Reseda Charter High School
A DISTRICT AFFILIATED CHARTER SCHOOL
18230 Kittridge Street, Reseda, CA 91335

Revised Petition

Submitted
July 19, 2019

TERM OF PROPOSED CHARTER
JULY 1, 2020 TO JUNE 30, 2023
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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Reseda Charter High School (also referred to herein as “RCHS,” “The Academy” and “Charter School”), “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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid. (Ed. Code § 47605(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”). Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be approved at a public hearing, consistent with federal law, the California Constitution, and Section 200, and shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the
school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

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

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

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

- The contact person for Charter School is: 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 6-12
- The number of students in the first year of this Charter will be: 1,550
- The grade levels of the students in the first year will be: Grades 6, 9-12
- Charter School’s scheduled first day of instruction in 2019-2020 is: August 18, 2020
- The current operational capacity of Charter School is: 1,735
- 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, 2020 to June 30, 2023
COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Reseda Charter High School (RCHS) will be one of only 10 secondary span schools in the Los Angeles Unified School District (LAUSD) which include grades 6-12. It opened as Reseda High School in 1955 and became an LAUSD affiliated charter grades 9-12 in the fall of 2018. LAUSD is currently divided into six “local districts”, and Reseda Charter High School will be one of three secondary span 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 is 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 the 6-12 Charter Academy which includes 9-12 students in the former geographic area of Reseda HS, as well as 6-12 students enrolled through the Charter lottery process. The Academy will include a 6-12 School for Advanced Studies, a 6-12 International Dual Language strand rooted in additive bilingualism, Career Technical Education (CTE) pathway exploration, and access to high school and AP courses through teacher recommendation.

Students enrolled in the Charter Academy school do not mirror the ethnic background of the community. The community is primarily composed of 32% Caucasian, 52% Latinx, 4% Black, 10% Asian, and 2% Mixed. The RCHS students in the Academy are primarily Latinx (75%), with a large population of immigrant newcomer students (13%) and students with disabilities (23%). The surrounding schools do not have the same ethnic and academic/physical challenges as our school, nor do they provide the services these students need.

The vision of the Academy is to enable students to expand their academic opportunities by providing innovative educational programs that provide them with the skills and strategies necessary to graduate high school, be college and career ready, and be successful in the 21st century. By providing all students with the opportunity to complete a CTE pathway, studies have shown significant increases not only the high school graduation rate, but also in students going to college and persisting through graduation (CDE, 2017). Students also have a decreased risk of dropping out of high school as they add CTE courses to their curriculum. CTE has been found to increase school connectedness, reduce behavioral problems related to suspensions and expulsions, and reduce dropout rates among all student groups — especially among students most at risk of dropping out.

Three existing magnet programs, accessible only through the District’s magnet Choices application process, are on campus: Arts, Media, and Entertainment (AME) Magnet, Police Academy Magnet, and Science Magnet. The magnet students residing outside of the 5-mile radius of the school 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 have 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; they see it as their campus. This is evidenced by responses to student surveys and student involvement in activities. Building on the work of Dr. Tyrone Howard⁵ and employing a pedagogy of plenty, RCHS will work to extend this perspective to all students through effective teachers who are well-grounded in content, reject deficit thinking, are professional learners, use research-based pedagogy to meet their students’ academic and socio-emotional needs, and approach students with empathy while still expecting and maintaining a standard of 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 and updating 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. All stakeholder groups indicated interest and support for the autonomies and flexibility inherent in the affiliated charter framework.

3 California Department of Education. 2018. DataQuest
4 California Department of Education. 2017. Fact Sheet

**Meeting the Needs of the Community**

Reseda Charter High School will serve students presently enrolled, as well as additional students in our attendance area and those who apply through the lottery process. Students enrolling in the charter (the Academy) will be through resident enrollment (9-12 only) and the lottery process (grades 6-12, provided there are more applicants than spaces at the charter school; This statement is specific to grades 6-8 and non-resident grades 9-12 applicants). Our goal is to promote our successful and robust programs to neighborhood students who might have otherwise considered enrolling elsewhere, including independent charters, private schools, and magnet schools, and invite them to join the Reseda family.

Our plan to add grades 6-8 embraces the intent of the California Charter Schools Act through the implementation of research-based programs:

- To improve student learning through programs such as CTE exploration and pathways, Dual Language, and School for Advanced Studies;
• To provide additional programs and support for students who are academically low achieving and at-risk through leveraging high yield instructional strategies and socio-emotional learning incorporating the work Dr. Tyrone Howard and Dr. Russell Quaglia;
• To incorporate innovative teaching methods (such as Read 180, Think CERCA, Design Thinking, flipped and blended classrooms, and the seamless weaving of the Student Voice and Aspirations Framework into daily instruction);
• To provide expanded opportunities and leadership to teachers which include participation in Local School Leadership Council, Instructional Cabinet, Plan-Do-Study-Act cycles in the model of improvement, professional conferences, teacher leader opportunities; and
• To provide both parents and students with programs offered at other public schools.

The construction of a brand new six-story residential-retail complex, just 3 tenths of a mile away from the school, is currently underway. The project, known as “The Watermark,” will feature 254 one, two, and three-bedroom apartment units, and is located at the crossing of Reseda Boulevard and the Los Angeles River (https://urbanize.la/post/construction-underway-254-apartments-reseda). This project coincides with the revitalization of the LA River and the construction of the LA River Greenway project, which proposes to provide local residents a safe and direct alternative to travelling on high-speed east-west arterials (Victory Boulevard and Vanowen Street) for bicyclists and pedestrians and traverses the south side of the Reseda Charter High School campus and adjacent parking (https://la.curbed.com/2019/5/20/18632803/los-angeles-river-bike-path-valley-south-la). With these two exciting projects underway, the Reseda community and Reseda Charter High School are anticipating the attraction of more families in the area and a growth in enrollment with the new mixed-use development and the LA River Greenway steps away from the Reseda Charter High School campus. Additionally, Reseda Charter High School’s $182 million modernization project includes plans for the campus to seamlessly transition into the LA River Greenway, with proposed wraparound green spaces and bicycle parking around the property.

In 2016-2017 and 2017-18, Reseda High School was recognized by US News and World Report as a Silver Medalist High School, placing in the top 7% of the high schools in the nation. In its first year, Reseda Charter High School was recognized in 2019 by US News and World Report as a National Silver Medalist High School. Building from these recognitions and other existing strengths on our campus, the flexibilities afforded by the affiliated charter structure will be leveraged using design thinking. Our school community is empowered and motivated to work together toward a better future. Research has shown that knowing and growing your strengths helps you feel confident, energized, and engaged, and, therefore, students and staff learn faster, perform better, and strive to do their best every day (Palmer, A., 2015). Programmatic decisions will be informed through a continuous feedback loop, looking at root causes and 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.

With design thinking as our theory of change, the long-standing success of our varied magnet programs serves as a proof of concept for our proposed structures, programs, and governance.
Woven through our implementation, design thinking will intentionally build 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.

