.6	-58.6
African American Students	+4	+14	+24	+34	+44	+54
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	+78.6	+88.6	+98.6	+108.6	+118.6	128.6
Filipino Students	*	*	*	*	*	*
Latino Students	+2.8	+12.8	+22.8	+32.8	+42.8	+52.8
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	+92.7	+102.7	+112.7	+122.7	+132.7	+142.7
White Students	+66.5	+76.5	+86.5	+96.5	+106.5	+116.5

**Outcome #2:**  
Proficiency for All

**Metric/Method for Measuring:**  
SBA Assessment Mathematics Proficiency Rate (Source: CA Dashboard)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	-37.5	-27.5	-17.5	-7.5	+3.5	+13.5
English Learners Students	-154.5	-144.5	-134.5	-124.5	-114.5	-104.5
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-68.6	-58.6	-48.6	-38.6	-28.6	-18.6
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	-151.1	-141.1	-131.1	-121.4	-111.4	-101.4
African American Students	-82.3	-72.3	-62.3	-52.3	-42.3	-32.3
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	+31.4	+41.4	+52.4	+62.4	+72.4	+82.4
Filipino Students	*	*	*	*	*	*
Latino Students	-89.8	-79.8	-69.8	59.8	-49.8	-39.8
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	-8.4	+2.4	+12.4	+22.4	+32.4	+42.4
White Students	-5	+15	+25	+35	+45	+55

**Outcome #3:**  
Proficiency for All

**Metric/Method for Measuring:**  
English Learner Reclassification Rate (Source: Focus Dashboard 2024-25)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*	*	*	*	*	*
English Learners Students	28%	30%	32%	34%	36%	38%
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #4:**  
Proficiency for All

**Metric/Method for Measuring:**  
English Learner Progress Indicator (Source: CA Dashboard 2024-25)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*	*	*	*	*	*
English Learners Students	63.2%	65.2%	67.2%	69.2%	71.2%	73.2%
Long-term English Learners	63.2%	65.2%	67.2%	69.2%	71.2%	73.2%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*

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

**GOAL #4**

**Parent, Community, and Student Engagement-** Taft will increase the number of parents and families who participate in providing input on school conditions, expand family engagement that supports student learning at home and school, and strengthen opportunities for student voice and engagement in school programs and decision-making.

Related State Priorities:

- 1       4       7  
 2       5       8  
 3       6

Local Priorities:

- :  
:

(Goal Related to State Priorities 3,6)

\* Student group not numerically significant at this time

**Specific Annual Actions to Achieve Goal**

- Parent and Family workshops and speakers will be focused on these areas with an eye toward increased parental participation in their student’s life.
- Taft will implement an annual outreach campaign to increase parent and guardian completion of the School Experience Survey.
- Taft will provide a series of parent workshops and informational sessions throughout the year to strengthen families’ capacity to support student learning at home and school. Workshops will focus on topics such as graduation requirements, college and career readiness, digital learning tools, and strategies for supporting student academic success and well-being.
- 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:**

**Parent, Community, and Student Engagement**

**Metric/Method for Measuring:**

Percentage of students who feel a part of this school [question on the School Experience Survey] (Source: School Experience Survey)

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	51%	53%	55%	57%	59%	61%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*

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

**Outcome #2:**  
Parent, Community and Student Engagement

**Metric/Method for Measuring:**  
Percentage of parents completing the School Experience Survey annually (Source: School Experience Survey)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	17%	27%	37%	47%	57%	67%

English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #3:**  
Parent, Community and Student Engagement

**Metric/Method for Measuring:**  
Overall Resource Available Percentage to Parents (Source: School Experience Survey)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	68%	70%	72%	74%	76%	78%

English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**GOAL #5**

**Ensure School Safety**-- Taft will maintain a safe, supportive, and positive school environment that promotes student well-being, equitable discipline practices, and uninterrupted access to instruction for all students.

Related State Priorities:

- 1       4       7  
 2       5       8  
 3       6

Local Priorities:

- :  
:

(Goal Related to State Priorities 6,8)

\* Student group not numerically significant at this time

**Specific Annual Actions to Achieve Goal**

- Continue implementing proactive school climate strategies and restorative practices to reduce student suspensions.
- Monitor discipline data regularly to identify and address disproportionate suspension rates among student subgroups.
- Implement targeted supports and interventions to reduce suspension rates for identified student groups. Provide Campus Aides that provide a safe environment of youth
- Continue efforts to decrease the number of instructional days lost due to suspensions.
- Maintain systems that promote a safe and inclusive school environment that supports student engagement and learning.

**Expected Annual Measurable Outcomes**

**Outcome #1:**  
**Ensure School Safety**

**Metric/Method for Measuring:**  
 Single Day Suspension Rate (Source: CA Dashboard)

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	0.7%	0.4%	0.1%	0%	0%	0%
English Learners Students	0.2%	0%	0%	0%	0%	0%
Long-term English Learners	2.8%	2.4%	2%	1.6%	1.2%	.9%
Socioeconomically Disadvantaged Students	0.9%	0.6%	0.3%	0%	0%	0%
Foster Youth Students	6.3%	5.3%	4.3%	3.3%	2.3%	1.3%
Homeless Youth Students	0%	0%	0%	0%	0%	0%
Students with Disabilities	2.1%	1.8%	1.5%	1.2%	.9%	.6%
African American Students	3.3%	2.9%	2.5%	2.1%	1.7%	1.4%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	0%	0%	0%	0%	0%	0%

Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	1%	.8%	.6	.4%	.2%	0%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	0.1%	0%	0%	0%	0%	0%

**Outcome #2:**  
Ensure School Safety

**Metric/Method for Measuring:**  
Percentage of students who feel safe on school grounds (Source: School Experience Survey)

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	61%	63%	65%	67%	69%	70%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #3:**  
Ensure School Safety

**Metric/Method for Measuring:**  
Expulsion Rate (Source: Whole Child 2.0)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**GOAL #6**

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:

- 1       4       7  
 2       5       8  
 3       6

Local Priorities:

- :  
:

(Goal Related to State Priorities 1,2,5)

\* Student group not numerically significant at this time

**Specific Annual Actions to Achieve Goal**

- Provide and maintain Basic Services for students and schools.
- Teacher Assignments and Credentialing: The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.
- Access to Instructional Materials: The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.
- Facilities Maintenance: The school will achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities.

\*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.

**Expected Annual Measurable Outcomes**

**Outcome #1:**

Provide for Basic Services

**Metric/Method for Measuring:**

Percentage of teachers that are appropriately credentialed for the students they are assigned to teach

Baseline	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Teachers (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*

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

**Outcome #2:**

Provide for Basic Services

**Metric/Method for Measuring:**

Percentage of school-based staff attending 96% or above

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Teachers (Schoolwide)	65%	70%	75%	80%	85%	90%
Classified Employees	54%	59%	64%	69%	74%	79%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #3**

Provide for Basic Services

**Metric/Method for Measuring:**

Percentage of schools providing students with standards based instructional materials by meeting the Williams Act requirements

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**INSTRUCTIONAL DESIGN****Innovative Components and Key Features**

Taft Charter High School (TCHS) offers a range of innovative instructional programs designed to support diverse student needs, promote academic rigor, and expand college and career readiness opportunities. These programs emphasize interdisciplinary learning, inclusive educational practices, flexible pathways to graduation, and early college access.

**Taft Success Academy (TSA) Credit Recovery Program** provides an alternative pathway for students who need to recover credits in order to remain on track for graduation. Through Saturday scheduling, targeted academic intervention, and

individualized progress monitoring, students receive structured support to successfully complete required coursework and strengthen their academic confidence.

The TCHS **School Library Media Center** provides students access to peer-reviewed curricula, educational resources, and district databases, serving as a central hub for integrated, technology-enhanced learning. Students develop comprehension, inquiry, and critical thinking skills through blended and project-based learning that incorporates new technologies. Under the leadership of the Teacher Librarian, the program collaborates with content-area teachers and specialists to teach information and digital literacy, ensuring students can navigate, evaluate, and apply knowledge effectively. This program is innovative in its instructional approach, transforming the library into an active learning environment that fosters 21st-century skills, supports lifelong learning, and prepares students to thrive in a knowledge-based, technologically oriented society. By prioritizing information access, literacy, and collaborative learning, the library directly contributes to TCHS's mission of preparing students for academic success and future careers.

TCHS also promotes focused learning environments through the **“Off and Away During the Day” initiative**, which encourages students to limit the use of cell phones personal during the school day. This practice reduces distractions and increases engagement in collaborative learning, discussion-based instruction, and hands-on activities that strengthen student participation and academic focus.

Taft Charter High School offers an exceptionally innovative and comprehensive arts program that allows students to explore creativity through a wide range of disciplines while developing real-world skills. In the **Dance Department**, students build technique, body awareness, and artistic expression through courses like Beginning Dance, Color Guard, Winter Guard, and the Taft Dance Team, where choreography, performance, and teamwork are emphasized both on and off stage. The **Drama program** develops confident performers and creators through Beginning Drama, Advanced Theatre Ensemble, and Theatre Design Concepts, giving students opportunities not only to act but also to design sets, produce performances, and manage productions. **Music** students benefit from a diverse selection of ensembles and courses including Marching Band, Orchestra, Jazz Band, Choir, Guitar, Music Technology, and AP Music Theory allowing them to refine instrumental, vocal, and technological skills while performing in concerts, competitions, and community events. **Visual and digital arts** courses such as Drawing, Sculpture, Design Craft, Graphic Design, Animation, and AP Art History encourage students to experiment with both traditional and modern artistic mediums, while specialized pathways like Advanced Graphic Design, Animation production classes, and **Fashion Design** integrate industry software, internships, college credit opportunities, and real client projects. Through these dynamic programs, Taft's arts education stands out for blending creative exploration with professional-level experiences, preparing students for future careers in the arts, media, and entertainment industries.

