



LOS ANGELES UNIFIED SCHOOL DISTRICT

Reseda Charter High School

A DISTRICT AFFILIATED CHARTER SCHOOL

18230 Kittridge Street

Reseda, CA 91335

New Petition

Submitted

February 9, 2018

TERM OF PROPOSED CHARTER

JULY 1, 2018 TO JUNE 30, 2023

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

● The contact person for Charter School is:	Melanie Welsh, Principal
● The address of Charter School is:	18230 Kittridge St. Reseda, CA 91335
● The phone number for Charter School is:	(818) 758-3600
● Charter School is located in LAUSD Board District:	6
● Charter School is located in LAUSD Local District:	Northwest
● The grade configuration of Charter School is:	Grades 9-12
● The number of students in the first year of this Charter will be:	1,600
● The grade levels of the students in the first year will be:	Grades 9-12
● Charter School’s scheduled first day of instruction in 2018-2019 is:	August 14, 2018
● 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.)	1,884
● The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional/Single Track
● The bell schedule (start and end of day) for Charter School will be:	8:00 AM - 3:06 PM with one day per week dismissing at 1:32 pm to allow for staff professional development
● The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Reseda Charter High School (RCHS) will be one of over 70 comprehensive high schools in the Los Angeles Unified School District (LAUSD). It opened as Reseda High School in 1955. LAUSD is currently divided into six “local districts” and Reseda Charter High School will be one of eleven comprehensive high schools in Local District Northwest, which includes 85 schools located west of the 405 freeway in the San Fernando Valley (<http://achieve.lausd.net/northwest>).

RCHS will be located in a residential neighborhood in Reseda on the northern Tarzana border, adjacent to Reseda Park and Recreation Center, single family residential neighborhoods, and numerous apartment complexes in the southwestern portion of the San Fernando Valley. Originally designed as a neighborhood school, Reseda Charter High School will be home to three existing interest-based magnet programs: Arts, Media and Entertainment Magnet (AME Magnet), Police Academy Magnet, and Science Magnet, and the neighborhood school, The Academy, which will include a School for Advanced Studies, and an International Dual Language Center rooted in additive bilingualism which will draw students from all areas of LAUSD, and magnet students residing outside the 5 mile radius will continue to have bus transportation through the Office of Integration. Reseda Charter High School’s typical student will be of Hispanic origin and from a low socioeconomic working class background. In addition to RCHS, LAUSD’s Zane Grey continuation school will continue to be located in the northeast corner of the campus.

The faculty and staff of RCHS has become adept at connecting with our largely Latinx population who reside within our attendance boundaries. These students perceive that they are welcomed and valued on our campus, and see it as **their** campus. Building on the work of Dr. Tyrone Howard, and employing a pedagogy of plenty, RCHS will work to extend this perspective to all of our students through effective teachers well grounded in content, who reject deficit thinking, are professional learners, use research based pedagogy to meet their students’ academic and socio-emotional needs and approach students with empathy, yet expect and demand excellence. Through culturally and linguistically responsive pedagogy, we will be able to support our increasing African American student population, most of whom live outside our attendance boundaries, in developing a sense of belonging through providing equity across our campus.

In developing our affiliated charter petition, input was provided by the Encino Neighborhood Council, the West Valley Chamber of Commerce, the Reseda Neighborhood Council, the Reseda High School Parent Group, and the Reseda High School student body indicating interest and support for the autonomies and flexibility inherent in the affiliated charter framework.

RCHS will serve students presently enrolled as well as additional students in our attendance area; students who apply to our dual language program, to one of our three magnets, and those who choose to apply to Reseda Charter High School through unified enrollment. Our goal is to promote our successful and robust programs to neighborhood students who may have elected to enroll elsewhere, including independent charters, private schools, and magnet schools, and invite them to join the Reseda family.

In 2016-2017, Reseda High School was recognized by US News and World Report as a Silver Medalist High School, and a Silver Medalist Magnet school, placing in the top 7% of the high schools in the nation. In addition, the Police Academy Magnet was the only public service magnet in the state of California to be celebrated by the Magnet Schools of America as a Distinguished Magnet Program. Our Science Magnet Navy Junior ROTC students were nationally recognized as finalists at the National Cyberpatriots Competition, and our AME Magnet won the Best Animation Award at Making Movies that Matter, and Honorable Mention in the SAFE PSA Competition in their inaugural year. Building from these and other existing strengths on our campus, the flexibilities afforded by the affiliated charter structure will be leveraged using design thinking. Programmatic decisions will be informed through a continuous feedback loop looking at root causes, facilitating ongoing revisions to align our school culture and instruction with the demands of moving our diverse student population through their zone of unrealized potential, towards 100% graduation.

The long-standing success of our varied magnet programs serves as a proof of concept for our proposed structures, programs and governance, with design thinking as our theory of change. Woven through our implementation, will be the intentionally building of capacity ensuring support for all faculty interested in becoming increasingly active as teacher leaders. The mission, vision, philosophy and governance of Reseda Charter High School align with the latest LAUSD strategic plan outcomes of (1) proficiency for all, (2) parent, community & student engagement, (3) 100% attendance, (4) school safety, to move our students towards 100% graduation.

Reaching Reseda Charter High School's goal of 100% graduation will be driven by educators, school leaders, and parents supporting students beginning in the critical 9th grade transition year. The habits students set as 9th graders have an impact on their path to completing high school and their future beyond graduation. Our Aspirations cadre work will focus first on building community, a sense of belonging, and a growth mindset with our 9th and 10th grade cohorts, additionally providing support to 11th and 12th graders to ensure SAT completion by 11th grade giving student the option to attend four-year university. Research-based best practices employed will include: insuring Algebra I completion by the end of 9th grade as a key indicator for high school graduation, use of proven early-warning indicators, a laser like focus on attendance data, a team

approach/collective responsibility for academic success, establishing the academic bar at Bs or better, incorporating relationship building as a bridge to support student transition into high school (Summer Aspirations Transition bridge program for at-risk students entering 9th graders), and continue to assess and refine how we are incorporating student voice and aspirations, building a sense of belonging, and incorporating restorative discipline practice.

STUDENT POPULATION TO BE SERVED

Reseda Charter High School will serve a diverse population of students including Reseda High School’s current 2017-2018 school year student population composed of 19% Gifted and Talented, 23% Students with Disabilities, 22% English Learners, 39% Reclassified Fluent English Proficient, 85% Socioeconomically Disadvantaged, and 1% Foster Youth.

Our racial and ethnic makeup of the student body is as follows: 5.4% African American, 0.4% American Indian, 6.0% Asian, 2.7 % Filipino, 72% Latinx, 0.1% Pacific Islander, and 13.2% White. Concerted efforts to achieve diverse integration resulted in the newest magnet, AME Magnet’s, opening in the fall of 2016 with an 18% African American population.

Over the last five years the magnet programs currently located at Reseda High School have shown steady gains which will be accelerated by the innovative design thinking leadership model to be implemented at Reseda Charter High School. The school has a growing Dual Enrollment Program with Los Angeles Valley College and Los Angeles Pierce College and offers classes with Los Angeles Mission College as part of the PLTW biotech pathway. Our Spanish speaking immigrant students (newcomers) will now have the opportunity to enhance the linguistic assets they bring to RCHS in our International Dual Language Center through core classes in their home language (Spanish) to continue to increase their literacy in Spanish as they become proficient in English, promoting bilingualism and biliteracy, this will empower these students to graduate within four years of high school, college and career ready.

Enrollment by Grade Level

Grade	2017-2018
9	357
10	376
11	397
12	396
Total	1526

Reseda High School has received Title I funds since 1999 with 85.2% of students eligible for free/reduced lunch in 2017-18 which has increased 24% over the past five years from 61% qualifying in 2013-14. Benefits afforded to students who are eligible for free/reduced lunch programs include reduced AP exam fees and free or reduced SAT exam fees and additional resources to support college and career readiness.

Data comparisons with nearby LAUSD high schools

Race/ethnicity of 2016-2017 student body

School	Asian	Latinx	White	African American	Pacific Islander	American Indian	Filipino	2 or more
Cleveland Charter HS	13%	59%	17%	4%	0.3%	0.3%	4%	1%
SOCES	13%	36%	40%	4%	0.5%	0.4%	5%	2%
Taft Charter HS	6%	37%	40%	11%	--	--	2%	--
Reseda HS	5%	75%	11%	6%	--	--	2%	--

English Language proficiency levels of 2016-2017 student body

	English Language Learners (EL)	Reclassified Fluent in English (RFEP)	Initially Fluent in English (IFEP)	English Only (EO)
Cleveland Charter HS	13%	35%	23%	37%
SOCES	3%	29%	17%	50%
Taft Charter HS	8%	27%	16%	50%
Reseda HS	21%	38%	14%	26%

Free/reduced lunch eligibility of 2016-2017 student body

	Eligible for Free/Reduced Lunch
Cleveland Charter HS	67%
SOCES	57%
Taft Charter HS	69%
Reseda HS	85%

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement

Through learner centered instruction and performance assessment, our motivated students will become academically capable and self-sufficient individuals ready to meet the challenges of society.

- Our students will be effective communicators, critical thinkers, self-directed learners, responsible citizens, and healthy individuals.
- We will maintain a secure, safe, and clean school environment.
- As a center for community resources, our school community will be united in commitment to the success of every student.
- We will develop and train all stakeholders, facilitators, and contributors to achieve a quality education for all students through data driven curriculum.

Vision Statement

The teachers, staff, students, parents, and community members of Reseda Charter High School work together to create a safe and academic environment in which young adults are provided the opportunity to develop the judgment and skills needed to prosper as citizens in the 21st century.

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

Reseda Charter High School believes that all students must be prepared for college or career, and be empowered as graduates with a global understanding through mastery based learning for the 21st century. Students will be prepared to enter a globally competitive society by RCHS guaranteeing proficiency in content knowledge, building their critical thinking, collaboration, creativity, and digital skills. This preparation revolves around the growing need for all students to master advanced levels of literacy and numeracy to be successful in today’s fast-paced and increasingly technological world. Schoolwide Learner Outcomes (SLOs) were developed by students, staff, parents and community at RCHS in 2015-2016 combining our previous Expected Schoolwide Learning Results (ESLRs) and the goals of the Single Plan for Student Achievement (SPSA), then updated again by stakeholders as part of the Affiliated Charter writing process. These outcomes are described below and the outcomes will be modified yearly based on our analysis of data that reflects our students’ accomplishments in achieving these goals.

RCHS will prepare its graduates to be:

EFFECTIVE COMMUNICATORS who

- Read, write, speak, and listen intentionally and insightfully
- Acquire, interpret, analyze, and respond to information from various sources, including being discriminating consumers of information sourced via technology

CRITICAL THINKERS who

- Identify, locate, and analyze resources to solve problems individually and collectively
- Evaluate options to develop solutions in academic and workplace settings
- Employ creative thinking in a confident manner

SELF-DIRECTED LEARNERS who

- Demonstrate competency in reading, writing, and mathematics
- Master study skills applicable to college, careers, and life-long learning
- Exhibit effective time management skills, remain on task, and accept responsibility for their academic success
- Embrace errors and mistakes as opportunities for learning and intellectual growth

RESPONSIBLE CITIZENS who

- Accept responsibility for their behavior, practice good citizenship, show respect for people and property, and conduct themselves with integrity in their local, global and virtual communities
- Develop cultural sensitivity, respect, and tolerance of individual and cultural differences
- Are productive in diverse settings

HEALTHY INDIVIDUALS who

- Practice principles of fitness, good nutrition, safety, and good hygiene
- Exhibit self-discipline and mutual respect
- Develop cultural sensitivity, respect, and tolerance of individual and cultural differences
- Know that the adults around them care about all aspects of their well being
- Develop cultural sensitivity, respect, and tolerance of individual and cultural differences
- View school as a place where they belong

How Learning Best Occurs

It is Reseda Charter High School's intent to ground all programs in addressing our students' social/emotional health and well-being, using the work of Dr. Russ Quaglia specific to student voice and aspirations as a launching point. Robust research findings document the role of social/emotional factors in building capacity for academic engagement and achievement. This approach will ensure our students are equipped with the resources and skills to be lifelong learners and productive citizens of the 21st century, succeeding whether they matriculate into college or enter careers upon graduation.