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. Additional support will be provided to 11th and 12th graders to ensure SAT participation by 11th grade and a second SAT in fall of 12th grade, giving students the option to attend a four-year university. Research-based best practices employed will include the following: Algebra I completion by the end of 9th grade as a key indicator for high school graduation\(^7\) (Silver, D., Saunders, M., and Zarate, E., 2008), the use of proven early-warning indicators, a laser like focus on attendance data, a team approach/collective responsibility for academic success, the establishment of the academic bar at B or better, relationship building as a bridge to support students transition into high school (Summer Aspirations Transition bridge program for at-risk students entering 9th graders), and the incorporation of student voice and aspirations, building a sense of belonging and incorporating restorative discipline practices.


**STUDENT POPULATION TO BE SERVED**

Reseda Charter High School serves a diverse population of students, including RCHS’s current 2019-20 school year student population, which is composed of 19% Gifted and Talented, 20.7% Students with Disabilities, 17.2% English Learners, 42.7% Reclassified Fluent English Proficient, 85% Socioeconomically Disadvantaged, and 0.1% Foster Youth (MyData, as of October 2, 2019).

Our racial and ethnic makeup of the student body is as follows: 4.8% African American, 0.3% American Indian, 6.7% Asian, 2.7% Filipino, 71.1% Latinx, 0.1% Pacific Islander, 13% White, and 1.7% two or more races (MyData, as of October 2, 2019).. Concerted efforts to further achieve diverse integration resulted in the newest magnet, AME Magnet, which opened in the fall of 2016 with an 18% African American population.

Over the last five years, the magnet programs currently located at Reseda Charter High School have shown steady gains; this 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 it offers classes with Los Angeles Mission College as part of the PLTW biotech pathway. Our Spanish speaking immigrant students (newcomers) now have the opportunity to enhance the linguistic assets they bring to RCHS through our International Dual Language Center. Students in the International Dual Language Center receive instruction in their 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. The addition of grades 6-8 will give middle school students the opportunity to participate in the One-Way Spanish Dual Language Program as well. By the time students reach 9th grade, they will be developmentally and linguistically ready to face the rigors of grade level English Language Arts courses and other content area courses, and be on track for high school graduation. Additionally, all students will have the opportunity to engage in World Language and Culture exploration and coursework beginning in 6th grade as part of RCHS’s commitment to biliteracy and bilingualism. In World Language and Culture exploration, grade 6-8 students will have a foreign language strand that will provide both introductory instruction, literacy development, and cultural experiences in Korean, French, Spanish, in five-week cycles.

Enrollment by Grade Level (MyData, as of September 2019)

<table>
<thead>
<tr>
<th>Grade</th>
<th>2018-2019</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>336</td>
<td>371</td>
</tr>
<tr>
<td>10</td>
<td>359</td>
<td>340</td>
</tr>
<tr>
<td>11</td>
<td>318</td>
<td>348</td>
</tr>
<tr>
<td>12</td>
<td>336</td>
<td>317</td>
</tr>
<tr>
<td>Total</td>
<td>1,349</td>
<td>1,376</td>
</tr>
</tbody>
</table>

Projected Enrollment by Grade Level (based on maximum class sizes in core classes, per current Board approved norming bulletin?)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Projected Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
</tr>
</tbody>
</table>
*This table reflects the projected enrollment capacity when grades 6-8 are all open. In our first year of addition of the middle school, we will open with grade 6 only, with a projected capacity of 60 students.

Reseda Charter High School has received Title I funds since 1999 with 85.2% of students eligible for free/reduced lunch in 2017-18. This has increased 24% over the past five years, as 61% qualified in 2013-14, as published by LAUSD in the annual Federal State Education Programs website, “Annual Title I Ranking,” and recorded annually in the RCHS School Plan for Student Achievement (SPSA) document. Benefits afforded to students who are eligible for free/reduced lunch programs include reduced AP exam fees, free or reduced SAT exam fees, and additional resources to support college and career readiness.

Data Comparisons with Nearby LAUSD Schools
Race/Ethnicity of 2017-18 Student Body (CDE, DataQuest, 2019)

<table>
<thead>
<tr>
<th>School</th>
<th>Asian</th>
<th>Latinx</th>
<th>White</th>
<th>African American</th>
<th>Pacific Islander</th>
<th>American Indian</th>
<th>Filipino</th>
<th>2 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleveland Charter HS</td>
<td>13.9%</td>
<td>60.3%</td>
<td>16.6%</td>
<td>3.9%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.8%</td>
</tr>
<tr>
<td>SOCES</td>
<td>15%</td>
<td>35.8%</td>
<td>40.1%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.6%</td>
</tr>
<tr>
<td>Taft Charter HS</td>
<td>6.8%</td>
<td>38.6%</td>
<td>41.7%</td>
<td>8.6%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3.8%</td>
</tr>
<tr>
<td>Reseda CHS</td>
<td>6.3%</td>
<td>70.6%</td>
<td>14%</td>
<td>5.6%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2.4%</td>
</tr>
</tbody>
</table>
### English Language Proficiency Levels of 2017-2018 Student Body (CDE, DataQuest, 2019)

<table>
<thead>
<tr>
<th></th>
<th>English Language Learners (EL)</th>
<th>Reclassified Fluent in English (RFEP)</th>
<th>Initially Fluent in English (IFEP)</th>
<th>English Only (EO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleveland Charter HS</td>
<td>10.4%</td>
<td>40%</td>
<td>13.2%</td>
<td>36%</td>
</tr>
<tr>
<td>SOCES</td>
<td>1.8%</td>
<td>31%</td>
<td>15.5%</td>
<td>51.8%</td>
</tr>
<tr>
<td>Taft Charter HS</td>
<td>5.2%</td>
<td>32.9%</td>
<td>13.3%</td>
<td>48.6%</td>
</tr>
<tr>
<td>Reseda HS</td>
<td>17%</td>
<td>44.6%</td>
<td>9.5%</td>
<td>28.6%</td>
</tr>
</tbody>
</table>

### Free/Reduced Lunch Eligibility of 2017-2018 Student Body (CDE, Data Quest, 2019)

<table>
<thead>
<tr>
<th></th>
<th>Eligible for Free/Reduced Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleveland Charter HS</td>
<td>68.9%</td>
</tr>
<tr>
<td>SOCES</td>
<td>58.4%</td>
</tr>
<tr>
<td>Taft Charter HS</td>
<td>68.1%</td>
</tr>
<tr>
<td>Reseda HS</td>
<td>85.1%</td>
</tr>
</tbody>
</table>
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
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. RCHS will prepare students to enter a globally competitive society by guaranteeing proficiency in content knowledge and 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 members at Reseda Charter High School in 2015-2016 by combining our previous Expected Schoolwide Learning Results (ESLRs) and the goals of the Single Plan for Student Achievement (SPSA); it was 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.
Reseda Charter High School 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 effect 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
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

How Learning Best Occurs

It is Reseda Charter High School’s intent to ground all programs addressing our students’ socio-emotional health and well-being in the work of Dr. Russell Quaglia (Quaglia, 2014), specifically student voice and aspirations as a launching point. Robust research findings document the correlation between social/emotional factors and 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). 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 establish authentic, real-life connections between what is taught in the classroom and the real world through project-based learning; these explorative-based college and career connections provide authentic, differentiated, and rigorous educational experiences for all students. In addition to project-based learning, Common Core standards-aligned curricula, performance-based assessments, and culturally and linguistically responsive pedagogy are embedded within instruction. Teachers intentionally craft classroom environments that serve to encourage and facilitate productive risk-taking on the part of students. Students in grades 9-12 are provided with personalized learning opportunities through the three distinct magnet programs six CTE career pathways, a School for Advanced Studies (SAS) demonstration site, an International Dual Language Center, and specialized programs for students with disabilities. Meanwhile, students in grades 6-8 will have access to the Careers in Medicine, Computer Science/Game Design, or Graphic Design CTE Pathway, as well the SAS and Dual Language programs. These personalized learning communities serve to spark student interest and provide clear pathways to success and college and career.