At Taft Charter High School, the **Positive Behavioral Interventions and Supports (PBIS)** framework is a central component of the school's commitment to maintaining a safe, inclusive, and supportive learning environment. The PBIS team collaborates with administrators, teachers, and staff to promote clear behavioral expectations, recognize

positive student conduct, and use data to inform strategies that improve school climate and reduce disciplinary incidents. This work is complemented by **Restorative Justice practices**, including restorative circles and facilitated dialogue, which focus on accountability, reflection, and repairing harm while strengthening relationships within the school community. In addition, the school prioritizes **staff collaboration and community building** through professional learning and structured opportunities for staff engagement, ensuring consistent implementation of these practices and reinforcing a culture of respect, responsibility, and belonging that supports the academic, social, and emotional success of all students.

The **Deaf and Hard of Hearing (DHH) Program** utilizes a Total Communication approach that incorporates American Sign Language (ASL) alongside speaking, listening, reading, and writing. Students may participate in Deaf and Hard of Hearing Special Day Classes (DHH/SDC) with differentiated core instruction or access the general education curriculum through mainstream inclusion supported by certified educational interpreters and signing instructional assistants. Students also receive Designated Instructional Services (DIS) as outlined in their Individualized Education Programs (IEPs). This model ensures equitable access to curriculum while promoting communication development, social inclusion, and academic progress.

The **Gifted STEAM Magnet** provides an interdisciplinary curriculum integrating science, technology, engineering, arts, and mathematics. The **STEAM Pathways** prepares students to become investigators and innovators by engaging them in real-world, problem-solving experiences. Students participate in project-based learning that develops analytical thinking, technological literacy, and collaboration skills necessary for success in a competitive global workforce.

The **College and Career Center** has transformed college and career guidance through a personalized, student-centered approach. Peer counselors provide one-on-one support to help students set and achieve their post-secondary goals. Innovative outreach includes college representative visits, parent workshops, and hands-on guidance, ensuring that every student is prepared for success beyond high school.

The **School for Advanced Studies (SAS)** serves gifted, highly gifted, and high-achieving students through a rigorous academic program that emphasizes differentiated instruction and multiple-intelligence methodologies. Students engage in advanced coursework and pursue individual academic interests, promoting high levels of intellectual challenge and academic achievement.

Through the **Humanitas Interdisciplinary Pierce Program (HIPP)**, students have the opportunity to enroll in college courses taught by Pierce College professors on the Taft campus. These dual enrollment courses provide both high school and college credit and align with the Intersegmental General Education Transfer Curriculum (IGETC), allowing students to complete many freshman- and sophomore-level general education requirements prior to transferring to a University of California or California State University campus. This program provides students with early exposure to college expectations while accelerating their academic progress.

## **Curriculum and Instruction**

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

Taft teachers use a variety of instructional strategies and access resources beyond the textbook to engage students in higher-level thinking, making learning exciting and relevant while increasing student achievement, improving staff practices, allocating resources effectively, collaborating with parents, and addressing school needs.

An affiliated charter provides opportunities to implement research-based instructional programs that meet academic standards through diverse classroom approaches, technology integration, and culturally responsive strategies, while giving students tools to monitor their own learning and engage in career technical education. It supports comprehensive assessment practices, combining formal and informal tools to gauge achievement, inform instruction, guide interventions, and help students analyze and reflect on their learning. The charter fosters a positive school culture by promoting co-curricular and extracurricular programs, proactive academic and personal support, parent and community engagement including communication in multiple languages, and strategies that encourage equity, respect for differences, and enrollment of underrepresented students in advanced coursework. Together, these measures create an environment where continuous improvement, data-driven instruction, and strong community partnerships ensure that all students achieve academic standards.

**English Language Arts:** Our English Language Arts curriculum is designed to engage, challenge, and inspire students at every level. Core instructional materials include the LAUSD-provided *Pearson MyPerspectives* textbook and a variety of supporting resources to ensure comprehensive literacy development. To support all learners, we provide targeted interventions such as after-school ELA tutoring and credit recovery opportunities through *Edgenuity*, available after school, through TSA, and during out of school periods.

Our program is designed with innovation and academic advancement in mind. Students excelling in the subject can begin Honors in 9th grade and Honors American Literature in 10th grade or AP Research , courses traditionally offered to upperclassmen. These early opportunities pave the way for Advanced Placement coursework in 11th and 12th grades, ensuring unrestricted access to higher-level classes for motivated learners.

Technology is seamlessly integrated into instruction. Many of our teachers are Google Classroom certified, leveraging Chromebooks, class websites, and a variety of educational applications and software to enrich the learning experience. Beyond academics, all disciplines are intentionally supporting social and emotional learning (SEL). Our program empowers students and adults to understand and manage emotions, set and achieve

meaningful goals, show empathy, build positive relationships, and make responsible decisions preparing students for success both inside and outside the classroom.

**English Language Development:** Taft Charter High School is committed to ensuring that English Learners (ELs) develop full proficiency in academic English while accessing, college-preparatory coursework. The school's English Language Development (ELD) program includes both designated and integrated ELD instruction aligned with LAUSD standards and the California English Learner Roadmap. Designated ELD courses utilize LAUSD-provided my perspectives on line companion, *Write Source* to build students' academic reading, writing, speaking, and listening skills. To support progress toward reclassification as Fluent English Proficient, the program incorporates targeted literacy interventions and progress monitoring through research-based platforms such as Newsela which provide differentiated reading practice and data-driven preparation for formal assessments. A hallmark of Taft Charter High School's approach is the integration of language development within rigorous grade-level coursework, including English 9–12, World History, U.S. History, American Government, Biology, Chemistry, Physics, Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus, and Statistics, as well as elective and pathway opportunities such as Computer Science, Graphic Design, Software and Systems Development, Engineering Design, Fashion Design and Merchandising, Patient Care, and Design, Visual and Media Arts, along with world language courses including Spanish and French. Specialized designated ELD courses are also offered for Deaf and Hard of Hearing (DHH) students and students receiving Special Education (SPED) services to provide individualized language support and promote reclassification and academic success.

**Mathematics** instruction in Algebra 1, Geometry, and Algebra 2 is supported through the *Big Ideas Math: A Common Core Curriculum* series, which aligns with state standards and promotes conceptual understanding, procedural fluency, and problem-solving skills. Our core math courses—Algebra 1, Geometry, and Algebra 2—provide the foundational skills students need to be successful in higher-level mathematics. Teachers utilize online resources to create standards-aligned practice assignments and assessments. To prepare students for the calculator portion of the SBAC, calculator use is introduced beginning in Algebra 1. Teachers also incorporate Desmos, the graphing application used on the SBAC, to support graphing and mathematical modeling. Interactive tools such as iReady, IXL, and Kahoot are used to increase student engagement and provide opportunities for formative assessment. In Algebra 1, iReady is implemented to provide adaptive, personalized learning that helps identify and address gaps in foundational math skills. Upper-level courses taught include Precalculus, AP Precalculus, Honors Precalculus/AP Calculus A, Statistics, AP Statistics, AP Calculus AB, and AP Calculus BC, providing students with rigorous preparation for college-level mathematics, advanced problem-solving skills, and enhanced opportunities for academic and career success

**History/Social Science** instructional materials include LAUSD-provided resources, along with resources such as virtual reality tools and online instructional platforms that connect students to course content, real-world applications, and global perspectives. These resources support the development of critical thinking and analytical skills, enabling

students to interpret informational texts and formulate ideas related to multiculturalism and globalization. The curricular program emphasizes equitable access to rigorous coursework, offering unrestricted opportunities for students to enroll in Honors and Advanced Placement classes. In addition, students may choose from a wide range of A–G–compliant electives, including African American Studies, AP African American Studies, Sociology, and Psychology, which broaden their understanding of diverse cultures and global issues.

To support student success, TCHS provides targeted intervention opportunities, including after-school tutoring in English Language Arts and credit recovery through Edgenuity, available after school, on weekends, and during vacation periods. Many teachers are trained in Google Classroom and integrate technology into instruction through the use of and a variety of educational applications and software. Instructional practices encourage students to engage in reflective learning by analyzing their work, learning from mistakes, understanding the reasons behind errors, and applying corrective strategies to improve performance. Across all disciplines, educators are also working to strengthen social and emotional learning by helping students develop the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, demonstrate empathy for others, build and maintain positive relationships, and make responsible decisions.

**Taft Science Program:** The Taft Science Program provides a comprehensive, sequential, and rigorous curriculum designed to develop scientific literacy, critical thinking, and problem-solving skills across multiple disciplines. Students engage in hands-on labs, inquiry-based learning in biology, chemistry, physics, environmental science, geoscience, and engineering, as well as specialized courses such as marine biology and aeronautics. Our program combines traditional laboratory investigations with applied engineering and technology experiences, including drone design and flight, 3D-printed vessel construction for regatta competitions, scale prototyping using welding and computer-aided manufacturing, and robotics with VEX systems. Students also receive industry certifications in SolidWorks, Autodesk Inventor, and Mastercam CAD design, preparing them for both college and careers in STEM fields. Engineering and computer science CTE pathways. Across all courses, emphasis is placed on real-world applications, integration of technology, and the development of social and emotional learning competencies, ensuring students are prepared to analyze, innovate, and collaborate effectively in a scientifically complex world.

**Visual and Performing Arts:** Theatre: The Theatre Department presents two annual productions, typically a Drama in the Fall and a Comedy or Musical in the Spring. These performances provide students with hands-on experience in acting, stagecraft, and production, fostering collaboration, creativity, and communication skills. Career and Technical Education (CTE) Pathways: VPA offers CTE courses across multiple strands, including Digital Media, Engineering, Fashion, Visual and Performing Arts, Production and Managerial Arts, Gaming, and Photography. These courses integrate practical skills with

academic learning to prepare students for post-secondary education and career opportunities.