Reseda Charter High School believes that learning best occurs when students have a sense of belonging, and when they "dream and set goals for the future while being inspired in the present to reach those dreams" (Quaglia, 2015, *Student Voice: The Instrument of Change*). Dr. Quaglia's work reports that when students have a voice in their school and their education that they are seven times more likely to be motivated to learn, four times more likely to experience self-worth in school, eight times more likely to experience engagement in school, and nine times more likely to experience purpose in school. Building on our students' sense of belonging, teachers will establish real-life connections between what is taught and the real world through project-based learning, college and career connections to provide authentic, differentiated and rigorous educational experiences. Common Core standards-aligned curricula, performance-based assessments and culturally and linguistically responsive pedagogy embedded within instruction. They intentionally craft classroom environments that serve to encourage and facilitate productive risk-taking on the part of students. Personalized learning opportunities are provided in three distinct magnet programs, six CTE career pathways, a School for Advanced Studies demonstration site, an International Dual Language Center, and specialized programs for students with disabilities. These personalized learning communities serve to spark student interest and provide clear pathways to success and college and career.

Teachers will be implementing technology in their classrooms using new sets of technological tools to transform the learning experience, which results in high levels of achievement for students. Teachers will be leveraging technology not as substitution for classroom implements, but as additional opportunities for critical thinking in cognitively demanding tasks. The International Society for Technology in Education (ISTE) Standards will be incorporated into daily instructional. Students are learning to use more authentic learning experiences in core academic and elective classes. For example, this is being accomplished by making use of Autodesk Inventor with HS for manufacturing in the Engineering Pathway, Adobe Premiere for video editing to promote critical thinking skills in the AME Magnet courses, and Google Earth to create maps in earth science courses. Our goal is to implement 1 to 1 technology devices in our classrooms over the next five years in order to give students the opportunity to "create new tasks, previously inconceivable" (redefinition).

Local Control Funding Formula (LCFF) Requirements

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

LCFF STATE PRIORITIES										
GOAL #1										
<p>Improve college and career readiness by providing all students access to an A-G curriculum founded on the California Common Core State Standard, and the Next Generation Science Standards (NGSS).</p>	<p>Related State Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> 1</td> <td><input checked="" type="checkbox"/> 4</td> <td><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td><input type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <p>X: Proficiency for all</p> <p>X: 100% Graduation</p>	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6	
<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7								
<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8								
<input type="checkbox"/> 3	<input type="checkbox"/> 6									
Specific Annual Actions to Achieve Goal										
<ul style="list-style-type: none"> ● While we are continually working to increase our A-G rate, the current method of measuring our A-G progress in MyData and MISIS does not take into consideration our 4x4 schedule on a local level which enrolls students in additional courses in January & March, we will continue to monitor grades on a quarter by quarter basis on A-G progress. ● Utilize our APSCS, academic counselors and the district-assigned A-G counselor to monitor student progress, conference with students and parents, seek outside resources, and make home visits. ● Fund an intervention position that will focus on attendance, academic, and socio emotional concerns and will work in conjunction with the counseling staff to improve the percentage of students who are passing their A-G courses with a "D" or better. ● Continue to focus on interventions both during and beyond the school day, building on research based strategies on student voice and aspirations and good first teaching presented in professional development meetings, having counselors focus on identifying students not meeting A-G requirements and crafting graduation plans including credit recovery to facilitate their success ● Continue to offer AP and college AB 288 Dual Enrollment courses ● Ensure 100% of 9th-11th grade students take the PSAT ● Ensure students import PSAT into Khan Academy classes created by teachers who will provide feedback and support ● Ensure 100% of 11th grade students take the SAT 										

- Increase graduation rate annually
- Include percentage of 12th grade students accepted to four-year universities through continued implementation of the Naviance program, college visits, college counseling workshops, and parent outreach.
- Embed ISTE standards in daily instruction

Expected Annual Measurable Outcomes

Outcome #1: To increase the percentage of students on track to pass all A-G courses with a ‘D’ or better.

Metric/Method for Measuring: A-G Progress from MyData

APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	49%	>54%	>59%	>64%	>69%	>74%
English Learners	10%	>15%	>20%	>25%	>30%	>35%
Socioeconomically Disadvantaged Students	49%	>54%	>59%	>64%	>69%	>74%
Foster Youth	*					
Students with Disabilities	28%	>33%	>38%	>42%	47%	52 %
African American Students	33%	>38%	>43%	>48%	>53%	>58%
American Indian/Alaska Native Students	33%	>38%	>43%	>48%	>53%	>58%
Asian Students	48%	>53%	>58%	>63%	>68%	>73%
Filipino Students	35%	>40%	>45%	>50%	>55%	>60%
Latino Students	31%	>36%	>41%	>46%	>51%	>56%
Native Hawaiian/Pacific Islander Students	50%	>55%	>60%	>65%	>70%	>75%
Students of Two or More Races						
White Students	35%	>40%	>45%	>50%	>55%	>60%

Outcome #2: To annually increase the percentage of students graduating from high school

Metric/Method for Measuring: Graduation Rate (Source: CDE, 2015-16 cohort)

APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	82%	>85%	>88%	>91%	>94%	>97%
English Learners	66%	>69%	>71%	>74%	>77%	>80%
Socioeconomically Disadvantaged Students	82%	>85%	>88%	>91%	>94%	>97%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	53%	>56%	>59%	>61%	>64%	>67%
African American Students	70%	>73%	>76%	>79%	>82%	>85%

American Indian/Alaska Native Students	*					
Asian Students	90%	>93%	>96%	>99%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	83%	>86%	>89%	>92%	>95%	>98%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	67%	>70%	>73%	>76%	>79%	>82%
White Students	72%	>75%	>78%	>81%	>84%	>87%

Outcome #3: Promote 100% SAT participation rate of 11th grade students (through school day administration) **Metric/Method for Measuring:** Test day and College Board data

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All 11th Students	95%	97%	98%	100%	100%	100%

GOAL #2	
Increase student achievement in ELA and Math with a focus on literacy and numeracy across the curriculum.	Related State Priorities: <input type="checkbox"/> 1 X 4 <input type="checkbox"/> 7 X 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: X: Proficiency for all X: 9th Grade Algebra Completion Rate
Specific Annual Actions to Achieve Goal	
<p>In Professional Development meetings throughout the year, different instructional strategies to develop students' ability to think critically about a topic and gain a deeper understanding will be presented and modeled. PD will focus on literacy and writing strategies to be used across the curriculum for students to become proficient in their skills, as well as concepts to build students' ability to access and acquire mathematical practices. On-site professional development will include the following strategies:</p> <ul style="list-style-type: none"> • Engage students in daily writing using non-print text • Inside/Outside Research Project • Strategies for rigor and differentiation • Academic vocabulary • Close reading • Diffusing • Marking the text • Note taking • Socratic Seminar • Discussion groups 	

- Think-Pair-Share
- Fishbowl (inner/outer circles)
- Jigsaw
- Question Formulation Technique (QFT)
- Paraphrasing
- T.H.I.E.V.E.S.
- Use cognitively demanding tasks with low thresholds and high ceilings.
- Classroom discourse to provide students with opportunities to communicate and justify their thinking and evaluate and respond to the thinking of others.
- Look for patterns, and use underlying structures to make sense of unfamiliar problem types and non-routine problems.

Professional developments of these strategies and demonstration of these strategies will be modeled in schoolwide teacher meetings throughout the year.

Teachers will continue to examine data, looking for patterns and trends in conjunction with incoming students from local middle schools to determine students' strength and weaknesses as they begin their ninth grade at RCHS.

Leverage PSAT data available in Khan Academy to inform instructional practices and intervention in ELA and Math classes.

Administer SBAC Interim Block Assessments at least once per semester to monitor student progress and inform next steps for instruction

Embed ISTE standards in daily instruction as we build to one to one student devices.

TSP Coordinator will spend at least 3 hours a day supporting Title I students and English Learners

Three instructional leaders (administrators) will provide professional development and instructional support focused on ELA, ELD, and Common Core literacy in History and Science

Two instructional leaders (administrators) will provide professional development and instructional support focused on numeracy and mathematics.

All instructional leaders (administrators) will provide ongoing professional development on student voice and aspirations, first good teaching, and differentiation strategies for support and extension

Three coordinators will hold CLAD and English credentials who will provide literacy across content areas.

Three bilingual (Spanish) TAs will provide daily Spanish language support in core subject classes.

Bilingual (Spanish) teacher will provide daily Spanish language support in classes with English Learners.

Highly qualified ELD/BCLAD (Spanish) teachers will support newcomers in the Dual Language Program.

Expected Annual Measurable Outcomes

Outcome #1: To annually increase the percentage of students who met or exceeded standards on the SBAC Summative Assessment for English Language Arts/Literacy for all students, and for significant subgroups

Metric/Method for Measuring: SBAC Summative Assessment

APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	54%	>59%	>64%	>69%	>74%	>79%
English Learners	0%	>5%	>10%	>15%	>20%	>25%
Socioeconomically Disadvantaged Students	51%	>56%	>61%	>66%	>71%	>76%
Foster Youth	25%	>30%	>35%	>40%	>45%	>50%
Students with Disabilities	19%	>24%	>29%	>34%	>39%	>44%
African American Students	42%	>47%	>52%	>57%	>62%	>67%
American Indian/Alaska Native Students	50%	>55%	>60%	>65%	>70%	>75%
Asian Students	63%	>68%	>73%	>78%	>82%	>87%
Filipino Students	67%	>72%	>77%	>82%	>87%	>92%
Latino Students	52%	>57%	>62%	>67%	>72%	>77%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	*					
White Students	68%	73%	78%	83%	88%	93%

Outcome #2: To annually increase the percentage of students who met or exceeded standards on the SBAC Summative Assessment for Mathematics for all students, and for significant subgroups

Metric/Method for Measuring: SBAC Summative Assessment

APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	22%	>25%	>28%	>31%	>34%	>37%
English Learners	0%	>3%	>6%	>9%	>12%	>15%
Socioeconomically Disadvantaged Students	20%	>23%	>28%	>31%	>34%	>37%
Foster Youth	0%	>3%	>6%	>9%	>12%	>15%
Students with Disabilities	2%	>5%	>8%	>11%	>14%	>17%
African American Students	8%	>11%	>14%	>17%	>20%	>23%
American Indian/Alaska Native Students	*					
Asian Students	46%	>49%	>52%	>55%	>58%	>71%
Filipino Students	22%	>25%	>28%	>31%	>34%	>37%

Latino Students	19%	>22%	>25%	>28%	>31%	>34%
Native Hawaiian/Pacific Islander Students	0%	>3%	>6%	>9%	>12%	>15%
Students of Two or More Races	*					
White Students	36%	>39%	>42%	>45%	>48%	>51%
Outcome #3: To increase the reclassification rate of English Learners						
Metric/Method for Measuring: CELDT/ELPAC, Reading Inventory scores, Grade of C or better in ELA						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	12%	17%	22%	27%	32%	37%
English Learners	12%	17%	22%	27%	32%	37%