Teachers implement 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 leverage technology not as a substitution for classroom implements, but rather as an additional opportunity for critical thinking in cognitively demanding tasks. The International Society for Technology in Education (ISTE) Standards are incorporated into daily instruction. Students are learning to use more authentic learning experiences in core, academic, and elective classes. This is evidenced by the 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 open the 6-8 expansion with 1:1 technology devices to mirror the 9-12 Charter Academy and Magnets in order to give all students the opportunity to “create new tasks, previously inconceivable” (redefinition).


9 Quaglia, R. J. and Corso, M.J. 2015. student voice, The Instrument of Change Corwin

**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

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).

Related State Priorities:
☐ 1  ☒ 4  ☒ 7
☐ 2  ☐ 5  ☒ 8
☐ 3  ☐ 6

Local Priorities:
☒: X:
Proficiency for all 100% Graduation

Specific Annual Actions to Achieve Goal

- 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 Innovative Block Schedule on a local level which enrolls students in additional courses in January & March; we will continue to monitor grades on a mester by mester basis on A-G progress. Additionally, grades 6-8 will be monitored on a mester by mester basis to ensure that students meet the course requirements to enable completion for 8th grade culmination.

- 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 as needed for all grades 6-12.

- 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 required courses with a "D" or better for all grades 6-12.

- 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 high school students not meeting A-G requirements, crafting graduation plans including credit recovery to facilitate their success, and supporting middle school students’ completion of the middle school certificate of completion and participation in their culmination activity.

- Continue to offer AP and AB 288 College Dual Enrollment courses for our high school students.

- Offer AP coursework and LOTE courses such as Korean and Spanish to eligible 8th-grade students.

- Ensure 100% of 9th-11th grade students take the PSAT and 100% of 8th grade students take the PSAT 8/9.

- Ensure students grades 8th-11th 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 for high school, and enable our 8th graders to meet the District and school criteria for completion of the middle school certificate of completion and participation in the middle school culmination activity.
- Increase the 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 for grades 6-12.
- PIQE, which stands for Parent Institute for Quality Education, will provide parents with education regarding supporting students’ completion of A-G courses and college/career readiness.
- Qualified middle school students who meet specific criteria will have opportunities to enroll in and complete AP course offerings, high school level math coursework, and LOTE courses such as Spanish, French and Korean to enable students to begin completion of A-G coursework.
- Middle school parents will be provided support and education of A-G high school requirements and college/career pathways to seamlessly transition into our high school.

## 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 (Spring semester 2018-2019)

<table>
<thead>
<tr>
<th>applicable student groups</th>
<th>baseline</th>
<th>2019-2020</th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
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</thead>
<tbody>
<tr>
<td>all students (schoolwide)</td>
<td>65%</td>
<td>&gt;70%</td>
<td>&gt;75%</td>
<td>&gt;80%</td>
<td>&gt;85%</td>
<td>&gt;90%</td>
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<tr>
<td>english learners</td>
<td>25%</td>
<td>&gt;30%</td>
<td>&gt;35%</td>
<td>&gt;40%</td>
<td>&gt;45%</td>
<td>&gt;50%</td>
</tr>
<tr>
<td>socioeconomically disadvantaged students</td>
<td>65%</td>
<td>&gt;70%</td>
<td>&gt;75%</td>
<td>&gt;80%</td>
<td>&gt;85%</td>
<td>&gt;90%</td>
</tr>
<tr>
<td>foster youth</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students with disabilities</td>
<td>57%</td>
<td>&gt;62%</td>
<td>&gt;67%</td>
<td>&gt;72%</td>
<td>&gt;77%</td>
<td>&gt;82%</td>
</tr>
<tr>
<td>african american students</td>
<td>*</td>
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<tr>
<td>american indian/alaska native students</td>
<td>*</td>
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<tr>
<td>asian students</td>
<td>*</td>
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<td></td>
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<tr>
<td>filipino students</td>
<td>*</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>latino students</td>
<td>63%</td>
<td>&gt;68%</td>
<td>&gt;73%</td>
<td>&gt;78%</td>
<td>&gt;83%</td>
<td>&gt;88%</td>
</tr>
<tr>
<td>native hawaiian/pacific islander students</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>students of two or more races</td>
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<td></td>
</tr>
<tr>
<td>white students</td>
<td>72%</td>
<td>&gt;77%</td>
<td>&gt;82%</td>
<td>&gt;87%</td>
<td>&gt;92%</td>
<td>&gt;97%</td>
</tr>
</tbody>
</table>

*Non-statistically significant subgroup

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

**Metric/Method for Measuring:**
Graduation Rate (Source: CA Dashboard, Class of 2018 cohort)
<table>
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</thead>
<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>89.7%</td>
<td>&gt;91%</td>
<td>&gt;92%</td>
<td>&gt;93%</td>
<td>&gt;94%</td>
<td>&gt;95%</td>
</tr>
<tr>
<td>English Learners</td>
<td>73.5%</td>
<td>&gt;74%</td>
<td>&gt;75%</td>
<td>&gt;76%</td>
<td>&gt;77%</td>
<td>&gt;78%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged Students</td>
<td>89.4%</td>
<td>&gt;90%</td>
<td>&gt;91%</td>
<td>&gt;92%</td>
<td>&gt;93%</td>
<td>&gt;94%</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>*</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>82.8%</td>
<td>&gt;83%</td>
<td>&gt;84%</td>
<td>&gt;85%</td>
<td>&gt;86%</td>
<td>&gt;87%</td>
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<tr>
<td>African American Students</td>
<td>*</td>
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<td></td>
</tr>
<tr>
<td>American Indian/Alaska Native Students</td>
<td>*</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian Students</td>
<td>*</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino Students</td>
<td>*</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Latino Students</td>
<td>89.1%</td>
<td>&gt;90%</td>
<td>&gt;91%</td>
<td>&gt;92%</td>
<td>&gt;93%</td>
<td>&gt;94%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander Students</td>
<td>*</td>
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</tr>
<tr>
<td>Students of Two or More Races</td>
<td>*</td>
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</tr>
<tr>
<td>White Students</td>
<td>87.5%</td>
<td>&gt;88%</td>
<td>&gt;89%</td>
<td>&gt;90%</td>
<td>&gt;91%</td>
<td>&gt;92%</td>
</tr>
</tbody>
</table>

**Outcome #3:**
Promote and ensure 100% PSAT and SAT participation rate of 9th-12th grade students (through school day administration) and 100% participation of 8th grade students

**Metric/Method for Measuring:**
Test day and College Board data (Fall 2018)
## GOAL #2

Increase student achievement in ELA and Math with a focus on literacy and numeracy across the curriculum.