**L'Atelier Program (Fashion/Business Focus):** The L'Atelier Program engages students in both creative and management aspects of the fashion industry. Students design, create, exhibit, market, and manage fashion products, gaining comprehensive experience in the life cycle of the industry. This program emphasizes real-world skills in entrepreneurship, project management, and creative problem-solving. Video Production and Photography: courses in Video Production and Photography develop students' digital literacy and media awareness. Advanced courses provide dual-credit opportunities through Pierce College, particularly in Digital Media and Production and Managerial Arts, allowing students to gain college-level experience while still in high school.

**Health and Physical Education:** Our award-winning Taft Dance Teams perform in a variety of state and national dance competitions. Coupled with our championship sports teams provide student with focus discipline and joy. Unique to Taft, we offer Patient Care CTE with the Sports Medicine and Athletic Training courses.

**World Languages:** Our World Languages program offers courses not typically available at the high school level, including American Sign Language (ASL) and Korean, giving students the opportunity to explore diverse linguistic and cultural perspectives. For advanced learners, we provide AP Spanish, ASL 4 and AP French, designed to deepen language proficiency while promoting global engagement and cultural literacy. This comprehensive approach ensures that students gain both linguistic competence and a broader understanding of the world, preparing them to engage confidently in diverse communities and international contexts.

Electives and Other Courses/Areas of Study Required for Graduation/A–G Requirements: Taft offers a wide and engaging range of elective courses designed to meet the diverse interests and aspirations of all students. These courses not only promote academic exploration but also provide meaningful opportunities for social and emotional growth and career exploration. In addition to our innovative STEAM Magnet Program, which offers specialized courses, Taft provides advanced elective courses accessible to the entire student body. These include AP Computer Science, AP African American History, Sci/Fi Literature/History, AP Human Geography, AP Music Theory, AP Studio Art, AP Psychology, and Sociology. Ancient Civilization, Anthropology, Journalism, Creative Writing, Yearbook, Leadership, AP Environmental Science, Speech, Esports, Graphic Design, and more based on teacher and student interests.

TCHS emphasizes project-based learning alongside a variety of effective instructional methodologies, including cooperative learning, interdisciplinary teaching, inquiry-based learning, purposeful groupings, experimentation, data driven interventions, performance activities, technology-based presentations, introductions to AI platforms and ethical use of AI in the classroom. By integrating these approaches, we aim to develop students into creative, inovative problem-solving leaders in a llobal society.

Our curriculum, instructional materials, and methodologies align and expand upon California content and performance standards, including the Common Core State Standards (CCSS), Next Generation Science Standards, and current English Language Development standards. All faculty are CTEL certified or SDAIE trained. Faculty members enhance their expertise through advanced degrees, academic conferences, professional development, and seminars on current instructional strategies, ensuring students experience a range of learning opportunities and practices that are designed to meet the needs of today's generation and meet academic standards and Student Learning Outcomes (SLOs).

Key strategies and techniques include:

- Differentiated instruction to support diverse learning styles
- Cooperative group projects and problem-solving activities
- Research projects using library media and online resources
- Gholdy Muhammads 5 pursuits of cultural responsive teaching.
- Peer editing and peer teaching
- Field trips and experiential learning
- Collaborative/Co teacher planning
- Socratic seminars and analytic discussions
- Purposeful groupings and essential questions
- Scaffolding instruction and laboratory projects
- One-on-one tutoring and literature circles
- Realia and interdisciplinary learning
- Digital learning via Schoology, Google Classroom
- College-level course access
- Participation in academic and artistic competitions
- Integrated and designated English Language Development

These evidence-based instructional practices facilitate students' academic, social, and emotional development while ensuring alignment with state standards. The recently adopted textbooks comprehensively address all required standards and incorporate digital components that promote the development of technological competencies. Additionally, our 1:1 Chromebook program provides consistent online access, enhancing the learning experience and equipping students with the skills necessary to utilize technology effectively beyond social media contexts

### **Comprehensive Course List**

**English Language Development (ELD):** The International Newcomers course is structured as a two-period block. Our ELD course are structure by graduation year per LAUSD district policy. ELD 9, ELD 10, ELD 11, and ELD 12. ELD 9 and ELD 12 are designated for elective credit (G), while ELD 10 and ELD 11 are awarded English credit (B).



## Taft Charter HS – Course of Study

	9th	10th	11th	12th
A. Social Science		<input type="checkbox"/> World History <input type="checkbox"/> H. World History <input type="checkbox"/> AP World History	<input type="checkbox"/> US History <input type="checkbox"/> H. US History <input type="checkbox"/> AP US History	<input type="checkbox"/> Econ/Government <input type="checkbox"/> H. Econ/H. Government <input type="checkbox"/> H. Econ/AP Government <input type="checkbox"/> AP Macroecon/AP Govern.
B. English	<input type="checkbox"/> English 9 <input type="checkbox"/> H. English 9	<input type="checkbox"/> English 10 <input type="checkbox"/> H. English 10 <input type="checkbox"/> AP Seminar as English 10	<input type="checkbox"/> Am Lit/H. Cont. Comp <input type="checkbox"/> H. Am Lit/H. Cont. Comp <input type="checkbox"/> AP English Language	<input type="checkbox"/> English Literature <input type="checkbox"/> AP English Literature
C. Mathematics	<input type="checkbox"/> Algebra 1 → <input type="checkbox"/> Geometry → <input type="checkbox"/> Algebra 2 → <input type="checkbox"/> Precalculus → <input type="checkbox"/> AP Calculus AB → <input type="checkbox"/> AP Calculus BC → <input type="checkbox"/> Statistics or AP Statistics → <input type="checkbox"/> H. Geometry → <input type="checkbox"/> H. Algebra 2 → <input type="checkbox"/> AP Precalculus → <input type="checkbox"/> Statistics or AP Statistics → <input type="checkbox"/> Advanced Math/AP Calc. A → <input type="checkbox"/> AP Calculus BC → <input type="checkbox"/> LACCD Calculus 3			
D. Science	<input type="checkbox"/> Biology <input type="checkbox"/> H. Biology <input type="checkbox"/> AP Biology	<input type="checkbox"/> Chemistry <input type="checkbox"/> H. Chemistry <input type="checkbox"/> AP Chemistry <input type="checkbox"/> Interactions <input type="checkbox"/> AP Enviro. Science <input type="checkbox"/> Marine Biology	<input type="checkbox"/> Physics <input type="checkbox"/> H. Physics <input type="checkbox"/> AP Physics 1/C	<input type="checkbox"/> AP Environmental Science <input type="checkbox"/> Marine Biology
E. LOTE	<input type="checkbox"/> ASL 1 <input type="checkbox"/> French 1 <input type="checkbox"/> Korean 1 <input type="checkbox"/> Spanish for Speakers 1 <input type="checkbox"/> Spanish 1 <input type="checkbox"/> DE- LACCD Spanish 1	<input type="checkbox"/> ASL 2 <input type="checkbox"/> French 2 <input type="checkbox"/> Korean 2 <input type="checkbox"/> Spanish for Speakers 2 <input type="checkbox"/> Spanish 2 <input type="checkbox"/> DE-LACCD Spanish 2	<input type="checkbox"/> ASL 3 <input type="checkbox"/> French 3 <input type="checkbox"/> Korean 3 <input type="checkbox"/> Spanish 3	<input type="checkbox"/> AP French Language <input type="checkbox"/> AP Spanish Language <input type="checkbox"/> ASL 4 <input type="checkbox"/> Korean 4
Health/ Ethnic Studies	<input type="checkbox"/> Asian Pacific St/Health <input type="checkbox"/> Intro to Ethnic St/Health <input type="checkbox"/> Chicano Studies – DE <input type="checkbox"/> AP Afr American Studies			
PE	<input type="checkbox"/> Adv. PE 1 <input type="checkbox"/> Beginning Dance <input type="checkbox"/> March Band/Color Gd. <input type="checkbox"/> Team Sports	<input type="checkbox"/> Adv. PE 2 <input type="checkbox"/> Beginning Dance <input type="checkbox"/> March Band/Color Gd. <input type="checkbox"/> Team Sports	<input type="checkbox"/> Team Sports	<input type="checkbox"/> Team Sports
F. VPA	<input type="checkbox"/> Advanced Band* <input type="checkbox"/> Advanced Orchestra* <input type="checkbox"/> Advertising Design <input type="checkbox"/> AP Music Theory <input type="checkbox"/> AP 3D Studio Art & Design <input type="checkbox"/> Beginning Instruments <input type="checkbox"/> Choir <input type="checkbox"/> CTE Generative Art & Design + Unity*	<input type="checkbox"/> Drawing <input type="checkbox"/> Design Craft <input type="checkbox"/> Guitar <input type="checkbox"/> Intro to Art <input type="checkbox"/> Graphic Design <input type="checkbox"/> Adv Graphic Design* <input type="checkbox"/> Keyboard (Piano) <input type="checkbox"/> Marching Band/Color Gd	<input type="checkbox"/> Jazz Ensemble <input type="checkbox"/> Sculpture 1 & 2 <input type="checkbox"/> Theater Design Concept <input type="checkbox"/> Theater Ensemble* <input type="checkbox"/> Theater Introduction <input type="checkbox"/> Theater Production* <input type="checkbox"/> Vocal Ensemble* <input type="checkbox"/> Video Production 2, 3*	
G. Elective	<input type="checkbox"/> Asian Pacific Studies/Health <input type="checkbox"/> Intro to Ethnic Studies/Health <input type="checkbox"/> Afro Am Studies/Intro Psych <input type="checkbox"/> AP African American Studies <input type="checkbox"/> AP Comparative Government <input type="checkbox"/> AP Computer Science Princ. <input type="checkbox"/> AP Cyber Security* <input type="checkbox"/> AP Computer Science* <input type="checkbox"/> AP European History <input type="checkbox"/> AP Human Geography	<input type="checkbox"/> AP Psychology <input type="checkbox"/> AP Research* <input type="checkbox"/> ASB Leadership <input type="checkbox"/> CTE Fashion 1, 3* <input type="checkbox"/> CTE Sports Medicine <input type="checkbox"/> CTE Athletic Training* <input type="checkbox"/> Creative Writing <input type="checkbox"/> Intro to Anthropology <input type="checkbox"/> Journalism 1, 2 <input type="checkbox"/> Speech/Advanced Speech*	<input type="checkbox"/> Yearbook <input type="checkbox"/> PLTW H. Introduction to Engineering <input type="checkbox"/> PLTW H. Principles of Engineering <input type="checkbox"/> PLTW Aerospace Engineering* <input type="checkbox"/> PLTW H. Engineering Design and Development*	
Total Classes Per Semester	6 or 7 with Per.0 Marching Band/ Speech or Per.7 sport	6 or 7 with Per.0 Marching Band/ Speech or Per.7 sport	6 or 7 with Per.0 Marching Band/ Speech or Per.7 sport	6 or 7 with Per.0 Marching Band/ Speech or Per.7 sport