GOAL #3	
Recruit, hire, train and retain high quality staff who are competent, committed, collaborative, compassionate, caring, and appropriately assigned to the subject area and the pupils that they teach.	Related State Priorities: <input checked="" 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: <input type="checkbox"/> : 100% Graduation <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
Continue implementation of professional development: <ul style="list-style-type: none"> • Continue professional development activities focused on CCSS, NGSS, International Society for Technology in Education (ISTE) standards, and the Teaching and Learning Framework • Continue to build on Dr. Quaglia’s Student Voice and Aspirations • Design and implement lessons that reflect rigorous standards-based instruction and embed the ISTE standards • Develop a vertical/cross-curricular plan for literacy, writing, math content standards 	
Provide opportunities for school leaders and teachers to attend content-specific professional development and conferences such as: <ul style="list-style-type: none"> • Arts, Media, and Entertainment Leadership Institute • California Math Council (CMC) Conference for Mat • CUE • California Association for Bilingual Education (CABE) • Educating for Careers • California League of Schools • Cal-TASH-disability advocacy 	

- ISTE
- Linked Learning Convention: Scaling Strategies for Success
- National Career Pathways Network Annual
- NGSS Training
- ACSA

Expected Annual Measurable Outcomes

Outcome #1: Appropriately placed, highly qualified teaching staff

Metric/Method for Measuring: Reduce number of teachers with intern credentials

RESULTS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Number of teachers with intern credentials	<i>4</i>	<i>3</i>	<i>2</i>	<i>2</i>	<i>2</i>	<i>1</i>

Outcome #2: Increase teacher retention rate annually

Metric/Method for Measuring: Retention Rate Data

RESULTS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Teacher Retention Rate	<i>89%</i>	<i>94%</i>	<i>99%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

Outcome #3: 100% of teaching staff trained and implementing CCSS, ELD Framework, Cooperative Learning Strategies (Kagan)

Metric/Method for Measuring: Formal and Informal Peer Classroom Observations

RESULTS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percent of Trained in CSSS, ELD, Cooperative Learning	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

GOAL #4

To increase parent participation and engagement to support student achievement and success

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

: Parent/Community Engagement

Specific Annual Actions to Achieve Goal

- Have a “roll out the red carpet” culture and welcoming environment for parents and families
- Publicize our goal of increasing our participation in the school experience survey, making our faculty, students, and parents aware of the survey at every opportunity, including faculty meetings, Schoology, Coffee with the Principal, SSC, and ELAC.
- Leverage high quality social media engagement accounts and experiences (Twitter, Instagram, Facebook/Facebook live, YouTube, etc.)
- All first contact personnel will be trained to register parents on the parent portal and inform parents of the basic information about the information available on the portal. Administrators and counselors will provide workshops on attendance, college and career readiness, and Schoology.
- Provide high quality parent workshops on relevant topics (College and Career Readiness, A-G requirements, Dashboard, financial aid, CCSS, SBAC/SAT test scores, helping your student, etc.)
- Develop effective parent communication: website, Schoology, parent portal, Blackboard Connect
- Provide opportunities for parent involvement through the Charter Council, which will oversee the full range of local governance issues
- Provide ongoing opportunities for parent portal registration and supplemental training

Expected Annual Measurable Outcomes

Outcome #1: To increase the annual participation rate in the School Experience Survey

Metric/Method for Measuring: School Experience Survey participation

APPLICABLE PARENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Parents (Schoolwide)	45%	>48%	>51%	>54%	>57%	>60%

Outcome #2: To provide parent access to opportunities for participation and input on decision-making

Metric/Method for Measuring: Sign-in sheets at parent nights and workshops

APPLICABLE PARENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Parents (Schoolwide)	809	>829	>849	>869	>889	>919

Outcome #3: To increase parent registration and use of parent portal and Schoology

Metric/Method for Measuring: District parent portal data

APPLICABLE PARENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023

All Parents (Schoolwide)	0	>55%	>60%	>65%	>70%	>75%
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GOAL #5

Maintain a safe, positive learning environment where all students feel welcome and have a sense of belonging, attend regularly, and excel socially and academically.	Related State Priorities:		
	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8
	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 6	
	Local Priorities:		
	<input type="checkbox"/> : 100% Attendance		
	<input type="checkbox"/> : School Safety		

Specific Annual Actions to Achieve Goal

Support and communicate with district A-G counselor, establishing and maintaining support groups
 There is a commitment to reducing the suspension rate through socio-emotional support for students, restorative justice, and student support by counselors and coordinators.

Continue to implement Restorative Justice practices schoolwide

Review and update school safety plan

Implementation of schoolwide progressive discipline plan

Continue to develop the Aspirations cadre (administrators, coordinators, teachers, counselors, and social worker)

Expand Principal’s Advisory to embed schoolwide Student Voice and Aspirations through monthly meetings with the principal at lunch time and afterschool forums

Continue to implement attendance incentives campaign

Expected Annual Measurable Outcomes

Outcome #1: To reduce the number of student suspensions
Metric/Method for Measuring: Suspension Rate (CA School Dashboard, 2016-17 Data)

APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0.9%	<0.8%	<0.7%	<0.6%	<0.5%	<0.4%
English Learners	1.2%	<1%	<0.9%	<0.8%	<0.7%	<0.6%
Socioeconomically Disadvantaged Students	0.9%	<0.8%	<0.7%	<0.6%	<0.5%	<0.4%
Foster Youth	0	0	0	0	0	0

Students with Disabilities	1.1%	<1%	<0.9%	<0.8%	<0.7%	<0.6%
African American Students	4%	<3%	<2%	<1%	0%	0%
American Indian/Alaska Native Students	*					
Asian Students	1.2%	<1%	<0.9%	<0.8%	<0.7%	<0.6%
Filipino Students	0	0	0	0	0	0
Latino Students	0.7%	<0.6%	<0.5%	<0.4%	<0.3%	<0.2%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	0.5%	<0.4%	<0.3%	<0.2%	<0.1%	0%

Outcome #2: To reduce chronic student absenteeism (91% or lower attendance)

Metric/Method for Measuring: Chronic Absenteeism rate (from CDE CA School Dashboard, 2016-17)

APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	22.6%	<19%	<16%	<13%	<10%	<7%
English Learners (not available on MISIS/CDE)						
Socioeconomically Disadvantaged Students	22.6%	<19%	<16%	<13%	<10%	<7%
Foster Youth	*					
Students with Disabilities (MISIS Focus data)	35.3%	30%	25%	20%	15%	10%
African American Students	20.8%	<17%	<14%	<11%	<8%	<5%
American Indian/Alaska Native Students	*					
Asian Students	13.4%	<10%	<7%	<3%	0%	0%
Filipino Students	5.4%	<2%	0%	0%	0%	0%
Latino Students	23.4%	<20%	<17%	<14%	<11%	<8%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	24.2%	<21%	<18%	<15%	<12%	<9%

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

Reseda Charter High School is a professional learning community where stakeholders meet frequently to discuss curriculum and research-based instructional delivery strategies in order to help students meet academic standards and learning outcomes. There is a schoolwide effort to implement research-based best practices, including socio-emotional support which develop students' critical thinking skills through high quality activities which promote student engagement.

Students will have the opportunity to explore and create as they actively participate in an innovative, research-driven, student-centered instructional program that provides in-depth, integrated, and/or interdisciplinary experiences infused with technology integration. The varied programs at the school support students in identifying and exploring their interests/talents.

INSTRUCTIONAL DESIGN

Reseda Charter High School students will be required to take a rigorous program that meets the University of California A-G requirements. In order to graduate, a student needs 210 credits that include 4 years of English, 3 years of social studies, 2 years of science (1 lab), 2 years of mathematics culminating in Algebra II or Introduction to Data Science, 2 years of a foreign language, 2 years of physical education (provided the students pass the fitness exam), 1 year of visual and performing arts, and an additional 50 credits of elective courses.

The school has a School for Advanced Studies Demonstration Program, an International Dual Language Center, three thematic magnet programs (the Arts, Media, and Entertainment Magnet, Police Academy Magnet, and Science Magnet), and six CTE career pathways on campus that will offer specialized programs based on their thematically concentrated areas. Our students will have the opportunity to take college preparatory classes, Honors classes, Advanced Placement courses, Career and Technical Education Pathways including Project Lead the Way (PLTW) in Biomedical Technology, Project Lead the Way Engineering Design, Film: Production and Managerial, Graphic Design, Patient Care/Health Careers, and Sports Medicine/Therapy. The Academy will offer Graphic Design, the AME Magnet is a Film: Production and Managerial Pathway, the SAS program has the Biomedical Technology Pathway, and the Science Magnet offers Biomedical Technology Pathway and the Engineering Design Pathway. The Police Academy Magnet will open with a new embedded CTE Public Safety Pathway, and the Academy will open two new CTE Pathways in Patient Care with two strands: Health Careers and Sport Medicine/Therapy, in the fall of 2018.

College/school partnerships exist with local community colleges and universities, some that will offer college classes at RCHS during the school day as part of an AB 288 college dual enrollment program and after school for students. In the past, students from other high schools in the community have joined our RCHS students to take these classes, and these students will now have the opportunity to apply for admission to Reseda affiliated charter.

Reseda Charter High School has developed articulation agreements with two feeder Middle Schools: Mulholland Middle School and John A. Sutter Middle School beginning in 2017-18. Mulholland Middle School is creating three CTE pathways: Biomedical Technology, Engineering Design, and Film: Production and Managerial Arts. All three Mulholland Middle School pathways are created to allow seamless integration of Mulholland Middle School students to Reseda Charter High School Science Magnet's Biomedical Technology Pathway, Engineering Design Pathway, and AME Magnet's Production and Managerial Pathway. Reseda Charter High School and Mulholland Middle School worked jointly on their Career Technical Education Incentive Grants (CTEIG), and both received CTEIG funding that allocated monetary assistance to support the creation of said middle school pathways and articulation between both schools. Sutter Middle School is creating one career pathway, Engineering Design, to allow seamless integration of Sutter Middle School students to Reseda Charter High School Science Magnet's Engineering Design Pathway. Reseda Charter High School and Sutter Middle School worked jointly on their CTEIG, and both received CTEIG funding that allocated monetary assistance to support the creation of the middle school pathway and articulation between both schools. The articulation agreements between Reseda Charter High School and Mulholland Middle School, and Reseda Charter High School and Sutter Middle School will support the growth and sustain the continuance of all CTE pathways for Reseda Charter High School; building population growth within the magnet programs, providing cutting edge curricula and technology for our students, and directly providing our students with the knowledge and skills essential to obtaining employment and postsecondary education.

RCBS will have a modified 4 x 4 schedule that allows students to take a minimum of four 90 minute classes per quarter. This allows students to concentrate on only four classes at one time. The intention of the quarter schedule is to provide students the opportunity to take eight classes or more in a school year, allowing students more time to learn while maintaining rigorous academic standards, to accelerate with CTE & community college classes, and to recover failed courses to graduate with their peers. Students who require intervention or class recovery will be able to integrate these classes during the regular school day instead of after school, summer school, or adult school. In addition, CTE career pathway courses, Dual Language courses, and AB 288 Dual Enrollment college courses will be effectively embedded into the 4 X 4 schedule.

In order to provide equity and access to proficiency and college readiness, Reseda Charter High School students' content teachers will be employing Khan Academy's exclusive relationship with the College Board to get personalized ELA and mathematics plans tailored to individual students to identify their strengths and weaknesses based on their previous PSAT/NMSQT® or SAT results. Teachers will have access to the most relevant SAT skills to work on with their students. There are 42 skills for math and 28 skills for Reading and Writing that teachers can access through the program. These skills-based lessons will be ranked based on students' skill on specific topics, in the context of the frequency they appear on the PSAT/NMSQT® or SAT which is aligned to the CCSS and consequently provides preparation for the SBAC IAB, Performance Tasks, and Summative Assessments.

As we work to provide equity and access for students and families, we will leverage Naviance Family Connection to prepare our students for college readiness. With access to both student GPAs and PSAT/NMSQT® or SAT results through the Naviance college and career readiness tool, teachers and counselors will be able to provide students support in career exploration, academic planning, and preparing for their post-secondary life. Beginning in their 9th grade year, students will set goals and explore career clusters matching their interests to careers, Supermatch to colleges that meet their specific goals and aspirations (10th, 11th), and finally create a college application list, apply to colleges, and complete their senior exit survey.