<table>
<thead>
<tr>
<th>Related State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1</td>
</tr>
<tr>
<td>☒ 2</td>
</tr>
<tr>
<td>☐ 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>X: Proficiency for all X: 9th Grade Algebra Completion Rate:</td>
</tr>
</tbody>
</table>

### Specific Annual Actions to Achieve Goal

In Professional Development meetings throughout the year, different instructional strategies to develop both middle and high school 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:

- 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. (Title, Heading, Introduction, Every First Sentence, Visuals and Vocabulary, End of Article or Chapter, Summarize Thinking) reading strategy for informational texts
- 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 school-wide teacher meetings throughout the year for all grades 6-12.

Teachers will continue to examine data, looking for patterns and trends in conjunction with incoming students from local middle schools and our middle school students to determine students' strengths 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 for grades 9-12.

Administer formative assessments one or more times each mester, SBAC Interim Block Assessments throughout the year to monitor student progress and inform next steps for instruction for the middle school and high school.

Embed ISTE standards in daily instruction as we build to one-to-one student devices for the middle school; this will mirror the already 1-1 technology in the high school.

EL Coordinator/Coach will spend at least 3 hours a day supporting English Learners attending the middle school and high school.

Three instructional leaders (teacher leaders, coaches and administrators) will provide professional development and instructional support focused on ELA, ELD, and Common Core literacy in History and Science for all grade levels 6-12.

Two instructional leaders (teacher leaders and administrators) will provide professional development and instructional support focused on numeracy and mathematics for all grade levels 6-12.

All instructional leaders (teacher leaders, coordinators, administrators) will provide ongoing professional development on student voice and aspirations, first good teaching, and differentiation strategies for support and extension. Three coordinators with CLAD and English credentials will provide literacy across content areas. Bilingual (Spanish) TA 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.

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes</th>
</tr>
</thead>
</table>

**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 (Source: MyData)
### 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 (Source: MyData)

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>30%</td>
<td>&gt;35%</td>
<td>&gt;40%</td>
<td>&gt;45%</td>
<td>&gt;50%</td>
<td>&gt;55%</td>
</tr>
<tr>
<td>English Learners</td>
<td>13%</td>
<td>&gt;18%</td>
<td>&gt;23%</td>
<td>&gt;28%</td>
<td>&gt;33%</td>
<td>&gt;38%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged Students</td>
<td>30%</td>
<td>&gt;35%</td>
<td>&gt;40%</td>
<td>&gt;45%</td>
<td>&gt;50%</td>
<td>&gt;55%</td>
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<tr>
<td>Foster Youth</td>
<td>*</td>
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<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>5%</td>
<td>&gt;10%</td>
<td>&gt;15%</td>
<td>&gt;20%</td>
<td>&gt;25%</td>
<td>&gt;30%</td>
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<tr>
<td>African American Students</td>
<td>8%</td>
<td>&gt;13%</td>
<td>&gt;18%</td>
<td>&gt;21%</td>
<td>&gt;26%</td>
<td>&gt;31%</td>
</tr>
<tr>
<td>American Indian/Alaska Native Students</td>
<td>*</td>
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<td></td>
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</tr>
<tr>
<td>Asian Students</td>
<td>61%</td>
<td>&gt;66%</td>
<td>&gt;71%</td>
<td>&gt;76%</td>
<td>&gt;81%</td>
<td>&gt;86%</td>
</tr>
<tr>
<td>Filipino Students</td>
<td>*</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino Students</td>
<td>26%</td>
<td>&gt;33%</td>
<td>&gt;38%</td>
<td>&gt;43%</td>
<td>&gt;48%</td>
<td>&gt;53%</td>
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<tr>
<td>Native Hawaiian/Pacific Islander Students</td>
<td>*</td>
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</tr>
<tr>
<td>Students of Two or More Races</td>
<td>*</td>
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</tr>
</tbody>
</table>
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 (Source: MyData)

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>24.8%</td>
<td>&gt;28%</td>
<td>&gt;31%</td>
<td>&gt;33%</td>
<td>&gt;38%</td>
<td>&gt;41%</td>
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<tr>
<td>English Learners</td>
<td>24.8%</td>
<td>&gt;28%</td>
<td>&gt;31%</td>
<td>&gt;33%</td>
<td>&gt;38%</td>
<td>&gt;41%</td>
</tr>
</tbody>
</table>

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.

Specific Annual Actions to Achieve Goal
Continue implementation of professional development:
- 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 inclusive of all grade levels within the middle school and high school.

Provide opportunities for school leaders and teachers to attend content-specific professional development and conferences such as:
- Arts, Media, and Entertainment Leadership Institute
- California Math Council (CMC) Conference for Math
- 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 the number of teachers with intern credentials

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</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers with intern credentials</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

### Outcome #2:
Increase teacher retention rate annually

**Metric/Method for Measuring:**
Retention Rate Data

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Teacher Retention Rate</td>
<td>86.5%</td>
<td>87%</td>
<td>87.5%</td>
<td>88%</td>
<td>88.5%</td>
<td>89%</td>
</tr>
</tbody>
</table>

### 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

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<tr>
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</thead>
<tbody>
<tr>
<td>Percent of Trained in CCSS, ELD,</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Outcome #4:
Ensure all teachers are appropriately assigned

Metric/Method for Measuring:
CA Dashboard

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Mis-Assignments (0 EL) Of Teachers Of English Learners</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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 of the middle school and high school students.
- Publicize our goal of increasing our participation in the school experience survey for both middle school and high school, 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.) to include both the middle and high school stakeholders; we will provide specific and separate social media engagement accounts and experiences specific to the school when appropriate.
- All first contact personnel for both the middle school and high school will be trained to register parents on the parent portal and inform parents of the basic 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.). Parent workshops will be created and differentiated specific to the needs of middle school and high school parents.
- Develop effective parent communication for both middle school and high school: website, Schoology, Parent Portal, Blackboard Connect.
- Provide opportunities for parent involvement through the Local School Leadership Council,
which will oversee the full range of local governance issues. The Charter Council will have representation from parents from both the middle school and high school.

- Provide ongoing opportunities for parent portal registration and supplemental training for both middle and high school parents.

### 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

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<tbody>
<tr>
<td>All Parents (Schoolwide)</td>
<td>39%</td>
<td>42%</td>
<td>45%</td>
<td>48%</td>
<td>52%</td>
<td>53%</td>
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**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

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<tbody>
<tr>
<td>All Parents (Schoolwide)</td>
<td>1,010</td>
<td>&gt;1,020</td>
<td>&gt;1,040</td>
<td>&gt;1,060</td>
<td>&gt;1,080</td>
<td>&gt;1,100</td>
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**Outcome #3:**

To increase parent registration and use of parent portal and Schoology

**Metric/Method for Measuring:**

District parent portal data

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<tbody>
<tr>
<td>All Parents (Schoolwide)</td>
<td>33%</td>
<td>38%</td>
<td>43%</td>
<td>48%</td>
<td>53%</td>
<td>58%</td>
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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:
- ☐ 1
- ☐ 4
- ☒ 7
- ☐ 2
- ☒ 5
- ☐ 6
- ☐ 3
- ☐ 8

### Local Priorities:
- ☐ 100% Attendance
- ☐ Student Safety

### Specific Annual Actions to Achieve Goal

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

Continue to implement Restorative Justice practices schoolwide and to include implementation in the middle school.

Review and update school safety plan for the high school and to include the middle school.

Implementation of schoolwide progressive discipline plan and expansion of the progressive discipline plan to include the middle school.