VPA or Elective taken in 9th or 10th grade if taking Per. 0 or 7

### TEXTBOOK USED

<b>NAME OF TEXTBOOK/SUBJECT</b>	<b>NAME OF ACTUAL TEXTBOOK</b>	<b>NUMBER OF BOOKS AVAILABLE</b>	<b>ISBN</b>
PRE-CALCULUS	<u>Pre Calculus</u> Enhanced with Graphing Utilities, Seventh Edition	203 of 376	9780134308371
AP CALCULUS	<b>Calculus Graphical, Numerical, Algebraic</b> , Fifth Edition	68 of 255	9780133311617
AP STATISTICS	<b>The Practice Statistics</b> , Sixth Edition	149 of 161	9781319113339
PROBABILITY AND STATISTICS	<b>Statistics and Probability with Applications</b> , Third Edition	44 of 89	9781464122163
MARINE BIOLOGY	Introduction to <b>Marine Biology</b>	54 of 120	9781133586678
AP PHYSICS/1	<b>College Physics</b> Explore and Apply	31 of 48	9780134683300
AP PHYSICS/C MEC	<b>Fundamentals of Physics</b> , AP Edition	31 of 50	9781119582038
AP ENVIRONMENTAL SCIENCE	<b>Environment the science behind the Stories</b> , AP Edition	7 of 221	9780134580562
AP BIOLOGY	AP Edition, Campbell <b>Biology</b> , Eleventh Edition	28 of 141	9780134433691
AP CHEMISTRY	<b>Chemistry</b> The Molecular Nature of Matter and Change	12 of 56	9780076805983
AP HUMAN GEOGRAPHY	<b>The Cultural Landscape</b> An Introduction to Human Geography	39 of 136	9780134270197
WLD HIS/CUL &GEO: MOD WLD	<b>World History and Geography</b> Modern Times	289 of 637	9780076768240
AP WORLD HISTORY	<b>World Civilizations</b> The Global Experience	31 of 271	9780134444789
AP EUROPEAN HISTORY A/B	<b>Western Civilization</b>	38 of 78	9781337790048
AP UNITED STATES HISTORY	<b>America's History</b>	55 of 282	9781319065072
United States History & Geography	<b>United States History &amp; Geography</b>	132 of 537	9780076755806
United States Government	<b>United States Government</b> Our Democracy	148 of 280	9780076681136
AP GOVT & POL	<b>Government in America</b> People, Politics, and Policy	19 of 213	9780134586571
ECONOMICS	<b>Principles of Economics</b>	133 of 266	9780076755554

Comprehensive Health Skills	<b>Comprehensive Health Skills</b> , Third Edition	56 of 547	9781645644095
AP PSYCHOLOGY	<b>Psychology</b>	143 of 172	9780133855012
SPAN SPEAKER 1A/B	<b>Anécdotas 1</b> Anécdotas: vida, Actualidad y Cultura Spanish for Heritage and Native Speakers	9 of 58	9781735817644
AP FRENCH LANGUAGE A/B	<b>Themes</b> AP French Language and Culture	39 of 55	9781543356441
AP SPAN A/B	<b>Temas</b> AP Spanish Language and Culture	69 of 94	9781543356434
SPAN SP 2A/B	<b>Anecdotas 2</b> Spanish for Heritage and Native Speakers	57 of 58	9781735817651
SPANISH 1A/B	<b>Encuentros 1</b> Comunicacion y Cultura	137 of 380	9781543356359
SPANISH 2A/B	<b>Encuentros 2</b> Comunicacion Y Cultura	64 of 381	9781543356380
SPANISH 3A/B	<b>Encuentros 3</b> Comunicacion y Cultura	117 of 184	9781543356397
FRENCH 1AB	<b>EntreCultures 1</b> Communicate, Explore, and Connect Across Cultures	66 of 200	9781944876883
FRENCH 2AB	<b>EntreCultures 2</b> Communicate, Explore, and Connect Across Cultures	49 of 191	9781944876968
FRENCH 3AB	<b>EntreCultures 3</b> Communicate, Explore, and Connect Across Cultures	21 of 92	9781641590075
<b>STUDENT CONSUMABLE/<u>WORK BOOKS</u></b>			
The Living Earth BIOLOGY	<b>The Living Earth</b>	340 AVAILABLE	9781328896094
MyPerspectives English 9 <sup>TH</sup> VOL 1	<b>Grade 9, MyPerspectives</b> English Language Arts	348	9781418371128

	Volume 1		
MyPerspectives English 9 <sup>TH</sup> VOL 2	<b>Grade 9, MyPerspectives</b> English Language Arts Volume 2	120	9781418371166
MyPerspectives English 10 <sup>TH</sup> VOL 1	<b>Grade 10, MyPerspectives</b> English Language Arts Volume 1	104	9781418371135
MyPerspectives English 10 <sup>TH</sup> VOL 2	<b>Grade 10, MyPerspectives</b> English Language Arts Volume 2	0 (CERO/NONE)	9780133339604
MyPerspectives English 11 <sup>TH</sup> VOL 1	<b>Grade 11, MyPerspectives</b> American Literature Volume 1	104	9781418371142
MyPerspectives English 11 <sup>TH</sup> VOL 2	<b>Grade 11, MyPerspectives</b> American Literature Volume 2	98	9781418371180
MyPerspectives English 12 <sup>TH</sup> VOL 1	<b>Grade 12, California MyPerspectives</b> British and World Literature Volume 1	15	9780133339635
MyPerspectives English 12 <sup>TH</sup> VOL 2	<b>Grade 12, California MyPerspectives</b> British and World Literature Volume 2	15	9780133339659

Taft Charter School ensures that all parents, including those with limited English proficiency, are informed about course transferability, graduation requirements, and college entrance eligibility through multiple avenues. Information is shared during monthly parent meetings (Coffee with the Principal, BSAP Parent Meetings), committee meetings (ELAC, SSC, LSLC, PTO), Back to School Night, Open House, and individual meetings with counselors or administrators. Parents receive written and translated materials as needed, providing clarity on course offerings, transferability to other public high schools, and alignment with A-G requirements, District graduation requirements, and the CDE College and Career indicator.

Every student has an individual graduation plan, (IGP) giving both students and parents a framework to meet graduation and college requirements within four years. For students needing additional support, Taft offers after-school tutoring, peer tutoring, informal teacher support, Edgenuity online credit recovery year-round, and summer or winter intersession opportunities. Transfer students' transcripts are evaluated carefully, and all applicable courses are applied toward graduation and college eligibility.

If a student's course selections or the school's offerings might prevent meeting graduation or college entrance requirements, parents are notified promptly through meetings, written communications, and individualized counseling. Updates occur at critical times, such as course selection periods and when new data like **CAASPP**, **ELPAC**, or grades highlight

potential gaps. This proactive approach ensures that all parents are fully informed and can support their student's academic planning.

### **Transitional Kindergarten**

Charter School shall comply with all applicable 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, including but not limited to provisions related to work year, academic calendars, and schedules.

### **Academic Calendar**

This calendar and bell schedule apply to all students in grades 9-12. However Juniors and Seniors must take a minimum of four classes.

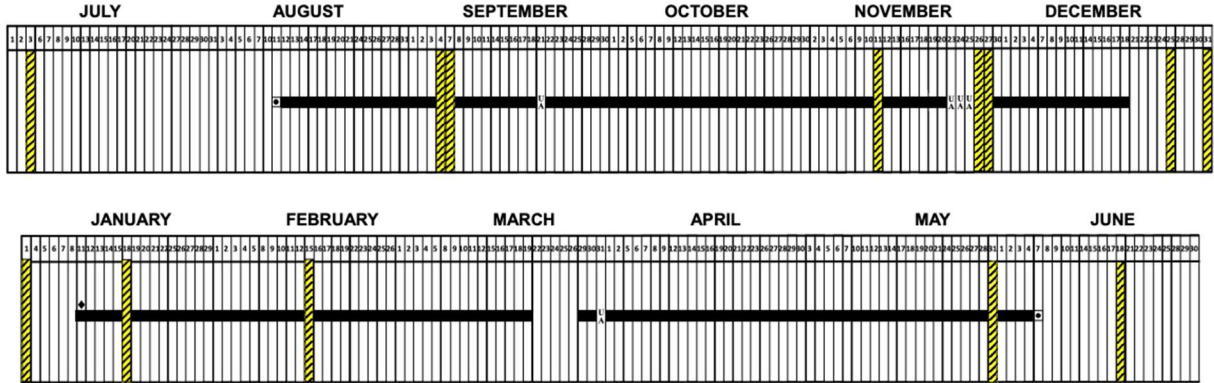
☐ Pupil Free Days:  
Tuesday, August 11, 2026, and  
Monday, June 7, 2027.