During department meetings (held on banked Tuesdays) student data will be analyzed, grading practices will be calibrated using grade level designated rubrics to create and maintain grading consistency, and teachers will be provided an opportunity to collaborate on lesson design specifically, to address all significant subgroups' needs. Staff trained in Mastery Grading will provide professional development and collaboration with teachers.

We will support our migrant, homeless, Native American, and Foster Youth student population leveraging best practices and district and community resources. This will include a pupil services counselor from the LAUSD district office who will meet with students weekly and provide additional support for students to ensure that these students are receiving the necessary support for their academic programs. One academic counselor will be assigned to all homeless students to ensure they receive the academic and social support required.

Students will be provided opportunities for virtual learning and credit recovery after school and on Saturdays through traditional instructor led learning, as well as blended learning instructional settings through Edgenuity, an online program. Through Blended Learning digital content, instruction will be delivered by a credentialed instructor at the school, and some or all of the instruction occurs online. Blended Learning digital content is a prescriptive model that uses mastery-based instruction for students to demonstrate proficiency of previously attempted curriculum used for credit recovery. The third online instruction setting is a virtual online instruction where the student is supported by an online instructor. These courses are intended for students who need original credit and were unable to fit the class into their schedule. A credentialed teacher acts as a mentor for the online implementation of the class.

Edgenuity is a UC, A-G approved curriculum. Both synchronous and asynchronous instruction will be offered. Counselors identify students who would benefit from this type of intervention, primarily on deficiencies in their transcripts to allow students to graduate on time or avoid summer school.

Saturday School will be offered in the fall for seniors not on track to graduate. U.S. History, World History, Geometry, ELA 9 and 10, Humanities, Health, and Biology are the courses offered. Winter Plus credit recovery will be offered as an additional credit recovery option during the first week of winter break. A third round of credit recovery will occur in the spring, targeting both seniors and juniors identified as behind on credits. Finally, we will offer June plus credit recovery for seniors who fail a course in quarter four and need to recover by June 30th in order to graduate with their class.

Read 180 is a curriculum designed to assist students who struggle with reading. It is offered in addition to the English grade level class to support the student's daily program and is easily programmed into the schedule due to the 4 x 4 schedule to provide literacy support and intervention.

Expository Reading and Writing Course (ERWC) is also offered to seniors in order to better prepare them for college English. Students with a score of 3 or higher on the SBAC exam who take ERWC can matriculate without assessment to a college level English class at a California State University.

Department of Transition Services (DOTS) is a part of the Division of Special Education in LAUSD. The responsibility of the DOTS program is to coordinate the planning and delivery of transition services for all students with disabilities. At RCHS, transition teachers support Individualized Transition Plan (ITP) compliance, provide transition instruction and assessment, make connections or referrals to outside agencies, assist students with post-secondary planning, and run supported work programs amongst other duties. Transition teachers also facilitate job development, placement, and follow up services for student workers in the supported work programs. Students enrolled in the special day program (SDP) are trained in an occupation so that they are career ready after completing high school. The senior English teacher teaches his/her students how to create resumes and business letters. She/he works jointly with DOTS coordinator to ensure that their students have the necessary life skills to be successful when they leave RCHS.

arc is a comprehensive after school program funded by Proposition 49 through Beyond the Bell. The *arc* program is made of four elements, which are: (1) academic assistance (literacy, math, and homework assistance), (2) enrichment, (3) recreation, and (4) providing snacks to all students who stay after school (provided by the federal free and reduced lunch program). The mission is to empower underserved, low-income and at-risk youth to fulfill their individual potential. Typically, about 200 to 230 students participate in the after-school activities each day.

The following are some of the services and activities offered after school through the *arc* after school program:

- Homework Assistance
- Tutoring
- Credit Recovery
- CyberPatriots
- Robotics
- Cooking
- Drivers Ed
- ARC Leadership
- SAT test prep
- Weight training
- Physical fitness
- AP test prep
- Athletic training and competition

- Community building
- Field trips

Curriculum and Instruction

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

Reseda Charter High School will expand the School for Advanced Studies (SAS) program, previously distinguished as a LAUSD demonstration site, a program designed to support the development of Gifted and Talented youth. In addition to providing a rigorous program of Honors Coursework, our SAS program offers a Biomedical Career Pathway that students may choose to pursue. The Biomedical Career Pathway offers Project Lead the Way courses, partnerships with UCLA, CSU Northridge, CSU Channel Islands, Coastal Marine Biolabs, Kaiser Hospital, Amgen (Biopharmaceutical), LA Mission College and LA Pierce College. These advanced partnerships allow students to perform independent research: to monitor biodiversity through DNA barcoding, to study gene regulation in blood cancers, to perform research on stem cell lines and tissue cultures, to identify regulatory genes involved in the neural connectome, to contribute their findings in scientific forums and national publications, and to earn community college Healthcare Occupations Certification.

Reseda Charter High School's AME Magnet is a college and career pathway program designed to prepare and educate students for careers in the areas of film production and the entertainment industry, in addition to preparation for college and university through honors, thematic curriculum, and elective coursework. Our CTE Production and Managerial Pathway, through Linked Learning, involves broad and in-depth academic and technical preparation through work-based learning, film and documentary production, field trips, internships, and a larger community forum to share and perform their completed works and projects. Our innovative partnership with Los Angeles Valley College allows students opportunities for concurrent college enrollment to complete a three-year pathway offered on the Reseda Charter High School campus during the regular school day schedule earning college credits.

Reseda Charter High School's Police Academy Magnet is a college preparatory, career pathway program designed to prepare students for careers law enforcement. This nationally recognized program commits students to a rigorous course of study involving Honor's curriculum, specialized electives, physical training and community service. LAPD and LASPD Officers are assigned full-time positions in the program to lead, counsel and mentor the students through their Police Academy Magnet experience. Becoming a part of the Police Academy Magnet is a major decision, requiring the dedication of the student, parent and school. The Police Academy Magnet was deemed a Silver Medal by US News and World Report and a Distinguished Magnet by the Magnet Schools of America in 2017. The Police Academy Magnet is in the process of creating a CTE career

pathway, Public Safety, to provide a specific CTE course sequence to support magnet students' continuance to a career in law enforcement, criminal justice, and postsecondary education.

The Science Magnet is designed to prepare students interested in medicine, engineering, physics, chemistry, or environmental science, to be successful at the university level through two career pathways: Biomedical Technology and Engineering Design. The Biomedical Technology Pathway offers Project Lead the Way courses, partnerships with UCLA, CSU Northridge, CSU Channel Islands, Coastal Marine Biolabs, Kaiser Hospital, Amgen (Biopharmaceutical), LA Mission College and LA Pierce College. These advanced partnerships allow students to perform independent research: to monitor biodiversity through DNA barcoding; to study gene regulation in blood cancers; to perform research on stem cell lines and tissue cultures; to identify regulatory genes involved in the neural connectome; to contribute their findings in scientific forums and national publications; and to earn community college Healthcare Occupations Certification. Reseda Charter High School's Engineering Design Pathway empowers students to step into the role of an engineer, adopt a problem-solving mindset, and make the leap from dreamers to doers. The program's courses engage students in compelling, real-world challenges that help them become better collaborators and thinkers. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take. Students will have a hands-on experience in Computer Aided Design, Computer Aided Manufacturing, Additive Manufacturing, Robots and Automation. RCHS Science Magnet also supports the VEX Robotics program.

Regional Occupational Program (ROP) provides RCHS with teachers who offer technical elective courses. These teachers have a Designated Subjects credential and are contracted by the Regional Occupational Program of the District. The credential is very specific with regards to the type of courses the teachers can provide. Digital Media was a program taught by an ROP teacher and offered students the opportunity to work on the school yearbook and gain knowledge in technical skills related to computer programming, digital arts; such as cartooning and photography, and the ability to put these pieces into presentation quality documents and productions.

A new ROP teacher joined RCHS in fall 2016 to provide specialized instruction as part of the Project Lead the Way medical science pathway. This teacher will teach classes in our Biomedical Science Pathway.

The CTE courses create pathways for students to learn skills and knowledge for future careers (a list of the CTE pathways can be found in the table below). This program supports RCHS, LAUSD, and Common Core State Standards' goal of preparing students to be college and career ready, by making a strong push for careers. The Perkins program and ROP provide funding for these courses. Through Linked Learning, many core curriculum classes are enriched to support the underlying theme in the CTE classes by having teachers create cross-curricular lesson plans. These lessons tie CTE pathways and academic core content by making the lessons more engaging, academically rigorous, and aligned to the standards of both classes. The purpose is to show students that what they are learning in class is relevant so that the students will be less likely to miss class or drop out of school. Participating teachers attended periodic Saturday workshops in spring 2016 to help

develop this curriculum. Linked Learning is supported in the Project Lead the Way Biomedical Technology Pathway in the Science Magnet, and AME Magnet program.

There will be two Project Lead the Way programs at RCHS. One program will be the CTE Engineering Design pathway, a four-year curriculum where students apply engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the “right” answer. They learn how to apply Science, Technology, Engineering, and Mathematics (STEM) knowledge, skills, and habits of mind to make the world a better place through innovation. The second PLTW program will be the CTE four-year Biomedical Technology pathway that provides students opportunities to explore a range of careers in biomedical sciences as they learn content in the context of real-world case-based scenarios, hands-on activities, projects, and problems.

CAREER TECHNICAL EDUCATION PATHWAYS

		COURSE SEQUENCE			
PROGRAM		9 th	10 th	11 th	12 th
Biomedical	CTE/Linked Learning	Principles of Biomedical Science PLTW (D)	Human Body Systems PLTW (D)	Medical Interventions PLTW (D)	Biomedical Innovations PLTW (D)
	Mission College Courses	Health Occupation Certificate:	<ul style="list-style-type: none"> · Fundamentals for Healthcare Professional 65 · Basic Medical Terminology, Pathophysiology, and Pharmacology 63 · Cultural and Legal Topics for the Healthcare Professional 64 · Skill Set for the Healthcare Profession 62 · Basic Life Support for Health Care provider 21 		
Video Production	CTE/Linked Learning		Video Production 1 Video Production 2	Video Production Theory and Practice (F)	
	Valley College Courses		<ul style="list-style-type: none"> · Intro to College 1 · Photoshop for Motion Pictures & Television 104 	<ul style="list-style-type: none"> · Intro to Media Arts 100 · Intro to Screenwriting 116 	<ul style="list-style-type: none"> · Low Budget Filmmaking 113 · Film and Video Production 101
Engineering	CTE	Intro to Engineering Design PLTW (G)	Principles of Engineering PLTW (G)	Computer Integrated Manufacturing PLTW (G)	Engineering Design & Development PLTW (G)

Police Academy	CTE	Security Officer Training	Police Science		Law Enforcement Training Academy
Patient Care	CTE			Sports Medicine	Sports Therapeutics
				Health Occupations 1 & 2	Hospital Careers

Reseda Charter High School will offer the following courses in addition their UC course offerings: Video Production 1 and 2, Sports Therapeutics, Health, Advanced Conditioning, Athletics, Advanced PE 1 and 2, Marching Dynamics 1 and 2, NJROTC 1 through 4, Intro to Child Psychology, Security Guard Training, Police Science, Law Enforcement Training Academy, and Physical Training.

The following table shows all of the University of California Office of the President (UCOP) A-G course offerings at Reseda Charter High School.