Continue to develop the Aspirations cadre (administrators, coordinators, teachers, counselors, and social worker). Our Aspirations Coordinator will support both the middle school and high school and expand the current high school 9th grade cohort to include cohorts for our middle school grades to support the academic and socio-emotional needs of our students.

Expand Principal’s Advisory and Aspirations Council (PAC) to embed schoolwide Student Voice and Aspirations through bi-monthly meetings with the principal at nutrition and after school forums. There will be a separate PAC for the middle school and high school.

Continue to implement attendance incentives campaign that will encompass both the middle school and high school.

Middle school students will have opportunities to apply to enroll into entry level AP course offerings such as AP Psychology and AP Human Geography in 8th grade and LOTE courses such as Spanish, French, and Korean in order to enter 9th grade on an accelerated pathway.

Middle school students will have the opportunity to participate in Intramural Sports separate from the high school to prepare them for life time fitness and for high school competitive sports. Middle school
students will have the opportunity to participate in extra-curricular clubs and entities such as Theatre, Dance, Band, Robotics, Model UN, etc., separate from the high school. However, opportunities to perform with the high school students will be available on a case by case basis such as joint performances in Band, Theatre, and Dance, and case by case joint-competitive club events such as Robotics, Skills USA, HOSA, Model UN, etc. Our high school students will have community service opportunities to interact with our middle school students in providing peer counseling, tutoring, and mentoring students to support the middle school students’ academic and social needs.

Middle school students will have opportunities to meet our high school teachers and high school counselors through specific academic events and within scheduled incoming Freshman Orientation events designed to support the seamless transition and matriculation of our middle school students to our high school and support their academic success into 9th grade.

Parent meetings for parents of middle school and high school students, such as Coffee with the Principal, may be conducted jointly or separately depending upon the subject matter and alignment to specific school needs and goals. Parent affiliations such as PTSA will include parents from both the middle and high school; however, within the PTSA entity, various committees may be created to differentiate and address the specific needs of schools, programs, parents, and students.

Students in all grade levels will have access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

### Expected Annual Measurable Outcomes

**Outcome #1:**
To reduce the number of student suspensions

**Metric/Method for Measuring:**
Suspension Rate (CA School Dashboard, 2018 Data)

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>0.6%</td>
<td>&lt;0.5%</td>
<td>&lt;0.4%</td>
<td>&lt;0.3%</td>
<td>&lt;0.2%</td>
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<tr>
<td>English Learners</td>
<td>0.3%</td>
<td>&lt;0.2%</td>
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<tr>
<td>Socioeconomically Disadvantaged Students</td>
<td>0.6%</td>
<td>&lt;0.5%</td>
<td>&lt;0.4%</td>
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<tr>
<td>Foster Youth</td>
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<tr>
<td>Students with Disabilities</td>
<td>0.8%</td>
<td>&lt;0.7%</td>
<td>&lt;0.6%</td>
<td>&lt;0.5%</td>
<td>&lt;0.4%</td>
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<tr>
<td>African American Students</td>
<td>1.1%</td>
<td>&lt;1%</td>
<td>&lt;0.9%</td>
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<td>&lt;0.7%</td>
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<td>American Indian/Alaska Native Students</td>
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<td>Asian Students</td>
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<tr>
<td>Filipino Students</td>
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### Latino Students
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<th>0.5%</th>
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### Native Hawaiian/Pacific Islander Students
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### Students of Two or More Races
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### White Students
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<th>1.4%</th>
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### Outcome #2:

**To reduce chronic student absenteeism (91% or lower attendance)**

**Metric/Method for Measuring:**

**Chronic Absenteeism rate**

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<tr>
<td>All Students (Schoolwide)</td>
<td>28.6%</td>
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<tr>
<td>English Learners</td>
<td>36%</td>
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<td>32%</td>
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<td>28%</td>
<td>26%</td>
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<tr>
<td>Socioeconomically Disadvantaged Students</td>
<td>28.6%</td>
<td>&lt;26%</td>
<td>&lt;24%</td>
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<tr>
<td>Foster Youth</td>
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<tr>
<td>Students with Disabilities</td>
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<td>28%</td>
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<tr>
<td>African American Students</td>
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<td>American Indian/Alaska Native Students</td>
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<tr>
<td>Latino Students</td>
<td>28.2%</td>
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<td>Native Hawaiian/Pacific Islander Students</td>
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<tr>
<td>Students of Two or More Races</td>
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<tr>
<td>White Students</td>
<td>29.7%</td>
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<td>&lt;25%</td>
<td>&lt;23%</td>
<td>&lt;21%</td>
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### Outcome #3:

**Maintain 0% percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home**

**Metric/Method for Measuring:**

**CA Dashboard**

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
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Outcome #4:
Maintain zero (0) number of instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)

Metric/Method for Measuring:
CA Dashboard

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**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’s commitment to ensuring the highest levels of achievement and success for each of its students guides all organizational structures and programmatic choices. Drawing on the strong legacy and robust lessons learned from William Glasser’s Quality Schools\textsuperscript{10}, Theodore Sizer’s Coalition of Essential Schools\textsuperscript{11}, and the School Redesign Network at Stanford University\textsuperscript{12}, Reseda Charter recognizes the critical need to move beyond the centuries-old factory model of public school. This is evidenced in increased opportunities for personalized learning profiles, commitment to inclusive and caring practices and pedagogies, emphasis on mastery teaching and learning, and democratic and distributed decision making across all facets of our school communities.

Building on learnings from our principal’s participation with LAUSD leaders in the Public Education Leadership Project\textsuperscript{13} at Harvard in July of 2018 and the “Raising Achievement Action Plan” developed, we are building our charter on the belief that if Reseda Charter High School recruits, develops, supports, and retains highly effective teachers and school leaders, amplifies and empowers student voice and involvement on our campus, and maximizes time to focus on positive school culture and the interaction between teachers, students, and content, then each student at Reseda Charter High School will be valued and empowered. We also believe that if Reseda Charter High School connects the allocation of resources to meet the socio-emotional and academic needs of the whole child, including utilizing trauma-informed, culturally relevant, restorative justice practices and student support progress teams, all students will have access to the curriculum. RCHS believes that in a thriving, personalized learning environment with daily high-quality, engaging, differentiated culturally responsive instruction to support their mastery of grade-level standards, students will graduate from Reseda Charter High School ready for post-secondary opportunities.

Organizational and programmatic decisions will be informed through a continuous feedback loop, examining root causes that impact progress towards goals and facilitating ongoing revisions to align our school culture and instruction with the demands of moving each child in
our diverse student population through their zone of unrealized potential, towards 100% graduation.

It is Reseda Charter High School’s intent to address our students’ socio-emotional health and well-being using the work of Dr. Russell Quaglia specific to student voice and aspirations. RCHS 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. Robust research findings document the correlation between socio-emotional factors and building a student’s capacity for academic engagement and achievement. This socio-emotional approach will ensure our students are equipped during grades 6-8 with the resources and skills to be lifelong learners and productive citizens of the 21st century, succeeding when they matriculate into high school upon 8th grade culmination and matriculate into college or enter careers upon high school graduation.