\* If a school selects Monday,  
January 11, 2027, as a Pupil Free  
Day, then Monday, June 7, 2027,  
becomes an Instructional Day.



## Los Angeles Unified School District INSTRUCTIONAL SCHOOL CALENDAR 2026-2027

**Board Approved  
3/11/2025**



Semester 1 – 84 Days    Semester 2 – 96 Days    ■ – School Days    ▨ – Holiday    ◆ – First Day of Second Semester    UA – Unassigned Day, No Classes in Session    ☐ – Pupil Free Day

**IMPORTANT DATES:**

07-03-2026	Independence Day Observed	11-26 & 27-2026	Thanksgiving Holiday	03-22 thru 26-2027	Spring Break
08-12-2026	First Day of Instruction	12-21-2026 thru 01-08-2027	Winter Break	03-31-2027	Cesar E. Chavez Birthday
09-04-2026	Admission Day	01-11-2027	Second Semester Begins	05-31-2027	Memorial Day
09-07-2026	Labor Day	01-18-2027	Dr. Martin Luther King Jr. Birthday	06-04-2027	Last Day of Instruction
11-11-2026	Veterans' Day	02-15-2027	Presidents' Day	06-18-2027	Juneteenth Holiday Observed

\*\* The Board's adoption of these Instructional Calendars is tentative and conditioned on and subject to the outcome of negotiations with the unions regarding their members' work year calendars.

THE BELL SCHEDULE FOR THE CHARTER SCHOOL AND GIFTED STEAM MAGNET  
WILL BE:

Regular Day Bell Schedule			
	Start Time	End Time	Length
Period 1	8:30 AM	9:26 AM	56 min
Period 2	9:33 AM	10:29 AM	56 min
Nutrition	10:29 AM	10:39 AM	10 min
Period 3	10:46 AM	11:42 AM	56 min
Period 4	11:49 AM	12:57 PM	56 min + 12 min
Lunch	12:57 PM	1:27 PM	30 min
Period 5	1:34 PM	2:30 PM	56 min
Period 6	2:37 PM	3:33 PM	56 min

Professional Development Bell Schedule			
Professional Development is scheduled weekly on Tuesdays. Please check under School Calendar for all of the PD dates.			
	Start Time	End Time	Length
Period 1	8:30 AM	9:18 AM	48 min
Period 2	9:25 AM	10:13 AM	48 min
Nutrition	10:13 AM	10:23 AM	10 min
Period 3	10:30 AM	11:18 AM	48 min
Period 4	11:25 AM	12:13 PM	48 min
Lunch	12:13 PM	12:43 PM	30 min
Period 5	12:50 PM	1:38 PM	48 min
Period 6	1:45 PM	2:33 PM	48 min

Minimum Day Schedule			
	Start Time	End Time	Length
Period 1	8:30 AM	9:05 AM	35 min
Period 2	9:12 AM	9:47 AM	35 min
Period 3	9:54 AM	10:29 AM	35 min
Lunch	10:29 AM	10:59 AM	30 min
Period 4	11:06 AM	11:49 AM	35 min + 8 min
Period 5	11:56 AM	12:31 PM	35 min
Period 6	12:38 PM	1:13 PM	35 min

Shortened Day Schedule			
	Start Time	End Time	Length
Period 1	8:30 AM	9:16 AM	46 min
Period 2	9:23 AM	10:09 AM	46 min
Nutrition	10:09 AM	10:19 AM	10 min
Period 3	10:26 AM	11:12 AM	46 min
Period 4	11:19 AM	12:12 PM	46 min + 7 min
Lunch	12:12 PM	12:42 PM	30 min
Period 5	12:49 PM	1:35 PM	46 min
Period 6	1:42 PM	2:28 PM	46 min

### INSTRUCTIONAL DAYS AND MINUTES CALCULATOR

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	132	383	36	323	8	253	4	318	180	64800	65480	680
10	Yes	132	383	36	323	8	253	4	318	180	64800	65480	680
11	Yes	132	383	36	323	8	253	4	318	180	64800	65480	680
12	Yes	132	383	36	323	8	253	4	318	180	64800	65480	680

### Mathematics Placement Act

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

## **WASC Accreditation**

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

As part of the accreditation process, TCHS completed their mid cycle report and visit in the Fall of 2022. TCHS was set to complete their full self-study in the Spring of 2026 but received a waiver from WASC to push back their self-study cycle one year in order to retain accreditation under the now-updated WASC protocol. As of March 2026, TCHS leadership have attended two days of WASC training, drafted the first two chapters of the self-study, and are planning to involve the whole faculty in the drafting of chapter 3 and 4 of the report this Spring and through the Fall semester. We will be visited by a WASC committee on March 15-17, 2027.

## **PROFESSIONAL DEVELOPMENT**

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

TCHS will provide ongoing professional development to ensure teachers have the capacity to effectively deliver the school's educational program. Professional learning will align with district initiatives, classroom observations, and schoolwide goals identified through the WASC process. The Teaching and Learning Framework (TLF) will guide the school's Problem of Practice, with a focus on:

- Purposeful and Productive Grouping
- Academic Language
- Culturally and linguistically Responsive Teachers Discussion Techniques

These focus areas support student-centered instruction and meaningful student discourse to improve student course pass rates (C or higher to remain on track for A–G requirements) and increase CAASPP performance.

### **Professional Development Structure**

TCHS maintains a Professional Development (PD) Plan that distinguishes between operational meetings and professional learning.

**Faculty, Department, and Committee Meetings** focus on operational matters such as school updates, calendar planning, budget discussions, and master schedule development. Consistent with the UTLA contract, employees will not be required to attend

more than **30 such meetings per year and no more than four per month**, and faculty meetings will not occur during banked professional development time.

**Professional Development** is designed to build educator capacity and improve student outcomes. PD will:

- Align with the California Standards for the Teaching Profession (CSTP) and district priorities.
- Be responsive to site-based needs and program evaluations.
- Deepen teachers' content knowledge and instructional strategies.
- Provide differentiated, job-embedded learning opportunities.
- Support standards-based instruction and assessment practices.
- Promote culturally responsive teaching practices.
- Provide training to ensure students with disabilities receive access to a Free and Appropriate Public Education (FAPE).
- Taft complies with LAUSD district mandated Professional Development.
- Encourage collaboration to ensure consistent, high-quality instruction.

### **Instructional Rounds**

TCHS will implement instructional rounds in which teams of educators conduct classroom observations focused on the instructional core—interactions between teachers, students, and content. These observations support reflection, collaboration, and continuous improvement of instructional practices aligned with the school's Problem of Practice.

Through this structured professional development model, TCHS ensures teachers continuously build capacity to refine their practice to support student achievement and engagement.

## **MEETING THE NEEDS OF ALL STUDENTS**

### **English Learners**

As a District affiliated charter school, Charter School shall implement the provisions of the District's *Master Plan for English Learners and Standard English Learners*, 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 *Master Plan for English Learners and Standard English Learners*.

In alignment with the Los Angeles Unified School District (LAUSD) **Master Plan for English Learners and Standard English Learners**, Taft Charter High School (TCHS) implements a comprehensive program designed to ensure English Learners (ELs) develop English proficiency while maintaining access to rigorous academic content. The program integrates designated and integrated English Language Development (ELD), data-driven

monitoring, and targeted interventions to support language acquisition and academic achievement.

TCHS provides designated ELD instruction delivered by appropriately credentialed teachers through scheduled ELD courses aligned with the California ELD Standards and the English Language Arts/English Language Development Framework. Integrated ELD is implemented across all content areas, where teachers embed language development strategies into daily instruction so EL students can meaningfully engage with grade-level curriculum.

The ELD program offers a rigorous course of study in which students develop English fluency while building academic proficiency in core subjects. Students may also enroll in specialized electives designed to strengthen language acquisition and foundational skills in mathematics, science, and English Language Arts.

Teachers employ differentiated instructional strategies to support EL students, including scaffolding academic language, structured academic discourse, targeted vocabulary development, visual supports, collaborative learning structures, and formative assessments aligned with the ELA/ELD Framework.

**ELPAC Results to Support Student Progress:** TCHS uses results from the English Language Proficiency Assessments for California to inform instruction, placement, and intervention. ELPAC data are reviewed by teachers, counselors, and the EL Designee to identify students' language development needs and determine appropriate ELD supports.

The EL Designee also conducts classroom push-ins and individual data discussions to help students understand their progress and set language development goals.

EL students at all proficiency levels are provided meaningful access to the full curriculum through integrated ELD strategies and a multi-tiered system of support. Tier 1 supports are embedded in core classes, particularly English Language Arts, through differentiated instruction and language scaffolding. Tier 2 interventions are available through after-school programs focused on strengthening language and academic skills.

Additional supports include small-group advisory and tutoring during the school day provided by instructional auxiliaries, as well as one-on-one tutoring with an ELD teacher for students requiring additional support across subjects. Counselors also conduct Individual Graduation Plan (IGP) meetings with students and families, using interpreters when necessary to ensure clear communication about academic goals and available interventions.

TCHS conducts an annual evaluation of its EL program using multiple measures, including ELPAC results, reclassification rates, course grades, and student progress toward English proficiency. School leadership, the EL Designee, and counseling staff review the data to assess program effectiveness and identify areas for improvement.

The progress of EL and Reclassified Fluent English Proficient (RFEP) students is monitored by counselors, the Assistant Principal of Student and Counseling Services (APSCS), and the Categorical Programs Advisor through regular review of grades, assessment results, and teacher feedback. RFEP students are monitored for four years following reclassification in accordance with district guidelines, with interventions provided if academic concerns arise.