History / Social Science ("a") 2 years required

Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures or historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

Title/Discipline
AP Government and Politics United States Adopted from: The College Board Advanced Placement Program Civics / American Government
AP United States History Adopted from: The College Board Advanced Placement Program U.S. History
AP World History Adopted from: The College Board Advanced Placement Program World History / Cultures / Historical Geography
H Principles of Amer. Democracy Civics / American Government

H US History 20th Century AB
U.S. History

H World History, Cult, Geog: Modern World AB
World History / Cultures / Historical Geography

Principles of American Democracy
Civics / American Government

US History 20th Century AB
U.S. History

World History
Adopted from: APEX Learning
World History / Cultures / Historical Geography

World History, Culture Geography: Mod World AB
World History / Cultures / Historical Geography

World History, Culture, and Geography
Adopted from: Edgenuity, Inc (formerly Education2020)
World History / Cultures / Historical Geography

English ("b") 4 years required

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

Title/Discipline

Advanced English Language Development

English as a Second Language (ESL) / English Language Development (ELD)

American Literature Composition

English

AP English Language and Composition

Adopted from: The College Board Advanced Placement Program

English

AP English Literature and Composition

Adopted from: The College Board Advanced Placement Program

English

British Literature

Adopted from: Edgenuity, Inc (formerly Education2020)

English

Communication by Design: English and Media Design

Adopted from: University of California Curriculum Integration (UCCI)

English

Contemporary Composition

English

CSU Expository Reading and Writing

Adopted from: California State University (CSU) Early Assessment Program (EAP)

English

English 10

Adopted from: APEX Learning

English

English 10AB

English

English 11

Adopted from: APEX Learning

English

English 9

Adopted from: APEX Learning

English

English 9 AB

English

English Language Arts 10

Adopted from: Edgenuity, Inc (formerly Education2020)

English

English Language Arts 11

Adopted from: Edgenuity, Inc (formerly Education2020)

English

English Language Arts 9

Adopted from: Edgenuity, Inc (formerly Education2020)

English

Expository Reading and Writing

Adopted from: Edgenuity, Inc (formerly Education2020)

English

H Advanced Composition

English

H American Literature Composition

English

H Contemporary Composition

English

H English 9AB

English

H LITERARY ANALYSIS

English

H Modern Literature

English

H World Literature

English

Humanities AB

English

Humanities AB

English

Literacy and Language

English as a Second Language (ESL) / English Language Development (ELD)

Literature of Minorities in America

English

Mexican American Literature

English

Modern Literature

English

Writers Seminar AB
English

Mathematics ("c") 3 years required, 4 years recommended

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Title/Discipline

Algebra 1 Algebra I

Algebra 2AB Algebra II

Algebra I Adopted from: APEX Learning Algebra I

Algebra I Adopted from: Edgenuity, Inc (formerly Education2020) Algebra I

Algebra II Adopted from: APEX Learning Algebra II

Algebra II

Adopted from: Edgenuity, Inc (formerly Education2020)

Algebra II

AP Calculus AB

Adopted from: The College Board Advanced Placement Program

Calculus

AP Calculus BC

Adopted from: The College Board Advanced Placement Program

Calculus

Common Core Algebra 1

Algebra I

Common Core Algebra 2 AB

Algebra II

Common Core Geometry AB

Geometry

Financial Algebra

Algebra I

Geometry

Adopted from: Edgenuity, Inc (formerly Education2020)

Geometry

Geometry AB
Geometry

H Advanced Math AB
Advanced Mathematics

H Geometry AB
Geometry

H Pre-Calculus
Advanced Mathematics

Introduction to Data Science AB
Statistics

PreCalculus
Advanced Mathematics

Pre-Calculus
Adopted from: Edgenuity, Inc (formerly Education2020)
Advanced Mathematics

Statistics and Probability AB
Statistics

Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary, or integrated, or earth and space science course can meet one year of this requirement.

Title/Discipline

AP Biology

Adopted from: The College Board Advanced Placement Program
Biology / Life Sciences

AP Chemistry

Adopted from: The College Board Advanced Placement Program
Chemistry

AP Environmental Science

Adopted from: The College Board Advanced Placement Program
Interdisciplinary Sciences

AP Physics 1

Adopted from: The College Board Advanced Placement Program
Physics

AP Physics 2

Adopted from: The College Board Advanced Placement Program
Physics

AP Physics C: Electricity and Magnetism

Adopted from: The College Board Advanced Placement Program
Physics

AP Physics C: Mechanics

Adopted from: The College Board Advanced Placement Program
Physics

Biology AB

Biology / Life Sciences

Biology with Labs

Adopted from: Edgenuity, Inc (formerly Education2020)
Biology / Life Sciences

Chemistry AB

Chemistry

Chemistry with Labs

Adopted from: Edgenuity, Inc (formerly Education2020)
Chemistry

FORENSIC SCIENCE INVESTIGATION

Interdisciplinary Sciences

H Biology AB

Biology / Life Sciences

H Chemistry AB
Chemistry

H Physics AB
Physics

H Physiology A B
Biology / Life Sciences

HONORS FORENSIC SCIENCE INVESTIGATION
Interdisciplinary Sciences

Human Body Systems
Adopted from: Project Lead the Way (PLTW)
Biology / Life Sciences

Integrated/Coordinated Science 2AB
Integrated Science

Marine Biology AB
Biology / Life Sciences

Medical Interventions
Adopted from: Project Lead the Way (PLTW)
Biology / Life Sciences

Molecular Biology AB
Biology / Life Sciences

Physics AB
Physics

Physiology AB
Biology / Life Sciences

Principles of the Biomedical Sciences
Adopted from: Project Lead the Way (PLTW)
Biology / Life Sciences

Language Other than English ("e") 2 years required, 3 years recommended

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended). LOTE levels are defined by the number of years of high school instruction; e.g. LOTE 1= 1 yr.; LOTE 2 = 2 years, etc.

Title/Discipline

AP Spanish Language and Culture
Adopted from: The College Board Advanced Placement Program
LOTE Level 4+

AP Spanish Literature and Culture
Adopted from: The College Board Advanced Placement Program
LOTE Level 4+

French 1AB
LOTE Level 1

French 2AB
LOTE Level 2

French 3AB
LOTE Level 3

French I
Adopted from: Edgenuity, Inc (formerly Education2020)
LOTE Level 1

French II
Adopted from: Edgenuity, Inc (formerly Education2020)
LOTE Level 2

French III
Adopted from: Edgenuity, Inc (formerly Education2020)
LOTE Level 3

H Spanish 3AB
LOTE Level 3

Korean 1AB
LOTE Level 1

Korean 2AB
LOTE Level 2

Latin I
Adopted from: Edgenuity, Inc (formerly Education2020)
LOTE Level 1

Latin II
Adopted from: Edgenuity, Inc (formerly Education2020)
LOTE Level 2

Spanish 1AB
LOTE Level 1

Spanish 2AB
LOTE Level 2

Spanish 3AB
LOTE Level 3

Spanish for Spanish Speakers 1AB
LOTE Level 2

Spanish for Spanish Speakers 2AB
LOTE Level 3

Spanish for Spanish Speakers 3AB
LOTE Level 4+

Spanish I
Adopted from: Edgenuity, Inc (formerly Education2020)
LOTE Level 1

Spanish II
Adopted from: Edgenuity, Inc (formerly Education2020)
LOTE Level 2

Spanish III
Adopted from: Edgenuity, Inc (formerly Education2020)
LOTE Level 3

Visual & Performing Arts ("f") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, interdisciplinary arts, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts). Two one-semester courses from the same discipline is also acceptable.

Title/Discipline

Advanced Band AB
Music

Advanced Orchestra AB
Music

AP Studio Art: 2-D Design

Adopted from: The College Board Advanced Placement Program
Visual Arts

AP Studio Art: Drawing

Adopted from: The College Board Advanced Placement Program
Visual Arts

Art History and Analysis AB

Visual Arts

Beginning Dance Choreography and Production

Dance

Cartoon Animation AB

Visual Arts

Choreographic Process SH AB

Dance

Chorus AB

Music

Design AB

Visual Arts

Digital Imaging 1AB
Visual Arts

Documentary Studies and Production
Visual Arts

Drawing AB
Visual Arts

Filmmaking 1AB
Theater

Filmmaking Production A B
Theater

Guitar AB
Music

Instruments AB
Music

Introduction to Art AB
Visual Arts

Jazz Dance SH 1AB
Dance

Modern Dance SH IAB

Dance

Music History, Literature and Analysis AB

Music

Painting 1AB

Visual Arts

Painting 2AB

Visual Arts

Photography 1A B

Visual Arts

Theatre Design Concepts SH

Theater

Theatre Introduction SH AB

Theater

Theatre Production SH

Theater

Theatre: Adv Design and Production SH

Theater

Theatre: Musical Production SH
Theater

Video Production Theory and Practice
Visual Arts

College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title/Discipline

AP Macroeconomics

Adopted from: The College Board Advanced Placement Program
History / Social Science

AP Microeconomics

Adopted from: The College Board Advanced Placement Program
History / Social Science

AP Psychology

Adopted from: The College Board Advanced Placement Program
History / Social Science

Biomedical Innovation

Adopted from: Project Lead the Way (PLTW)
Laboratory Science – Biology / Life Sciences

Computer Science Principles
Mathematics

Constitutional Law AB
History / Social Science

Creative Writing
English

Creative Writing
Adopted from: APEX Learning
English

Economics
History / Social Science

Educational Psychology
Adopted from: California Partnership Academies (CPA)
History / Social Science

Engineering Design and Development
Adopted from: Project Lead the Way (PLTW)
Interdisciplinary

Environmental Studies AB
Laboratory Science – Physical Sciences

Exploring Computer Science AB
Mathematics - Computer Science

Film: The Integrated Art
English

Geography and World Cultures
Adopted from: APEX Learning
History / Social Science

Government Lab: Policies/Procedures
History / Social Science

H Economics
History / Social Science

Integrated/Coordinated Science 1AB
Laboratory Science – Integrated Science

Introduction to Engineering Design
Adopted from: Project Lead the Way (PLTW)
Interdisciplinary

Introduction to Psychology
History / Social Science

Introduction to Sociology
History / Social Science

Journalism 1AB
English

Journalism 2AB
English

MultiCraft Core Curriculum: Building Scaled Structures
Adopted from: University of California Curriculum Integration (UCCI)
Interdisciplinary

Philosophy AB
History / Social Science

Physical Geology AB
Laboratory Science – Physical Sciences

Principles of Engineering
Adopted from: Project Lead the Way (PLTW)
Interdisciplinary

Psychology
Adopted from: APEX Learning
History / Social Science

Robotics
Interdisciplinary

Science Technology & Research 1AB
Laboratory Science – Physical Sciences

Science Technology Research 2AB
History / Social Science

Sociology
Adopted from: APEX Learning
History / Social Science

Speech AB
English

Sports Medicine
Laboratory Science – Biology / Life Sciences

The Bible as Literature
English

Academic Calendar and Schedules

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

Reseda Charter High School intends to follow the academic year set forth by the LAUSD Board of Education. RCHS will offer 180 instructional days with a minimum total of 65,300 minutes of instruction.

RCHS will have a modified 4 x 4 schedule that allows students to take a minimum four classes per quarter and class length is 90 minutes. This allows students to concentrate on as few as four classes at one time. The intention of the quarter schedule is to provide students the opportunity to take eight or more classes in a school year and allow students more time to learn without lowering standards, to accelerate when needed, to embed CTE career pathways, to provide concurrent enrollment in college courses, dual language courses, or to recover failed courses to graduate with their peers. Students who require intervention or class recovery will be able to integrate these classes during the regular school day instead of after school, summer school, or adult school.