Building on our students’ sense of belonging, teachers establish authentic, real-life connections between what is taught in the classroom and the real world through project-based learning; these explorative-based college and career connections provide authentic, differentiated, and rigorous educational experiences for all students. In addition to project-based learning, Common Core standards-aligned curricula, performance-based assessments, and culturally and linguistically responsive pedagogy are embedded within instruction in all academic disciplines. Faculty will intentionally craft classroom environments that serve to encourage and facilitate productive risk-taking on the part of students. Personalized learning opportunities will be provided across all grade levels to include CTE exploration in grades 6-8 and six CTE career pathways in grades 9-12, a School for Advanced Studies demonstration site for grades 6-12, a grades 6-12 International Dual Language Center, and specialized programs for students with disabilities. The diverse educational opportunities in these personalized learning communities serve to spark interest and ignite passions in students, establish teacher-as-mentor relationships, and provide myriad pathways to success in college and career.

To encourage the high achievement of every student in every subject area, course, and/or instructional program, Reseda Charter High School will follow the academic standards as defined by the standards embraced by the state of California, namely the Common Core State Standards (CCSS) in English Language Arts, Mathematics, and College and Career Readiness, Next Generation Science Standards (NGSS), History-Social Studies Framework, English Language Development (ELD) Standards, International Society for Technology in Education (ISTE) Standards, and K-12 Computer Science Framework. These standards provide a consistent, clear understanding of what students are supposed to learn and master. These standards are designed to be robust and relevant to the real world and thus reflect the skills and knowledge necessary to prosper as citizens in the 21st century. Textbooks are state and district approved, aligned to the CCSS, and enhanced by digital components and
resources. Specific programs adhere to the Career Technical Education (CTE) standards, as adopted by the state of California.

The programs developed within each department and small learning community will offer students opportunities to develop high levels of critical thinking, the ability to pose and answer their own questions, analytic skills, effective communication skills, and responsible citizenship at both the local and global scales; these skills allow students to achieve the goal of becoming empowered and reflective learners.

Departments:
● Arts and Electives
● Career and Technical Education (CTE)
● English Language Development
● English Language Arts
● History/Social Studies
● Mathematics
● Physical Education
● Science
● Special Education
● Alternative Curriculum (non-degree track)
● World Languages

11 Sizer, T. 2016. Coalition for Essential Schools, essentialschools.org
12 Stanford University. 2001. School Redesign Network
13 LAUSD teachers. 2017. Public Education Leadership Project, Summer Institute

Curriculum and Instruction

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

Innovative Curricular Components of the Educational Program

Reseda Charter High School’s innovative curricular components are embedded in a smaller school model with 548 general education students in the charter school, with a maximum capacity of 754 students. An additional 199 special day students are served by the charter school. Within this smaller school, students in grades 9-12 are cohorted in even smaller personalized pathways including the One-Way Spanish Dual Language program, SAS, and CTE pathways. Within the One-Way Spanish Dual Language program (International Dual Language), 120 Newcomer English learners in grades 9-12 will be cohorted in a CTE Graphic Design pathway. The SAS program’s 90 students will be cohorted into the Bio-
Tech CTE pathway, and approximately 320 students will be cohorted into the CTE Health Occupations Pathway in either Health Occupations or Sports Therapeutics. The addition of grades 6-8, which will have a dedicated campus space and a maximum capacity of 180 students, will provide students with another opportunity to take advantage of the small school model.

In addition, utilizing the design thinking model, a problem-solving approach rooted in empathy, students and staff analyze, make decisions, and problem solve collaboratively. Dovetailed with our implementation of Dr. Russ Qualia’s work on student voice and aspirations, we are using design thinking to capitalize on divergent thinking and students’ and teachers’ “Ah ha” moments, to look at future possibilities to solve problems, to build on staff and teacher collaboration, and to bring that collaborative spirit into the classroom to maximize teacher and student voice and design innovative programs and projects to engage and enrich students.

Middle school students at Reseda Charter High School will have the opportunity to participate in either the College-prep strand, SAS strand, or Dual Language strand, and students will be recommended to complete AP courses such as AP Human Geography, AP Psychology, and Honors courses in Algebra and Geometry. Language Other Than English (LOTE) courses, such as Spanish, French, and Korean, will be offered to enable students to enter 9th grade in an accelerated pathway.

Middle school students will also have the opportunity to participate in Intramural sports separate from the high school to prepare them for high school competitive sports or provide them opportunities to build leadership skills and build lifetime athletic fitness habits. Middle school students will have the opportunity to participate in extra-curricular clubs and entities such as Theatre, Dance, Band, Robotics, Model United Nations, etc., separate to the high school. However, opportunities to perform with the high school students will be available on a case by case basis such as joint performances in Band, Theatre, and Dance, and case-by-case joint-competitive club events such as Robotics, Skills USA, Health Occupation Students of America (HOSA), Model United Nations, etc. Our high school students will have community service opportunities in which they can interact with our middle school students through peer counseling and mentoring; such mentoring will support the middle school students’ academic and socio-emotional needs.

**6-8 One-Way Spanish Dual Language**

Developmental bilingualism, or “additive bilingualism,” a term coined by Wallace Lambert\(^1\), the father of bilingualism research, is the process by which students develop both fluency and proficiency in a second language while continuing to develop proficiency in their first language. The process involves adding a second language rather than replacing the first language with the second language (which is known as “subtractive bilingualism”).

Cummins\(^2\) adds that in an additive bilingual environment, while a second language is acquired, one’s first language continues to grow and their first culture is valued.

Reseda Charter High School’s International Dual Language Center is the first of its kind in LAUSD to serve and support newcomer students. The aim of the program is to give Spanish-speaking newcomer immigrant students 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, students in the International Dual Language Center are offered 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, Science, Physics, Spanish for Spanish speakers, and Advanced Placement Spanish Language and Literature in Spanish from our teachers holding Bilingual, Cross-cultural, Language and Academic Development (BCLAD) credentials. At Reseda Charter High School, students will be using their dual language assets, agency, and aspirations to succeed, achieve, and become college and career ready. Additionally, all students will have the opportunity to engage in World Language and Culture exploration and coursework beginning in 6th grade as part of RCHS’s commitment to biliteracy and bilingualism.

With the expansion of Reseda Charter High School’s newly opened Spanish Dual Language One-Way Immersion Program to grades 6 through 8 for the 2020-2021 school year, students can accelerate their development and acquisition of the target language (English) while still increasing their proficiency in the home language (Spanish); this will allow these students to become more prepared for the high school experience. By the time students reach 9th grade, they will be developmentally and linguistically ready to face the rigors of grade level English Language Arts courses and other content area courses, as well as be on track for high school graduation. Graduating 8th grade students who are designated EL will be able to matriculate directly into the Reseda Charter High School’s Spanish Dual Language One-Way Immersion program to continue their fluency and proficiency in their home language and acquisition of English. Students who reclassify by the 8th grade will be able to matriculate to Reseda Charter High School’s SAS program, the Academy, or apply for entry into one of the magnet programs.

It is Reseda Charter High School’s intent to ground our work in addressing our students’ socio-emotional health and well-being using the work of Dr. Russell Quaglia specific to student voice and aspirations. Results from Dr. Quaglia’s Student Voice Surveys (2016) show that only 64% of students report that school is a safe, welcoming, and friendly place. Clearly, the need for all students, especially newcomer immigrant students, to feel safe, welcomed, and included is critical in ensuring student success. Reseda Charter High School’s One-Way Spanish Dual Language Program intends to incorporate researched-based best practices to

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increase student voice and sense of belonging in an effort to address the socio-emotional needs of newcomer students.