### **Monitoring LTELs and PLTELs Students**

TCHS closely monitors Long-Term English Learners (LTELs) and students at risk of becoming LTELs. Currently, LTELs represent 25% of the EL population (83 students), while PLTEL students represent 14% (14 students). These students are monitored twice annually through the LAUSD LTEL Goal Sheet process, which is completed by students and parents and reviewed by the EL Designee, who also serves as the TSP Advisor. For students with an IEP, progress is also reviewed annually by the IEP team.

Targeted supports include Tier 1 interventions in the ELA classroom, Tier 2 after-school programs, tutoring with ELD teachers, and small-group advisory support during the school day. These processes have proven effective, as demonstrated by the school's 2025 reclassification rate of 28%.

### **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.

Taft's rigorous GATE program prioritizes differentiated instruction to ensure all students have access to meaningful learning opportunities and are challenged through critical thinking. With our Gifted STEAM Magnet school, Taft provides opportunities for GATE strategies to be implemented school-wide, extending enriched instructional practices to all students.

GATE teachers participate in specialized professional development focused on differentiation strategies that address the pace, depth, and complexity of instruction. Classrooms are student-centered, promoting inquiry, collaboration, and project-based learning. Teachers collaborate across departments to design rigorous, engaging lessons and are given opportunities to observe other GATE classrooms to strengthen their implementation of gifted strategies campus-wide.

Instructional programs across content areas provide advanced learners with opportunities for acceleration, depth of study, and creative problem-solving:

- **Mathematics:** The mathematics program emphasizes conceptual understanding by focusing on why mathematical methods work, not only how they are applied. Students engage in open-ended, multi-step problems that require analysis and

synthesis of multiple concepts. Instruction encourages multiple solution pathways and integrates tools such as graphing calculators and digital platforms to explore complex mathematical relationships. Acceleration opportunities allow students to progress from advanced mathematics coursework through AP Calculus AB, AP Calculus BC, and AP Statistics prior to graduation.

- **English Language Arts:** Honors and AP English courses challenge students to think critically and abstractly through analytical reading and writing. Students analyze texts from multiple perspectives, identify recurring themes and patterns, and evaluate ethical implications in literature and nonfiction. Instruction includes inquiry-based learning, student-led projects, and real-world applications. Assignments offer choice and varied levels of complexity, allowing students to demonstrate learning through multiple modalities.
- **Science:** The science program develops advanced learners' analytical and investigative skills through laboratory experiments, dissections, modeling, and collaborative research. Field-based learning experiences connect classroom content to real-world STEM applications. Extracurricular enrichment opportunities, such as robotics and rocketry clubs, provide additional avenues for innovation and hands-on exploration.
- **Social Studies:** Honors and AP courses in social studies emphasize historical thinking, evidence-based argumentation, and complex analysis. Teachers participate in College Board–approved professional development and collaborate across grade levels to ensure alignment and progression of rigorous content. Faculty also work with schoolwide initiatives to identify and mentor students prepared for advanced coursework, expanding equitable access to these opportunities.
- **Academy Integrated Arts and Technology (AIAT) :** Within the Academy of Integrated Arts & Technology, gifted and twice-exceptional students participate in honors-level coursework within a full-inclusion model. Teachers use pre-assessments to determine prior mastery and tailor instruction accordingly. Curriculum integrates art, technology, and collaborative inquiry to promote creativity, critical thinking, and multiple pathways for student expression.

In the Academy of Integrated Arts & Technology, GATE and twice-exceptional students participate in gifted honors classes within a full-inclusion model. The curriculum integrates depth, complexity, novelty, and acceleration to engage and challenge all learners. Teachers use pre-assessments to determine prior mastery and tailor instruction to individual needs. By incorporating art, technology, collaboration, and creativity, teachers foster critical thinking, engagement, and multiple pathways for learning and expression.

### **Students Achieving Below Grade Level**

Taft High School provides differentiated instruction, targeted interventions, and data-informed supports to ensure that students performing below grade level are able to access rigorous coursework and demonstrate academic progress. Key actions include:

- Implementing differentiated instruction that adjusts the pace, depth, and complexity of lessons to meet diverse student needs.
- Using pre-assessments and ongoing data analysis to identify students needing additional support and tailor instruction accordingly.
- Providing multiple instructional modalities including visual supports, collaborative learning, hands-on activities, and technology-based tools to increase access to rigorous content.
- Providing morning and after school peer and small group tutoring.
- Incorporating inquiry-based learning, project-based assignments, and collaborative activities to promote engagement and deeper comprehension.
- Providing targeted review and practice opportunities through instructional programs such as iReady and IXL.
- Offering additional support courses, including Algebra 1, Geometry, and Algebra 2 Foundations, to help students strengthen foundational skills and achieve course success.
- Facilitating teacher collaboration, classroom observations, and professional development focused on differentiation strategies for advanced and diverse learners.
- Utilizing a math instructional coach to support teachers in implementing targeted instructional strategies to improve student achievement and assessment readiness.

### **Socioeconomically Disadvantaged**

Taft Charter High School implements a range of campus-based strategies and supports to ensure socio-economically disadvantaged students have equitable access to rigorous academics and enrichment opportunities.

The school is committed to providing equitable, high-quality instruction tailored to meet each student's individual needs. Teachers differentiate lessons by adjusting pace, depth, and complexity, offering multiple solution paths, compacting material already mastered, and providing enrichment or additional support as needed. Instruction incorporates diverse learning modalities—such as videos, graphic organizers, hands-on activities, and visual tools—to address a wide range of learning styles. The Math Department offers Foundations courses in Algebra 1, Geometry, and Algebra 2 to ensure students build essential prerequisite skills and achieve a grade of C or higher. Students have access to review and practice opportunities through platforms such as iReady and IXL, reinforcing foundational understanding. Departments regularly analyze achievement data to identify learning gaps and adjust instruction or interventions accordingly. Structured academic supports, including the PSA Counselor, provide targeted resources and attendance support for socio-economically disadvantaged students, helping close opportunity gaps and promote consistent engagement.

Culturally responsive teaching is a central component of the school’s approach. In collaboration with the Black Student Achievement Plan (BSAP), educators expand culturally and linguistically responsive practices designed to increase student engagement, improve academic outcomes, and foster an inclusive learning environment that honors diverse backgrounds and experiences.

Students engage in inquiry-based, student-centered learning through collaboration, project-based experiences, and exploration of real-world problems. This approach builds engagement and confidence, particularly for students who may struggle with traditional instructional methods. Learning is further extended beyond the classroom through science labs, modeling, dissections, collaborative research, field experiences (e.g., La Brea Tar Pits), and participation in STEM clubs such as Robotics and Rocketry, providing hands-on opportunities to apply knowledge in authentic contexts.

Teachers collaborate across departments and grade levels to align curriculum, share best practices, strengthen instructional strategies, and observe peers’ classrooms. Regular analysis of student performance, grades, and assessments informs the design of targeted interventions and ensures instruction remains responsive to students’ evolving needs. This continuous cycle of reflection, collaboration, and adjustment strengthens instruction and supports the school’s mission of providing all students with the tools to succeed academically and thrive personally.

## **Students with Disabilities**

### **Special Education**

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the Individuals with Disabilities Education Act (“IDEA”), California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools.

### **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 provided 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, or be required to waive their right to enrollment and/or

continued attendance in a settlement agreement, on the basis of their special education eligibility.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, 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 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 and submit to the District all required reports.

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. All 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. 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**

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) 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 teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or decline to assess with an appropriate Prior Written Notice Letter. The District Affiliated Charter School may hold a SSPT meeting with the parent within 15 days to discuss the request in light of student records, available data, and student performance, but must still meet the statutory timeline for the assessment request. The District Affiliated Charter School may provide general education interventions through the SSPT process whether the special education assessment is conducted or not. If parent/guardian wishes to forgo the SSPT meeting, the District Affiliated Charter will develop the assessment plan, as noted above.

The LAUSD assessment plan describes the types of assessments that may be used to discuss potential eligibility of students for special education instruction and services at an IEP meeting. 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 met 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 pursuant to an IEP.

**e. Least Restrictive Environment**

The District Affiliated Charter School will ensure students with disabilities are served in the least restrictive environment as required by law. 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. Non-Discrimination**

The Charter is committed to complying with applicable laws, regulations, and policies regarding nondiscrimination. The Charter will conduct outreach activities to attract and enroll students, including students with mild to severe disabilities, that is diverse and comparable with resident schools with similar demographics with the goal of 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 and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

**g. 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 typically developing peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting 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 Federal and State laws and District policies and procedures.

**h. Student Discipline**

The District Affiliated Charter School will ensure that it complies 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 align with District 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 team meeting as 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.

**2. Procedural Safeguards/Due Process Hearings**

The District on behalf of and/or in conjunction with the District Affiliated Charter School 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.

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

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required 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.

### **Students in Other Student Groups**

Through standard enrollment processes, Taft Charter identifies English Learners, socioeconomically disadvantaged students, students with disabilities, etc., via student/family reports, assessments, prior transcripts, and teacher/counselor input. These identification mechanisms support alignment with Local Control Accountability Plan (LCAP) goals and targeted student support protocols.

Foster youth and students who are homeless are then entered in the school database, 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.

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

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)*

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

### **STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation in 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(d)(1), 60605.)

Charter School shall work toward aligning 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) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Completed LCFF tables are provided in Element 1 on pages 11-35 that provide baseline data and five years of projected rates of performance targets.

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 81 assessments. The Charter School will work toward meeting the student outcome goals as outlined in the SPSA, LCAP, and the California Reporting Dashboards.

### **Annual Schoolwide and Student Group Goals**

TCHS sets annual measurable goals for all students and for each identified student group, including English learners, socioeconomically disadvantaged students, foster youth, students with disabilities, and racial/ethnic groups. Progress is monitored across the eight state priorities through measurable indicators including state assessment performance, graduation rates, college and career readiness metrics, attendance, and school climate data.