Regular Bell Schedule (Monday, Wednesday, Thursday, and Friday)		
Period 1	8:00 - 9:38 am	98 minutes (8 minutes for BIC)
Nutrition	9:38 - 9:48 am	10 minutes
Passing Period	9:48 - 9:54 am	6 minutes
Period 2	9:54 - 11:24 am	90 minutes
Passing Period	11:24 - 11:30 am	6 minutes
Period 3	11:30 - 1:00 pm	90 minutes
Lunch	1:00 - 1:30 pm	30 minutes
Passing Period	1:30 - 1:36 pm	6 minutes
Period 4	1:36 - 3:06 pm	90 minutes

Professional Development Day Bell Schedule (Every Tuesday)		
Period 1	8:00 - 9:18 am	78 minutes (8 minutes for BIC)
Nutrition	9:18 - 9:23 am	5 minutes
Passing Period	9:23 - 9:29 am	6 minutes
Period 2	9:29 - 10:36 am	67 minutes
Passing Period	10:36 - 10:42 am	6 minutes
Period 3	10:42 - 11:49 am	67 minutes
Lunch	11:49 - 12:19 pm	30 minutes
Passing Period	12:19 - 12:25 pm	6 minutes
Period 4	12:25 - 1:32 pm	67 minutes

Minimum Bell Schedule		
Period 1	8:00 - 8:55 am	55 minutes
Passing Period	8:55 - 9:01 am	6 minutes
Period 2	9:01 - 10:05 am	64 minutes (8 minutes for BIC)
Nutrition	10:05 - 10:24 am	19 minutes
Passing Period	10:24 - 10:30 am	6 minutes
Period 3	10:30 - 11:25 am	55 minutes
Passing Period	11:25 - 11:31 am	6 minutes
Period 4	11:31 - 12:26 pm	55 minutes

Final Exam Schedule		
Final Exam, Period X	8:00 - 10:00 am	120 minutes (Includes BIC)
Lunch	10:00 - 10:30 am	30 minutes
Final Exam, Period Y	10:36 - 12:26 pm	110 minutes

Mathematics Placement Act

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

High School Exit Examination

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

Graduation Requirements

Numerical credits can be earned with a grade of “D” or higher. LAUSD graduation requirements include California Department of Education graduation standards and CSU minimum admission eligibility requirements. The following table identifies the requirements for LAUSD graduation requirements.

	Subject	Requirements
UC/CSU A-G Requirements	A. History/Social Science	1 year World History 1 year U.S. History
	B. English	4 years
	C. Mathematics	3 years
	D. Lab Sciences	1 year Biological 1 year Physical

	E. Language Other Than English	2 years
	F. Visual & Performing Arts	1 year
	G. College Prep Electives	1 year
Additional Requirements	Principle of American Dem.	1 semester
	Economics	1 semester
	Physical Education	2 years
	Health	1 semester
Non-Course Requirements	<ul style="list-style-type: none"> · Career Pathway · Service Learning 	
Total Numerical Credits: 210 (total)		

Kindergarten

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

Reseda Charter High School is a secondary school that does not offer a transitional kindergarten program.

WASC Accreditation

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

In May of 2017, Reseda High School was granted six-year accreditation status through June 30, 2023 by Western Association of Schools and Colleges (WASC). Accreditation status is conditioned upon Reseda Charter High School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation.

PROFESSIONAL DEVELOPMENT

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

Professional development at RCHS will occur in different venues. Every Tuesday, students are dismissed at 1:32 PM in order to provide staff with time to meet for professional development either in Small Learning Communities/Magnets, departments, or whole staff activities. In addition to what occurs at the school site, the central or Local District offices provide department level professional development; student related issues, as well as in-services for administrators (monthly), counselors, and other support staff. All certificated and classified staff are involved in staff development.

Since the six-year WASC accreditation, RCHS has made major changes in its structure, we are no longer completely configured into SLCs but rather four magnets and the main school which offers individualized programs for students interested in PLTW focuses or SAS programs or the traditional high school experience. The Law and Public Service Magnet will be closing after school year 2018-2019. These changes and adjustments were topics of professional developments in the past three years as student achievement is foremost the important reasoning of the restructuring of the school.

California was one of the thirty-seven states that adopted Common Core Standards-based Instruction in English and mathematics in 2013-2014. As a result, LAUSD has focused much of professional development addressing the new standards and strategies necessary for both staff and students to prepare and implement these new curricula. Since the implementation of these standards, professional development has been modified to present current research-based strategies that will help our students attain content literacy, technology in the classroom, Smarter Balanced Assessment Consortium (SBAC) testing data, and WASC collaboration.

RCHS will continually revise curriculum, instruction, and assessment and will continue to fully integrated the adopted CCSS. All other departments focus on supporting literacy in their curriculum. As part of the continued refinement and implementation of CCSS, professional development will support changes in content areas and strategies and supports to provide rigorous differentiated instruction to our English Learner, students with disabilities, and gifted students as well as communication, collaboration, critical thinking and analysis, and the use of technology in

the classroom. We continually inform programmatic decisions through design thinking and a continuous feedback loop looking at root causes, facilitating ongoing revisions to best serve all students' academic and socio-emotional needs.

The focus of the school is to improve literacy and numeracy toward goal of 100% graduation for all students. This goal is addressed across the curriculum and will be the priority of all professional development, common planning times. Rooted in the context of addressing student voice and aspirations, teachers will collaborate using design thinking and a continuous feedback loop looking again at root causes to discover, test, and employ research-based best practices to support students' needs and address possible deficiencies. Best practices and instructional strategies will be modeled, and observed by colleagues through instructional rounds to align with the district's Teaching and Learning Framework.

In mathematics, we will specifically address students struggling in Algebra I which is often a gatekeeper for success for students in high school. New research based strategies, blended learning programs and technology will be used to provide targeted instruction and feedback to increase 1st time Algebra 1 pass rates.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

The English Learner instructional program at Reseda Charter High School offers a rigorous, student-centered course of study where students acquire English fluency and proficiency while developing mastery in all core content areas. The program utilizes the newly adopted textbooks, *Inside the USA (National Geographic Learning)* and *Edge Fundamentals (Cengage)* for ELD/Newcomers and *English 3D (Houghton Mifflin Harcourt)* for Long Term English Learners to align with the high school ELD standards. The ELD Program is fully inclusive, serving students with varied abilities, ranging from special needs to gifted students. The students served enter with a variety of needs, coming in at all levels, from being illiterate in their home language, having never attended school before, to being well educated but needing to learn English.

Opening in the fall of 2018, Reseda Charter High School's International Dual Language Center will be the first of its kind in LAUSD to serve and support newcomer students. The aim of the program is to give Spanish speaking newcomers the opportunity to cultivate their fluency and proficiency in both their home language (Spanish) and the target language (English). The program's approach enlists additive bilingualism in which the second language is seen as an addition to the learner's first language rather than as a replacement for it. Therefore, we will offer continued support and instruction in the first language in tandem with second language instruction. Our program will

continue to build newcomers' literacy in their primary language when they complete courses such as Art, Biology, Physics, Spanish for Spanish speakers, and Advanced Placement Spanish Language and Literature in Spanish from our teachers holding Bilingual, Crosscultural, Language and Academic Development (BCLAD) credentials.

The district Instructional Technology Initiative: Transforming Teaching and Learning in the 21st Century will be providing addition direction and support using technology as a tool to differentiate and personalize students' instruction, increase academic rigor, and build student agency. We aim to prepare our students to be digital learners, leveraging technology to prepare them for success in college and careers. Due to the flexibility, our 4 x 4 schedule offers with students completing eight courses each academic year, students in the International Dual Language Center will have the opportunity to complete one of four CTE/linked learning pathways: Graphic Design, Patient Care Health Careers or Sports Medicine/Therapy and Biomedical Technology (SAS). Jim Cummins' research (1994) implies that students working in an additive bilingual environment surpass students whose first language and culture are devalued by their schools. At Reseda Charter High School, students will be using their home language *assets*, *agency*, and *aspirations* to succeed and achieve, and to become college and career ready.

In 2012, LAUSD created an English Learners Master Plan, to help long term English learners with language development. This plan was developed in response to a lawsuit by the Office of Civil Rights. Reseda Charter High School will fully implement this plan and has completed the four training modules so each teacher is fully informed of the plan and strategies to help English learners with their language development. Since August 2013, each EL student is enrolled in an ELD class or a Literacy and Language class for LTELs and a grade level English class until they reclassify as English proficient. Strategic hiring has resulted in teachers being selected who possess advanced skills in teaching English Language Learners both through academics and providing socio-emotional support. Most of our teachers providing instructions to our emerging English Learners are bilingual and provide 1st language support to our English Learners across the content.

The TSP Advisor and Title III/Newcomer Coach provide the following supports for our English learners and their teachers:

- Monitor academic and language process of English Learner students and RFEPs
- Provide CELDT/ELPAC and Reading Inventory (RI) intervention for students not making adequate process in the domains of reading, writing, listening, and speaking.
- Provide instruction and instructional support through co-teaching, purposeful grouping collaboration, model lessons, co-planning, informal non-evaluative observations, and timely, actionable feedback on instructional strategies and classroom environment (climate).
- Facilitate training on ELD standards, ELD standards language objectives, and language support/scaffolding strategies
- Facilitate parent workshops about the reclassification process and strategies for English Learner success
- Provide social activities for English Learners and cultural experiences including field trips and college campus visits

Our team of teachers of English Learners meet on an ongoing basis and activate design thinking by continually looking at root causes, and facilitating revisions to align instruction and strategies to meet our students' needs and to provide additional support for students who are acquiring English.

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.

Reseda Charter High School's Gifted and Talented students will have the opportunity to take Honors levels classes, AP classes, or participate in the SAS program, magnet programs, NJROTC, or PLTW. In the residential school, all high ability/high achieving/gifted/talented students are highly encouraged to join the SAS program. RCHS' programs offer guest speakers who have expertise in a field related to the programs and provide students an opportunity to experience real-life situations from a professional in the field of study. Partnerships with Amgen, California State University at Channel Islands, and University of California, Los Angeles will provide field-based data collection for ongoing research projects. Teachers who teach Project Lead the Way classes all receive specific training for the CTE program, and have proper CTE credentials.

All gifted students participate in organized events throughout the year, whether they have chosen an Honors or SAS program, and they are provided additional opportunities for leadership, college awareness activities, and enrichment. Specialized training and workshops are required for the instructors of the gifted, high achieving, high ability, and talented students.

Students Achieving Below Grade Level

Reseda Charter High School will implement a data based, multi-tiered system of support using a number of data points to monitor student success. Budgetary decisions in Single Plan for Student Achievement (SPSA) will focus on supporting the needs of our students achieving below grade level. RCHS utilizes data systems such as MyData and MISIS, standardized assessments (e.g. CELDT, ELPAC, SBAC, PSAT), classwork, teacher referrals, and onsite anecdotal data collection, to identify at-risk students. Reseda Charter High School's intervention and monitoring programs will include:

- Credit recovery options offered the second week of Quarter 1 and Quarter 3 outside of the school day (Saturdays, Winter Plus, and Spring Plus)
- Grade level lunch meetings targeting student attendance and those with Ds and Fails
- Before school, lunch, after school tutoring for all core classes by individual teachers
- Teacher provided support to prepare for AP exams
- ARC after school tutoring
- Additional specialized A-G counselor to support students who are not on track to graduate
- Independent Instructional Labs (I-Labs)
- Math (Algebra I, Geometry, Algebra II) tutorials embedded in the school day

- English and Humanities tutorials embedded in the school day
- Year-long English and Math courses
- Learning Centers for students with disabilities
- Edgenuity Blended Learning
- Extended School Year (ESY) and Summer Melt to maintain and improve levels of proficiency during the summer months
- Read 180 for struggling readers
- Curricular trips that extend classroom experiences
- Class-size reduction teachers to provide additional instructional support
- Academic counselors
- A-G counselor
- APSCS
- Parent contacts
- Schoolwide PSAT administration to qualify student for the Johns Hopkins Center for Talented Youth Program and provide opportunities to prepare for future PSAT and SAT administrations.