**Intervention and Enrichment Programs**

To meet the individual intervention and enrichment needs of students, several programs are offered during school, after school, and on the weekend to provide multiple opportunities and pathways for all students to be academically successful and to realize their full potential.

Data indicates that many of our high school students struggle in ELA literacy and mathematics in Algebra 1, Geometry, and Algebra 2. In accordance with the Response to Instruction and Intervention (RtI2) Framework, there is a need for ongoing, structured, and immediate intervention to be provided to students who have not or are not making sufficient progress in ELA and mathematics. With the increased flexibility of an Innovative Block Schedule in grades 6-12, 6th through 10th graders have the benefit of year-long blocks of ELA and math coursework through embedded tutorial ELA and math courses to provide just-in-time remediation of prerequisite concepts and skills that are needed to access the grade level content and result in mastering the core standards. For those students who show mastery of the course standards, an accelerated pathway is available. In the Innovative Block Schedule model, students are able to complete two years of math content without having to combine or take the courses simultaneously, as is the only option in a traditional schedule.

Students who are not meeting adequate progress toward the completion of graduation course requirements are enrolled in one of our various credit recovery options. Students may elect to retake the course during the school day, after school through adult school, on Saturdays, or during the summer. For students on track to graduate and looking for additional course options, Virtual Learning online Edgenuity course are available. Virtual courses are conducted with an online, highly qualified content area teacher within the virtual program. A school certificated staff serves as a mentor for each student by providing support and monitoring progress. Students can work at their own pace.

Other opportunities for enrichment include Dual Enrollment college courses offered both during the school day and after school to high school students. These courses provide students with the opportunity to take courses within their chosen career pathway or future major of study at a postsecondary institution. Students in grades 9-12 also have the opportunity to participate in one of our six Career Technical Pathways, 18 Advanced Placement courses, or Honors classes.

HOSA, Skills USA, Robotics, Academic Decathlon, Science Bowl, college coursework, and other interest based extracurricular opportunities are available for all high school students to engage in collaborative, problem based, critical thinking activities to extend their learning beyond the traditional secondary classroom.

The middle school will model the existing High School RtI2 Framework using an Innovative Block Schedule, providing opportunities for students completing eight courses each academic year by combining the attributes of the 2 x 8 and 4 x 4 schedules. This Innovative Block
Schedule offers an embedded tutorial within the math and English courses to provide remediation of concepts and mastery of core standards. Additionally, support will be available for all core academic subjects. Furthermore, enrichment will be offered within the school day to provide extension/gifted activities for students to promote creativity and critical thinking skills. Our high school students earning externships and/or partnering college/universities will provide direct support to our middle school students in these targeted tutorial groups. Students will be participating in flex electives such as STEAM, Film Production, Coding, Engineering, and other available activities to explore subjects of interest and career pathways. Students in grades 6-8 will have access to after school programs, currently arc, to support academic success and enrichment in STEAM, leadership, and athletics.

The middle school will have a Teacher Lead/Middle School Coordinator to support the following: assist school personnel in counseling, programming, discipline, supervision, and budget expenditures, promote the middle school programs by assisting and presenting at fairs and events, conduct parent school tours for prospective students and parents, conduct meetings and activities to promote recruitment activities, prepare notices, documents, and other communication to promote the growth of the middle school programs, support middle school academic enrichment and growth, support and assist personnel involved with student services; assist teachers within the middle school with curriculum support and alignment to Common Core and state standards, and support for district and school site logistics such as attendance, grades, discipline and parental and community contacts.

Curricular and Instructional Materials

**High School Comprehensive Textbook List**

**Social Studies**
- AP United States History – *America’s History* (Bedford, Freeman & Worth)
- AP World History – *World Civilizations* (Pearson)
- AP European History - *A History of Western Society* (Bedford, Freeman & Worth)
- United States History – *American History: Reconstruction to the Present* (HMH)
- World History – *World History* (HMH)

**English Language Arts**
- California *My Perspectives* English Language Arts Grade 9
- California *My Perspectives* English Language Arts Grade 10
- California *My Perspectives* English Language Arts Grade 11
- *Expository Reading and Writing Course (ERWC)* Grade 12

**English Language Development**
- ELD 1 AB – *Edge: Fundamentals, Inside the USA -9-12*
- ELD 2 AB – *Edge: Level A, Inside the USA – 9-12*
- ELD 3 AB – *Edge: Level A, Inside the USA -9-12*
Mathematics
- Algebra I and Honors Algebra I – *Big Ideas Algebra I*
- Geometry AB and Honors Geometry AB – *Big Ideas Algebra 2*
- Precalculus – *Glencoe Precalculus (McGraw-Hill)*
- Honors Precalculus - *Precalculus Enhanced w/ Graphing Utilities (Pearson)*
- AP Calculus A, AB, BC – *Calculus for AP Course (Bedford)*
- Statistics - *Statistics and Probability w/ Appl (Bedford)*
- AP Statistics - *Practice of Statistics (Bedford)*
- Transition to College Math & Statistics - *Transition to College Math & Statistics (McGraw-Hill)*
- Discrete Math - *Discrete Mathematics with Applications (Cengage)*

Science
- ICS 1 – *Integrated Coordinated Science*
- Biology – *Holt Biology*
- 10 (9-10) AP Biology – *Biology – 10-12*
- Chemistry – *Holt Chemistry –10-12*
- AP Chemistry - *Chemistry, Advanced Placement (Zumdahl)*
- AP Environmental Science – *Living in the Environment*
- Forensics – *Criminalistics*
- AP Physics 1 and 2: *Principles with Applications (Giancoli)*
- Physics – *Prentice Hall Conceptual Physics: The High School Physics Program*
- Physiology – *Applied Anatomy and Physiology: A Case Study Approach (Shmaefsky)*

Language Other than English
- French 1 AB – *C’est a toi! Level 1*
- French 2 AB – *C’est a toi! Level 2*
- French 3 AB – *C’est a toi! Level 3*
- Korean 1 AB - *Dynamic Korean 1 and 2*
- Korean 2 AB- *Dynamic Korean 1 and 2*
- Spanish 1 AB – Realidades 1
- Spanish 2 AB – Realidades 2
- Spanish 3 AB – Realidades 3
- Spanish for Spanish Speakers 1 – *Nuevas Vistas Curso 1*
- Spanish for Spanish Speakers 2 – *Nuevas Vistas Curso 2*
- AP Spanish Language AB – *Tesor literario*
- AP Spanish Literature AB – *Momentos cumbres de las literaturas hispánicas: Introducción al análisis literario*

College Prep Electives
- Economics *Glencoe Economics: Today and Tomorrow*
AP English Literature - *Perrine’s Sound & Sense: An Introduction to Poetry* and *Perrine’s Literature: Structure, Sound & Sense*
AP English Language - *The Art of Voice: Language and Composition* and *Holt Elements of Literature: Fifth Course*
AP Human Geography - *The Cultural Landscape* (Pearson)
AP Macroeconomics and Microeconomics - *Krugman’s Economics* (Bedford, Freeman & Worth)
AP Psychology - *Psychology* (Pearson)

Visual and Performing Arts
Health – *Lifetime Health*

Middle School Comprehensive Textbook List

**English Language Arts**
- McGraw-Hill Education, 6th grade, *StudySync Reading & Writing Companion*
- McGraw-Hill Education, 7th grade, *StudySync Reading & Writing Companion*
- McGraw-Hill Education, 8th grade, *StudySync Reading & Writing Companion*