Key annual goals include:

- **Student Achievement (Priorities 4 & 8):** Increase proficiency rates in English Language Arts and Mathematics on state assessments for all students and each student group through targeted instructional strategies and data-driven interventions.
- **Student Engagement (Priority 5):** Increase attendance rates and maintain high levels of student participation and persistence toward graduation.
- **School Climate (Priority 6):** Maintain a safe and inclusive school environment that supports student well-being and respect for diversity.
- **Course Access (Priority 7):** Ensure equitable access to rigorous academic coursework, including college preparatory and career technical education pathways.
- **Basic Services, Implementation of Standards, and Parent Involvement (Priorities 1–3):** Maintain appropriately credentialed teachers, provide standards-aligned curriculum and instruction, and engage families in supporting student learning.

### **Unique Educational Goals and Student Learning Outcomes**

Consistent with its mission, TCHS measures student growth through the following Student Learning Outcomes:

- **Synthesize Creative Thought:** Students demonstrate critical thinking and problem-solving skills through the ability to formulate, design, organize, and create original work using theories, concepts, and analytical methods.
- **Informational Competency:** Students develop the ability to locate, evaluate, and effectively communicate information across multiple formats, including digital, media, and technological platforms, while demonstrating ethical use of information.

- **Collaboration:** Students demonstrate multicultural awareness, interpersonal communication skills, and the ability to work cooperatively and lead effectively within diverse groups.

To support these outcomes, TCHS focuses on three overarching measurable goals identified through the WASC self-study:

1. Increase achievement for all students in English Language Arts.
2. Increase achievement for all students in Mathematics.
3. Improve the rate of students graduating within four years who are college-competitive and career-ready.

Progress toward these goals is monitored through the SPSA, LCAP and through on-site ongoing review of performance data to ensure continuous improvement and equitable outcomes for all student groups.

### **MEASURABLE PUPIL OUTCOMES:** **SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Consistent with the TCHS mission to ensure mastery of state standards, completion of A–G requirements within four years, and graduation of students who are college and career ready, the school will use formative and summative data to monitor progress and measure student mastery of academic standards and student learner outcomes.

Key assessment tools include Smarter Balanced Assessments (SBA), the English Language Proficiency Assessments for California (ELPAC), iReady, Interim Assessments in English and Mathematics, Advanced Placement (AP) examinations, PSAT/SAT/ACT results, departmental final exams, attendance records, A–G completion analysis, graduation data, college acceptance data, Fitness Gram, discipline data, and School Experience Survey results. Additional measures include teacher-created assessments, performance tasks, project-based assessments, and portfolio evaluations.

Student progress is monitored by teachers, departments, ILT, SSC, and LSLC regularly to identify students needing support, and guide program improvements.

Placement Summary		English Learner					Showing 2 of 2	
All	Overall Grade-Level Placement						Students Assessed/Total	
Yes - English Learner	MOY		26%	15%	14%	7%	39%	74/84
	BOY		7%	9%	8%	1%	74%	

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**Diagnostic Results**



School: William Howard Taft Charter High School  
 Subject: Reading  
 Academic Year: 2025 - 2026  
 Diagnostic: MOY  
 Prior Diagnostic: BOY

All	Overall Grade-Level Placement						Students Assessed/Total	
No - English Learner	MOY		24%	18%	19%	7%	32%	1,908/2,037
	BOY		19%	19%	20%	7%	34%	

**ELA iReady Performance Data for English Learners**

The data indicate that while both English Learners and Non-English Learners improve their reading proficiency between BOY and MOY assessments, EL students experience a more significant positive shift. However, EL students still face a larger gap in reading proficiency compared to their Non-EL peers at the MOY. Continued targeted support for EL students remains essential. By the MOY of the 2026-202 school year, TCHS aims to increase the percentage of English Learners scoring on or above grade level in reading from 41% at Mid-Year (MOY) to 50%.

**Performance Targets Aligned to State Priorities**

<b><u>State Priority</u></b>	<b><u>Pupil Outcome Goal</u></b>	<b><u>Measurement Tools</u></b>	<b><u>Annual Target</u></b>
<b><u>Basic Services</u></b>	Students are taught by appropriately credentialed teachers using standards-aligned instructional materials in safe facilities.	Credential audits, instructional materials review, facilities inspection reports	100% appropriately credentialed teachers and standards-aligned instructional materials; facilities maintained in good repair.
<b><u>Implementation of State Standards</u></b>	Students demonstrate mastery of California academic standards.	SBA, Interim Assessments, departmental finals, MyData analysis	Annual increase in students meeting or exceeding standards in ELA and Mathematics.
<b><u>Parent and Family Engagement</u></b>	Families actively participate in school activities and decision-making.	School Experience Survey, participation records	Increase family participation and positive survey responses annually.
<b><u>Pupil Achievement</u></b>	Students demonstrate academic progress and college readiness.	SBA, AP exams, PSAT/SAT/ACT, ELPAC, i-Ready	Annual increase in SBA proficiency; English Learners progress at least one ELPAC level per year; measurable i-Ready growth annually.
<b><u>Pupil Engagement</u></b>	Students attend regularly and remain on track for graduation.	Attendance records, dropout data	Maintain attendance at or above <b>96%</b> and reduce chronic absenteeism.
<b><u>School Climate</u></b>	Maintain a safe and supportive learning environment.	Suspension/expulsion data, School Experience Survey	Decrease suspension rates and increase positive climate responses annually.
<b><u>Course Access</u></b>	Students have access to a variety of course aligned with A–G requirements.	Course enrollment data, A–G completion tracking	Increase percentage of students completing A–G requirements.

<u>Goal</u>	<u>Measurement Tools</u>	<u>Annual Target</u>
<u>College readiness</u>	AP exam results, PSAT/SAT/ACT results	Increase AP participation and percentage of scores of 3 or higher.
<u>On-time graduation</u>	Graduation data, A–G completion analysis	Increase graduation rate and A–G completion annually.
<u>English Learner progress</u>	i-Ready, ELPAC	Annual growth in i-Ready diagnostic scores and one ELPAC proficiency level increase.
<u>Student progress monitoring</u>	MyData, quarterly grade reviews, Individualized Graduation Plans	Early identification and intervention for students at risk of course failure.
<u>Student health and fitness</u>	FitnessGram	Increase percentage of students achieving Healthy Fitness Zone standards.

## 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 for paying all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

Taft Charter High School (TCHS) monitors student progress toward mastery of California State Standards and charter goals using a combination of internal and state-mandated assessments. Consistent with California Department of Education verified data guidance, assessment results are reviewed by administrators, department chairs, and program coordinators to inform instruction and ensure student growth.

TCHS internal assessments include teacher-developed assignments, projects, essays, laboratory experiments, student presentations, discussions, journals, performance tasks, rubrics, and other authentic measures aligned to standards. Formative assessments occur daily, while benchmark and summative assessments are administered periodically throughout the year at all grade levels. These assessments guide differentiated instruction, reteaching, and targeted interventions to support student mastery.

Performance expectations at TCHS are aligned with California State Standards. Student work is evaluated using rubrics and scoring guides to identify mastery, progress, or need for support. TCHS complies fully with all state-mandated testing, including CAASPP,

ensuring that verified data informs instructional decisions and the evaluation of student outcomes.

The Charter School employs ongoing, standards-aligned internal assessments to monitor student achievement and guide instructional decisions. Administrators, the Curriculum/Instruction and Professional Development Committee, department chairs, and program coordinators review assessment data collaboratively to identify areas of strength and need and to adjust instructional strategies.

Internal assessment tools include:

- Teacher-developed assignments, classroom activities, and homework
- Student presentations, discussions, and collaborative learning tasks
- Document-Based Question (DBQ) responses, essays, and writing process assignments
- Laboratory experiments, scientific investigations, and performance tasks
- Projects, research projects, journals, reflections, and learning contracts
- Rubrics, criteria charts, anecdotal records, and commercial or teacher-developed tests

## **DATA ANALYSIS AND REPORTING**

TCHS is committed to a comprehensive, data-driven approach to ensure the academic success of all students, to monitor school progress, and to inform continuous improvement of our educational program. Our plan for data collection, analysis, use, and reporting aligns with California Department of Education (CDE) requirements. This multi-source approach ensures that we gather a complete picture of student performance, instructional effectiveness, and school operations.

### **1. Types of Data Collected**

We utilize a variety of academic and operational data sources, including:

- District assessments and California Dashboard indicators
- Interim and annual state testing results
- Authentic assessments developed within the school
- Online learning management and gradebook systems such as MyData and Schoology
- Attendance and behavioral data

### **2. Use of Data to Inform Curriculum, Instruction, Intervention, and Enrichment**

Teachers and administrators regularly evaluate combined assessment data to:

- Assess and refine instructional materials, strategies, and techniques
- Guide lesson planning and project design
- Identify students at risk and group them for targeted interventions

- Plan enrichment opportunities for high-achieving students
- Prioritize professional development topics at departmental, career pathway, and instructional program levels

### **3. Use of Data to Monitor and Improve Educational Program and Operations**

School leadership, including site administrators and governing councils, use data to monitor progress and inform operational decisions. Activities include:

- Monthly review of school-wide assessment results and California Dashboard indicators at Charter Council meetings
- Analysis of trends in student achievement, attendance, and behavior to inform school-wide program adjustments
- Development of professional learning programs based on observed instructional needs
- Identification of emerging priorities for intervention and curriculum improvement

### **4. Use of Data to Inform Stakeholders**

We maintain transparency and keep families, staff, and the community informed through multiple channels. This robust reporting system ensures that all stakeholders can actively participate in supporting student success and monitoring the school's performance.