Socioeconomically Disadvantaged Students

Reseda Charter High School is committed to serve the needs of socioeconomically disadvantaged students enrolled in the affiliated charter in the same manner as at any other public school in LAUSD, and shall be meeting all the goals of our Single Plan for Student Achievement (SPSA).

The programs listed above apply to socio-economically disadvantaged students. In addition, our full-time Targeted Student Populations (TSP) Advisor, categorical programs advisor, academic counselors, homeless liaison, district-assigned foster youth counselor, and Pupil Service Attendance (PSA) counselor will work in concert to identify at-risk students, assign appropriate interventions, monitor progress, and work directly with parents.

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

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

The District Affiliated Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request.

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

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

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

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

b. Transferring Students

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

c. Assessments

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

Upon a parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team

members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending

expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

appropriate special education and related services in accordance with all applicable state and federal laws.

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

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

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

***Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year
District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

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

The Special Education Program identifies and meets the educational needs of children with emotional, learning, or physical disabilities. Federal law requires that all children with disabilities be provided a free and appropriate education according to an Individualized Educational Plan (IEP) from infancy until the age of 22.

There are two Special Education Programs at Reseda Charter High School, one results in high school graduation and the second, alternative curriculum, results in a certificate of completion. The first program includes Resource Specialist Program (RSP), Special Day Program (SDP) Core Curriculum, Autism, and Emotional Disturbance (ED) students. Full inclusion of RSP students began in 2005-2006. These students are in general education classes 50% of the day. All of the resource students are fully included in the general education classes. The RSP students are supported by Learning Centers where the students are provided additional support to remain on task with their general education classes. The SDC students are provided with classes with a smaller population taught by special education teachers who are skilled in the necessary strategies to help these students with their curriculum. These students are also provided by special education paraprofessionals that also give support, additional instruction, and monitor individual student progress in fulfilling curriculum standards. The Phoenix Academy ED program offers a special education program designed to provide a safe academic and therapeutic environment for students in

grades 9-12 with non-aggressive social-emotional issues that adversely affect their educational success. We believe in educating all students to their maximum potential. The specialized environment is designed to personalize instruction and foster emotional as well as academic growth in a small setting that has the capacity to offer the full array of A-G diploma track curriculum. Phoenix Academy is located in an adjacent set of bungalows in the southwest portion of the campus where the student community is isolated from the whole school; however, ED students are scheduled with Reseda students in general ed classes when appropriate.

The second special education program at Reseda is an alternate curriculum program that serves the needs of intellectually disabled students who have moderate to severe disabilities including mental retardation, autism, physical, hearing and vision impairments, emotional and behavior problems. The program, which consists of language and motor development, self-help, pre-academics and prevocational skills, is set up to meet the individual needs of each student. In addition to the basic skills curriculum, there are other programs and opportunities offered such as music, art, and gardening. There are many special events throughout the year which round out our rich program. These events such as Halloween, Winter Holidays, and Cinco de Mayo are designed in a way that allows our students to access these learning opportunities and life experiences in a comprehensive high school setting. Our students will have a growing opportunity to study and play with their non-disabled peers in several programs organized to promote interaction. Students participate in the AA track team and attend track meets with general education students. Students also participate on the dance team and are part of the school leadership program, both programs integrate the alternate curriculum students into general education courses and activities. Several general education students act as peer tutors during one period of the school day to build community with the students, as well as provide additional support for these special education students in a stress-free environment. In 2017-18, our alternate curriculum program consists of 87 students who will receive a certificate of completion (non-grad) at the end of their course of secondary study.

On department professional development days, RSP, SDC, and ED teachers attend content meetings instead of meeting separately. By doing so, teachers can align their instruction with the department expectations and requirements. The alternative curriculum teachers meet as a group on professional development days so they can attend content specific workshops for their individualized students. On SLC professional development days, special education teachers meet together to communicate about shared students.

Special education teachers and students with disabilities are served by an Assistant Principal and a coordinator to make sure services are being supported by the school.

Students in Other Subgroups

Migrant and Homeless Programs

Foster youth and homeless status are very personal matters and require professional behavior and decorum, as well as confidentiality. Foster youth identification is provided by local social service agencies at the time of enrollment. A Foster Youth Achievement Program counselor from the LAUSD district office comes once a week and provides additional support for youth in foster care to ensure that they are receiving the necessary support for their academic programs.

Reseda Charter High School's enrollment packet includes a Student Residency Questionnaire (SRQ). The student's legal guardian is responsible for self-declaration of homeless status. One academic counselor serves as our Homeless Youth Liaison, and is assigned all homeless students to ensure they receive the academic and social support required. The liaison is responsible to submitting proper paperwork to the district, provides school supplies, connects with students with resources based on their individual needs, and coordinates efforts with their families.

A Typical Day

"A Day in the Life"

The NJROTC students walk in line to the front gate, participating in the daily ritual to raise the flag at the front of their school, announcing to all the start of the school day. Some students begin their studies at 7:00 am in the morning participating in Academic Decathlon, Science Bowl, Challenge LA, and SAT Test Prep. Teachers arrive and ready their classrooms in anticipation of arriving students, as doors are open and welcoming to students who arrive at 7:30 am. Some magnet students disembark their buses, and sit with friends completing homework, studying, or socializing in the many scenic areas located on campus: the senior quad, the cafeteria tables, and benches dotted around the school grounds. On the service road, caring adults, including paraprofessionals, assistant principals, and teachers, greet lovingly and escort students with disabilities to their first class of the day. The office staff begin their early morning, welcoming and assisting staff, students, and parents. Students line up at the flagpole, excitedly filing onto buses for academic field trips to exotic locations such as the Getty, Getty Villa, Clear Creek Camp, Huntington Library and Gardens, Robotics Competitions, UCLA, Reagan Library, Pepperdine University, Los Angeles Valley College, Santa Rosa Island, Disney Studios, Stanley Mosk Courthouse, Zuma Canyon, CSUN, LAPD Historical Museum, Stunt Ranch, band and drill team championship competitions, USC, Skirball Museum, Reagan Library, Woodbury University, Roundhouse Aquarium, and CSU Long Beach.

At 8:00 am student leadership announces the start of the day with a rousing rendition of the flag salute, as all staff and students everywhere stop and stand to recite the Pledge of Allegiance. In the AME Magnet, students are engaged in hands-on projects incorporating film production techniques and equipment in the fusion of their core classes. Students also are welcomed into classes, where LA Valley college professors teach concurrent coursework during the school day. Guest speakers and professional industry experts provide workshops for students to learn storyboarding, storytelling, and editing. In Science Magnet classes, students are engaged in hands-on projects such as model solar-cars in Engineering class, building model roller-coaster rides for presentation to the engineers in Six Flags Magic Mountain, assessing distance and physics principles through designing working catapults in Physics, and working with AMGEN to prepare buffers and agarose plates for kits in biology, and students participate in data collection and research to contribute to the iBOL (International Barcode of Life) in AP Biology. Police Academy Magnet students report for roll call in the Police Academy Magnet classroom. They go through inspection by a Los Angeles Police Officer and School Police Officer, and then assemble in squads for their weekly drill down. In

Forensic Science, they collaborate in groups on the designated crime scene lab of the day, gathering and assessing the relative trace evidence while making inferences about the perpetrator's modus operandi. In English, students work together to transfer notes taken from literature onto a crime scene police report, creating a descriptive narrative of the climactic event.

At the end of period 1, student leadership announces the varied student activities open for all students, and highlights of achievements of our diverse student body. Students participate in Breakfast in the Classroom (BIC) at the end of the class, eating their meals during the daily morning announcements. During nutrition, administration and out of classroom personnel are seen at specific locations in buildings and outside the classroom, greeting students, supervising student activities to classrooms and lockers, and ensuring the smooth flow of traffic and maintaining student safety.

In the world language classes, Spanish, French and Korean are offered where students are engaged in groups to analyze world literature, participate in reader's theatre, delving into the culture of the language, and learn the proper grammar and syntax. In Social Studies classes, students are engaged in reading primary source materials, learning to source and identify the main ideas and key concepts, read with understanding, cite evidence, analyze works, incorporating their understanding in their writing tasks. In math classes, students open their assigned notebooks and engage in "Noticing and Wondering" around a mathematical prompt, an investigation of a cognitively demanding task, using a variety of tools, including technology, hands-on manipulatives, individual white boards. Student understanding is shared within small group collaborative and whole class discourse, and class ends with a reflection of what is learned, understood, and still in process. In English classes, students are reading works of literature ranging from the classics to contemporary authors, while diligently annotating their texts, they determine author's intent and purpose, participating in pair-share, and collaborative grouping to cite textual evidence, supporting their analysis of the text, in preparation of writing a MLA formatted college-level essay.

At 1:00 pm, students are dismissed to lunch where students flock to line up to receive their lunches in a well-planned and choreographed routine where multiple populations of students integrate seamlessly during the non-academic time to eat lunch or participate in school activities and clubs. Lunch is also time for spirit rallies and school club non-profit fundraising. Students visit the College and Career office to peruse scholarships, research future college and universities, and obtain information on financial aid. Other students visit the library to read, research projects, or print out their school assignments. Some students visit classroom teachers to receive extra tutoring or to make up missed exams and catch up on work.

NJROTC uniformed student cadets are marching in step and cadence, practicing their drills for their upcoming color guard competitions, field meets, community parades, Area Manager's annual inspection, Mini Boot Camp, and the Long Beach Sea Base Aquatics camp. In the NJROTC classes, students' physical fitness is tested during their martial arts class, taekwondo. They also study Naval Science and prepare for the International Cyberpatriots Competition, where they hope to progress beyond last year's 2nd place finish, and advance to 1st place!

After lunch, at 1:30pm, students hurry to class, avoiding the tardy lock-out. Harmonious music filters out of the M building, and students are tuning their shiny, new instruments, preparing for their upcoming competition. Dance students, learning a range of dance genres from ballet to hip-hop, practice their choreographed routines to maintain their reigning state 1st place status in yearly competitions. Theatre arts students take the stage of our 1,200-seat auditorium, practicing for their upcoming bi-yearly theatrical production. Students in art classes, practice drawing still life arrangements. Students participate in a variety of after school sports teams for both boys and girls: baseball, basketball, golf, soccer, tennis, cross country, football, softball, swimming, track and field, volleyball, wrestling, and drill/color guard. Some students are in the I-lab during the day to participate in credit recovery, complete multiple disciplines, or engage in independent study in a virtual Edgenuity course for extension opportunities.

The bell to dismiss for the day rings at 3:06 pm, and yet, the day does not end. Students flock to *arc*, our after-school program, to participate in a variety of classes, course tutoring, and activities. Students go to the library to read, study, use the computer lab, complete homework, and print assignments. Students participate in after-school sports teams, marching band, theatre, dance, cheer and drill, using the gyms, field and open space within the school. Multiple sports teams (JV and Varsity levels) compete around campus, supervised by administration, attended by staff, supported by cheer and drill, and students come together to cheer and support their peers. Magnet students line up at the south end of the school filling into their buses to safely journey home. Custodians who have busily kept the school immaculately clean during the day, begin the process for the deep clean.

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

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

Reseda Charter High School shall align with LAUSD's objectives of 100% attendance, proficiency for all, school safety, and parent engagement. toward the goal of 100% graduation.