- Ongoing communication with parents via emails, progress reports, grades, and online gradebooks
- Ready access to MyData and Schoology, allowing stakeholders to monitor grades, scores, attendance, and academic growth in real time
- Reporting at monthly Charter Council meetings to engage stakeholders in program development discussions and decision-making

## **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(c)(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 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).

If the charter school has a separate charter school Governing Council **N/A**

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 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 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 Governing Council.

### LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and local 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**

TCHS employs a comprehensive, multi-tiered approach to educational partners' involvement, ensuring that students, parents, teachers, staff, administrators, and community members are actively engaged in the development and review of the school's Local Control and Accountability Plan (LCAP) and its annual updates. This approach is built on regular, structured opportunities for input, ongoing communication, and collaborative decision-making. Taft Charter School's educational partners' involvement plan is holistic, inclusive, and structured, combining formal committees, student and parent leadership opportunities, staff collaboration, community partnerships, and digital communication. This multi-faceted approach ensures that all educational partners have meaningful input in the development, evaluation, and continuous improvement of the LCAP, educational programs, and overall school environment.

### **1. Student Engagement:**

Students are central to Taft's planning and feedback processes. The school maintains an active Associated Student Body (ASB) that provides student leadership and representation in decision-making. Students participate in student-led clubs, extracurricular activities, and assemblies, which foster leadership skills and peer connections while creating avenues for student voice in school governance. Feedback is gathered from students through formal and informal surveys, personalized check-ins with counselors and support staff, and grade-level assemblies where students are informed about resources, A-G requirements, and opportunities to participate in school initiatives. Student representatives serve as voting members on the School Site Council (SSC), English Learner Advisory Committee (ELAC), Positive Behavior Interventions and Supports (PBIS) Team, and the Charter/Local School Leadership Council (LSLC), directly contributing to discussions about school programs, student achievement, and school culture. Student input on topics such as bullying, inclusion, diversity, and safety informs the PBIS team and broader school policies.

### **2. Parent and Family Engagement:**

Parents are engaged through multiple structured avenues. Monthly SSC, ELAC, LSLC/Charter Council, and PTO meetings provide formal opportunities for parents to review data, contribute to school decision-making, and participate in recommendations regarding the educational program. ELAC meetings include discussions of state-mandated topics, such as school attendance and the LAUSD English Learner Master Plan, with

parents providing recommendations to SSC for attendance incentives and academic placement for English Learners. The Black Student Achievement Plan (BSAP) also hosts monthly parent meetings that cover student data, college and career planning, and engagement opportunities with Black Student Union activities. Parents are involved in Back to School Night and Open House events, where they follow their student's daily schedule, meet teachers and counselors, and learn about course expectations, graduation requirements, and school programs. Additionally, district-facilitated workshops allow parents to gain strategies and resources to support student academic success and college readiness.

### **3. Teacher and Staff Engagement:**

Teachers and staff actively contribute to the development and evaluation of the LCAP and educational programs. Monthly SSC, Charter/LSLC, and Instructional Leadership Team (ILT) meetings provide spaces for teachers to analyze student data, identify instructional priorities, set goals, and provide feedback on resource allocation. Teachers are voting members of all major decision-making groups, ensuring their perspectives on instructional strategies, student needs, and professional development inform school planning. Staff members such as Deans, campus aides, and the Psychiatric Social Worker provide input on school safety, social-emotional supports, and interventions for students. Weekly professional development sessions and ILT-led PDSA cycles facilitate ongoing dialogue and collaboration among educators to continuously refine teaching practices and align them with school goals.

### **4. Community Engagement:**

Taft engages with community members and educational partners to enhance stakeholder involvement and provide students with exposure to professional expertise. Community representatives, including BSAP community liaisons, communicate directly with parents and organize guest speakers from diverse professions to provide mentorship and enrichment opportunities. College office initiatives invite representatives from colleges to share insights on post-secondary education, while partnerships with industry and local professionals offer students exposure to emerging career paths, workforce skills, and practical applications of classroom learning.

### **5. Use of Technology and Communication Tools:**

Taft leverages its website, Schoology posts, Weekly announcements, and Toredor News to communicate information, share updates, and solicit feedback from all stakeholders. This ensures transparency in decision-making processes, allows parents and students to stay informed about school programs, and provides a platform for ongoing engagement even outside formal meetings.

### **6. Decision-Making and Integration:**

Feedback from students, parents, teachers, staff, and community partners is integrated into formal decision-making processes through SSC, ELAC, LSLC, PBIS, and Charter Council meetings. These groups review data, assess student needs, evaluate programs such as Title I initiatives and the SPSA, and provide recommendations that inform the LCAP and annual updates. This structured, iterative process ensures that stakeholder

input directly shapes academic programs, resource allocation, school culture, and professional development priorities.

## **TITLE IX, SECTIONS 504 AND 508, 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), Sections 504 and 508 of the Rehabilitation Act of 1973 (“Section 504” and “Section 508”), the Americans with Disabilities Act, 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 Region 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 Region 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 Region in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Region 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 their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

## **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 in accordance with all applicable legal and District requirements. 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 related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. 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 or designee.

### **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 a 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 or when an administrative transfer is necessary as determined by the Region administrator (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.

## **ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

### **GENERAL PROVISIONS**

Charter School shall comply with all federal, state, county, and local 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. Emergency Preparedness Plans should include considerations and planning for students with special needs, including but not limited to those with medical, physical, communication, and/or intellectual disabilities. 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 on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD 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., as well as applicable District policy, 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 state laws and 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, vendor/contracting entity employee who may have frequent or prolonged contact with students, 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, as applicable. Charter School will ensure that students with individualized education programs (“IEPs”) will continue to access their IEP special education program and related services, regardless of vaccination status. 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. Education 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 Education Code section 215.

## **ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE**

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)*

### **COURT-ORDERED INTEGRATION**

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

Charter School 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 POLICIES AND PROCEDURES

*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)*

### GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(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 area (boundary) of the school. (See Ed. Code § 47605(e)(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(e)(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 area (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(e).)

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 area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region 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/guardian 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 their 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, District policy, and the terms of this Charter.

### Student Recruitment

#### **Recruitment and Outreach for Target Student Populations**

TCHS will actively recruit and reach out to students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities through multiple strategies:

- **Social Media Outreach:** We will promote our school on platforms such as Facebook, Twitter, and Instagram, highlighting our long track record of high achievement and our commitment to supporting students who may be at risk of not meeting graduation requirements.
- **On-Site Presentations:** TCHS staff, including counselors, will visit feeder middle schools and other schools in the San Fernando Valley area to present personalized information about the programs and opportunities available at TCHS.
- **Personalized Contact:** Counselors will make direct contact with students at their current schools to discuss how TCHS can support their academic growth, including students with disabilities and those facing socio-economic challenges.
- **Summer “Boot Camp” Program:** Before entering ninth grade, incoming students are invited to participate in a summer preparatory program designed to equip them with skills for high school success, including note-taking strategies and technology skills required for our classrooms.
- **Inclusive Environment:** All students, including those from targeted populations, are encouraged to participate fully in school activities and functions, ensuring they feel welcomed and supported throughout their educational journey at TCHS.

## Lottery Preferences and Procedures

TCHS will conduct an annual random lottery to ensure fair access for all applicants. The lottery process includes the following steps:

1. **Randomization:** Each grade level is randomized using confirmation numbers via randomlists.com.
  - a. 9th and 10th grades: All on-time applicants are accepted/offered placement.
  - b. 11th grade: 34 students (no space available – will be wait-listed).
  - c. 12th grade: 20 students (no space available – will be wait-listed).
2. **Posting Results:** Lottery results will be posted on tafthigh.org by confirmation number after the lottery meeting.
3. **Parent Q&A:** Questions can be submitted in the Q & A section during the lottery session and will be addressed at the end.
4. **Timeline:**
  - a. **March 13:** LAUSD notifies all applicants of selected or wait-listed status; parents must log in to the Parent Portal to check their child’s status.
  - b. Applicants may accept or decline placement through the Parent Portal.
  - c. Students selected for Taft’s Affiliated Charter program will receive email instructions on accepting or declining placement.

This process ensures that all students, including those with low academic performance, socio-economic disadvantages, or disabilities, have an equitable opportunity to enroll at TCHS.

## Application Procedures

## Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries<sup>1</sup>) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

## Non-Resident Boundary Students

The Charter School will follow LAUSD’s Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

## Lottery Preferences and Procedures

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

- **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 area (boundaries) of Charter School, shall have **third** admission preference.

- **California 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 in the State of California but not within LAUSD boundaries, shall have fourth admissions preference. at

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<sup>1</sup> For all District Affiliated Charter Schools, which are conversion charter schools, the term “former attendance area (boundaries)” includes those sending areas designated under the District’s Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

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.

□ Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

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.

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office. A randomizing website will chose student confirmation numbers and the results will be posted on Taft's website.

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians 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. Parent/guardians 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 to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

## **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 an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

## **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/guardians 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/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, immigration 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.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

## 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 (i.e., District application portal) 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(c)(5)(I).)*

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(c)(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 District 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 alternative 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 applicable 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, if appropriate, 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 Section 504 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 the student's Section 504 plan?

## **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 SCHOOL ZONE ACT

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

## **ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS**

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

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(c)(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 a 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 a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a 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 the 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(c)(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(c)(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 Region 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 5:00 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.
- 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. If the charter school leases or rents its facility from a related party or subsidiary, as identified in its audited financial statements according to generally accepted accounting principles in the United States, or owns its facility, the charter school shall include a statement describing its plans for the use of the facility in its final audit.” (Ed. Code § 47605(c)(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.

## **REVOCATION OF THE CHARTER**

The Board of Education 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 Board of Education may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, 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.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for

Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

## **REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

In the event that Charter School seeks to revert voluntarily to non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. 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. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), can apply for continuous enrollment through permits, as applicable.

## **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 Region 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).)