MEASURING PUPIL OUTCOMES:
SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Reseda Charter High School will use a variety of summative assessments to measure student mastery of academic standards and student learner outcomes:

- Advanced Placement Exams
- California Alternate Assessments - annual spring for 10th grade based on IEP
- California English Language Development Test (CELDT)/English Language Proficiency Assessments for California (ELPAC) taken annually in fall for newcomers within 30 days of arrival
- California Physical Fitness Test/Fitnessgram - 9th grade
- CAST-California Science Test
- Reading Inventory - Once in the fall and once in the spring
- Scholastic Aptitude Test (SAT) in the school day-spring ALL 11th grade
- Smarter Balanced (SBAC) summative assessments in ELA and Math - spring 11th grade
- Teacher-created End of Course exams - end of the fall and end of the spring

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

Teachers will use a wide range of formative assessments to evaluate student mastery of the standards and student learning outcomes throughout the year. Classroom teachers will gather real-time data through traditional assessments such as quizzes, exams, and essays, as well as through daily assessments such as dispatches, warm-ups, class discussions, oral quizzes, laboratory experiments, and scientific investigations to gauge student mastery of concepts taught. They also will use alternative assessments such as project based learning activities, unit projects, portfolios, and class presentations. This data will allow teachers to gain valuable information about student progress towards standards mastery, and use it to modify and inform instruction throughout the year. Interim assessments will include Smarter Balanced Interim Block Assessments in ELA and Math, Reading Like a Historian (from Stanford History Education Group) assessments in History/Social Studies, and department-created or district-created interim assessments for other content areas.

Reseda Charter High School will use a variety of formative and summative assessments to measure student mastery of academic standards and student learner outcomes to inform instruction:

- California Alternate Assessments - annual spring for 10th grade based on IEP
- California English Language Development Test (CELDT)/English Language Proficiency Assessments for California (ELPAC) taken annually in fall for newcomers within 30 days of arrival
- California Physical Fitness Test/Fitnessgram - 9th grade
- CAST-California Science Test
- PSAT - October date all 9-11th grade
- Reading Inventory - Once in the fall and once in the spring
- School Experience Survey
- Scholastic Aptitude Test (SAT) in the school day-spring ALL 11th grade
- Smarter Balanced Interim Block Assessments - fall and spring 9-12th grade
- Smarter Balanced Performance Tasks in ELA and Math - spring 11th Grade
- Smarter Balanced (SBAC) summative assessments in ELA and Math - spring 11th grade
- Teacher created pre- and post-assessments
- Teacher-created End of Course exams - end of the fall and end of the spring

RCCHS instructional staff will analyze formative and summative assessments to monitor student growth and progress over time and will use design thinking and feedback loop.

The school reserves the right to adopt supplemental assessments appropriate to the needs of its students. The frequency of assessments will vary according to factors such as grade level, subject matter, the outcome of previous measurements, and information collected from anecdotal sources.

Advanced Placement teachers will examine an analysis of student performance on the exam provided by the college board to evaluate the skills and objectives that students have mastered and identifies areas for improvement. Teachers will use this information to modify their syllabi and curriculum and will use design thinking as they plan for future courses.

All RCCHS counselors will review the results of the Preliminary Scholastic Aptitude Test (PSAT) administered to all 9-11th graders in the fall of each year with students and parents to develop a clear understanding of their strengths in areas where they may need additional support. PSAT AP Readiness indicators will be used as a tool for programming students in Advanced Placement courses. Additionally, academic counselors will analyze mid-term and end of course marks, SBAC data and additional indicators to recommend students for higher-level classes who may not traditionally enroll in those classes.

Departments will examine the results of SBAC summative and formative data to compare mastery of standards. Areas of strengths and weakness will be used to evaluate and redesign instructional practices. Driven by teacher's shared best practices, this analysis will provide frontline (classroom) opportunities to affect student proficiency.

Driven by the results of the FitnessGram, the Physical Education Department will assess student progress in helping all students master key standards that contribute to a healthy lifestyle. Test

results will be used for teacher collaboration around strategies to increase student mastery. Tests will include aerobic capacity, body composition, muscular strength, endurance, and flexibility.

Reseda Charter High School will create instructional design using results from SBAC IABs, and teacher created formative and summative assessments to determine effectiveness of teaching practices and will use design thinking to analyze root causes for performance difficulties and will develop strategies to assist student mastery.

DATA ANALYSIS AND REPORTING

Assessment data, including the school's performance data against the District goals, will be collected and reviewed on an annual basis, to inform instruction, improve the educational program, and inform professional development.

In addition, extensive data regarding overall student mastery of the standards and disaggregated results by student subgroups will be collected frequently by departments and by school. When the data shows that students are struggling, teachers will come together to determine which strategies are working and identify those strategies that are not. Modifications will be made and re-teaching then will occur. The results will once again be analyzed to determine student mastery and to support student learning.

Each department has developed subject-matter Common Formative Assessments, and in addition to departmental developed formative assessments, will decide to use those district's benchmark assessments that are relevant and fit within the department's pacing plan.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

According to Article XXVII of the 2014-17 UTLA Collective Bargaining Bargaining Agreement, the Shared Decision Making-Local School Leadership Council, now referred to as the Charter Council, will consist of 16 members at a secondary high school with 50% of the members being comprised of the UTLA Chapter Chair (1) and certificated employees (7) elected by the certificated bargaining unit employees at the site; the other 50% shall be comprised of the principal, elected parent/community representatives, and elected non-certificated employee representative and, at the secondary level, a student representative. The number of parent/community representatives on a sixteen-member panel is 5. The student leadership class will either select the student representative to the council or may establish the process by which the student representative is determined (from Article XXVII of UTLA Agreement).

In October of 2013, Reseda High School applied and was granted a Local Initiative School Plan with the following autonomies: LIS Waiver #4-Assessment, LIS Waiver #5-Local Schedule and Strategies, LIS Waiver #9-A requirement for “mutual consent.” Although our bell schedule, mission, and ESLRs (now SLOs) have been updated through the WASC process, the language of the original document which outlines our LIS autonomies. Refer to Appendix A.

GENERAL PROVISIONS

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

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

All staff and representatives of Charter School, including members of Charter School’s local governing council, members of school committees and other councils, and school administrators,

shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

STAKEHOLDER INVOLVEMENT

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

Driven by our core belief that parents as our partners, Reseda Charter High School commits to promoting stakeholder engagement on multiple levels. Five out of 16 elected positions on the Charter Council shall be reserved for parent and community representatives, as a first effort to facilitate parental and community involvement in the decision-making process of our affiliated charter.

RCCHS will foster a welcoming, engaging environment to all parents and community members who enter our campus. We aim to provide high levels of customer service, and will invite parents, students, and the community to participate as equal partners in developing a nurturing learning environment. We will build capacity to engage parents through School Site Council, English Learner Acquisition Council, Parent Book Club, and other parent events and activities.

Every morning, our bilingual community representative will welcome and greet visitors at the front gate. At school athletic events, parents will assist by staffing the snack bar and preparing meals for athletes before games.

Each school will have the opportunity to open their own Parent Teacher Student Association (PTSA) or work under the umbrella of the RCCHS PTSA.

Every August, prior to the opening of the school year, parents and students will be invited to orientation to meet school staff, to pick up schedules and textbooks, and to learn about available resources, school goals and policies, bell schedule, academic and behavior expectations, and events, and different ways of becoming involved.

RCCHS will hold Back to School Night, fall and spring Predominantly Hispanic, Black, Asian, or other Non-Anglo (PHBAO) parent conferences, and Open House throughout the year. Back to School Night will give parents and guardians the opportunity to meet their children's teachers and learn about course expectations, while PHBAO parent conferences will allow parents and teachers to discuss relevant issues concerning student performance. Open House will be a yearly outdoor event, where students and teachers showcase creative, interactive presentations across the campus. RCCHS will take advantage of Open House to invite families and 8th graders from surrounding schools to come to our campus and learn about our programs.

RGHS will employ parent portal enrollment strategies to increase communication and promote collaboration between the school, district, and parents. Classroom teachers will communicate with parents about their child's academic and behavioral progress through Schoology, Parent Portal, email, conferences, and phone calls. RGHS will utilize the Blackboard Connect automated system, Schoology, and the school website to announce important school news and events.

To meet our goal of parent engagement, RGHS will train parents on utilizing the district Parent Portal and Naviance Family Connection. Parents will learn how to navigate the Parent Portal so they can monitor their child's attendance and grades, track their child's progress towards completion of graduation requirements, and connect with classroom teachers. Naviance Family Connection will afford families the opportunity to get involved in college and career planning, researching college and careers, and learning about local scholarship opportunities.

Evidence of alignment between school goals and parent education opportunities will include the following:

- School Experience Survey parent participation rate
- Family nights and parent education events sign-ins
- Calendar of parent events
- Evaluations from parent education events
- Parent surveys regarding educational opportunities
- Monthly newsletter with parent corner
- List of community services for parents
- Observation of monthly Coffee with the Principal
- LCAP modules
- Social media engagement (e.g. Twitter and Facebook)
- Remind app
- Great School
- Marquee
- Schoology and Parent Portal registration
- Schedule of classes at the parent center

Two community representatives will work part-time in the parent center during the year to assist RGHS staff with parent outreach and advocacy, translation and phone calls to parents, as well as providing an opportunity for parents to volunteer at the school including supervision, assisting with mailings, providing additional support to offices, helping to supervise field trips, and planning activities to support students. The school currently has twenty-two registered parent volunteers with volunteer identification.

Parent representatives will be able to go to district workshops on student achievement and related issues. Parents will be invited to participate in parent trainings, conferences, and workshops.

Parent classes and activities will include:

- Parenting classes – Drug and Alcohol Use and Mental Health Services, Effective Parent Teacher Conference, (related to student issues of today)
- Citizenship classes
- Computer classes
- Nutrition and Exercise classes
- Health – Breast and Cervical Cancer Awareness, Cover California/Medical Workshop and Enrollment, Introduction to Chronic Diseases (a series of 8 workshops), Healthy Nutrition Workshops
- Coffee with the Principal
- College awareness - Parenting Classes on High School Graduation Requirements, rewarding positive behavior, understanding California’s higher education system, ready to go to college
- Financial Aid - helping with financial aid understanding (FAFSA, loans grants, work study)

School Site Council, including RCHS parents, will meet at least six times a year after school. These meetings will focus on monitoring school progress towards implementing the goals of the Single Plan for Student Achievement (SPSA) and student needs related to the goals of the Title I federal grant.

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

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

Certificated Personnel

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

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

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

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

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

Student Recruitment

Reseda Charter High School will promote its programs through LAUSD unified enrollment portal, the eChoices brochure and website, and at LAUSD high school fairs, middle school articulation events, community events, community chamber of commerce meetings, and community neighborhood events. The magnet programs are available to all students who apply to these program and who live within the LAUSD boundary. There are no pre-requisite requirements, or other restrictions to apply and gain admittance into our school or our specialized programs. The Choices application guidelines, application timelines, and acceptances are through the LAUSD Office of Integration Services. Reseda Charter High School will continue to follow the admission procedures to pupils from LAUSD as determined by the LAUSD Office of Integration Services and consistent with Crawford v. Board of Education court order.

Lottery Preferences and Procedures

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

- **Resident Students**

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

- **LAUSD Students**

- **Siblings**

Prospective students who (a) are siblings of students enrolled in grades 9-12 at Reseda Charter High School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have *second* admission preference.

- **Other LAUSD Students**

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

- **California Students**

- **Siblings**

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

Prospective students who (a) are siblings of students enrolled in grades 9-12 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.

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

Charter School's lottery applications will be made available each year on February 1st. Charter School will accept completed application, delivered in person or received by mail or delivery service, through close of business on the last Friday of February. Completed applications are to be submitted at the Attendance Office and will be time stamped. On a designated date in March, Charter School shall conduct its public random drawing (lottery). Application forms and information regarding the date and procedures of the lottery shall be posted on Charter School's website and made readily available in the main office.

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

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

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

GENERAL PROVISIONS

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

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

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

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

Charter School acknowledges that the District's Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

Reseda Charter High School will use school wide positive behavior supports and restorative practices for both community building and to resolve conflict. We recognize the importance of building relationships, where everyone's voice is valued and listened to, setting high expectations and holding us all accountable to those expectations, building systems and relationships where students are cognizant of how their behavior and actions impact the community and given opportunities to build bridges to restore trust in the community.

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCACTION OF THE CHARTER

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

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

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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