**Lit Success 1AB/2AB**
- Scholastic, *Read 180, Stage B*

**Literacy & Language EL**
- Scholastic, *English 3D: Issues Book, Course 1*

**English Language Development 1AB**
- National Geographic Learning/Cengage Learning, *Inside Phonics: Reading Practice Book*
- National Geographic Learning/Cengage Learning, *Inside the USA: Language & Vocabulary, Student Book*
- National Geographic Learning/Cengage Learning: *Inside the USA: Practice Book*

**English Language Development 2AB**
- National Geographic Learning/Cengage Learning, *Inside: Level A, Student Reading and Language Book*
- National Geographic Learning/Cengage Learning, *Inside: Writing, Level A*
- National Geographic Learning/Cengage Learning, *Inside: Level A, Student Practice Book*
- National Geographic Learning/Cengage Learning, *Inside Phonics: Reading Practice Book*

**English Language Development 3AB and 4AB**

Page 37 of 160
- McGraw-Hill Education, 6th grade, StudySync Reading & Writing Companion
- McGraw-Hill Education, 7th grade, StudySync Reading & Writing Companion
- McGraw-Hill Education, 8th grade, StudySync Reading & Writing Companion

**Mathematics**
- Big Ideas Learning, Big Ideas Math: Algebra 1
- McGraw-Hill Education, 6th grade, California Math, Course 1 Volume 1
- McGraw-Hill Education, 6th grade, California Math, Course 1 Volume 2
- College Preparatory Mathematics, 6th grade, Core Connections: Course 1
- College Preparatory Mathematics, 6th grade, Core Connections: Course 2
- Houghton Mifflin Harcourt, Go Math Middle School, Grade 6

- McGraw-Hill Education, 7th grade, California Math, Course 1 Volume 1
- McGraw-Hill Education, 7th grade, California Math, Course 1 Volume 2
- College Preparatory Mathematics, 7th grade, Core Connections: Course 1
- College Preparatory Mathematics, 7th grade, Core Connections: Course 2
- Houghton Mifflin Harcourt, Go Math Middle School, Grade 7

- McGraw-Hill Education, 8th grade, California Math, Course 1 Volume 1
- McGraw-Hill Education, 8th grade, California Math, Course 1 Volume 2
- College Preparatory Mathematics, 8th grade, Core Connections: Course 1
- College Preparatory Mathematics, 8th grade, Core Connections: Course 2
- Houghton Mifflin Harcourt, Go Math Middle School, Grade 8

**Science**
- Glencoe/McGraw-Hill, Focus on Earth Science (6AB)
- Holt California Earth Science (6AB)
- Glencoe/McGraw-Hill, Focus on Life Science (7AB)
- Holt California Life Science (7AB)
- Glencoe/McGraw-Hill, Focus on Physical Science (8AB)
- Holt California Physical Science (8AB)

**Health**
- Macmillan/McGraw-Hill, Health & Wellness (Health 6)
- Glencoe/McGraw-Hill, Teen Health, Course 1 (Health 6)
- Glencoe/McGraw-Hill, Teen Health, Course 2 (Health 7)

**History/Social Studies - WHG: Ancient Civilizations AB (6th)**
- Glencoe/McGraw-Hill, Discovering Our Past: Ancient Civilizations
- Teachers’ Curriculum Institute, History Alive! The Ancient World
- Holt, Rinehart, and Winston, World History: Ancient Civilizations

**History/Social Studies - WHG: Med/Mod AB (7th)**
- Teachers’ Curriculum Institute, History Alive! The Medieval World and Beyond
- Pearson/Prentice Hall, Prentice Hall Medieval and Early Modern Times
- McDougal Littell, *World History: Medieval and Early Modern Times*

**History/Social Studies - US History G&C AB (8th)**
- McDougal Littell, *Creating America: A History of the United States Beginnings Through World War I*
- Teachers’ Curriculum Institute, *History Alive! The United States Through Industrial*

**Proposed List of Textbook for the Dual Language Program**

**History**
- Holt, Rinehart & Winston, 6th grade, *Historia Universal: Civilizaciones Antiguas*
- McDougal Littell, 7th grade, *Historia Del Mundo: Medieval e Inicios De La Epoca*
- McDougal Littell, 8th grade, *Crear Una Nacion: Historia De Los Estados Unidos De Los Comienzos A La Primera Guerra Mundial*

**Mathematics**
- McGraw-Hill Education, 6th grade, *California Matematicas, Curso 1 Volumen 1*
- McGraw-Hill Education, 6th grade, *California Matematicas, Curso 1 Volumen 2*
- College Preparatory Mathematics, 6th grade, *Core Connections: Curso 1 En Español, Tomo Uno*
- College Preparatory Mathematics, 6th grade, *Core Connections: Curso 1 En Español, Tomo Dos*
- McGraw-Hill Education, 7th grade, *California Matematicas, Curso 2 Volumen 1*
- McGraw-Hill Education, 7th grade, *California Matematicas, Curso 2 Volumen 2*
- College Preparatory Mathematics, 7th grade, *Core Connections: Curso 2 En Español*
- College Preparatory Mathematics, 7th grade, *Core Connections: Curso 2 En Español*
- McGraw-Hill Education, 8th grade, *California Matematicas, Curso 3 Volumen 1*
- McGraw-Hill Education, 8th grade, *California Matematicas, Curso 3 Volumen 2*
- College Preparatory Mathematics, 8th grade, *Core Connections: Curso 3 En Español, Tomo Uno*
- College Preparatory Mathematics, 8th grade, *Core Connections: Curso 3 En Español, Tomo Dos*

**Integrated Science**
- Glencoe/McGraw-Hill, 6th grade, *Enfoque En Las Ciencias de la Tierra*
- Holt McDougal, 6th grade, Holt California *Ciencias de la Tierra*
- Glencoe/McGraw-Hill, 7th grade, *Enfoque En Las Ciencias de la Vida*
- Holt McDougal, 7th grade, Holt California *Ciencias Biologias*
- Glencoe/McGraw-Hill, 8th grade, *Enfoque En Las Ciencias Fisicas*
- Holt McDougal, 8th grade, Holt California *Ciencias Físicas*

### Health
- Glencoe/McGraw-Hill, 6th grade, *La Salud de los Jovenes, Curso 1*
- MacMillan/McGraw-Hill, 6th grade, *Salud y Bienestar*
- Glencoe/McGraw-Hill, 7th grade, *La Salud de los Jovenes, Curso 2*

### Comprehensive Course List - Grades 9-12

Below is a typical day of a 9-12 student’s schedule reflecting the Innovative Block Schedule and the opportunity to take 8 classes per year. This allows for both enrichment as well as credit recovery.

#### Sample Student Schedule

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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<tr>
<td></td>
<td>Mesters 1 &amp; 2</td>
<td>Mesters 3 &amp; 4</td>
<td>Mesters 1 &amp; 2</td>
<td>Mesters 3 &amp; 4</td>
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<tr>
<td>English Language Arts</td>
<td>English 9A/B</td>
<td>Humanitie s A/B</td>
<td>English 10 A/B</td>
<td>Writer Seminar A/B</td>
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<tr>
<td>Social Studies</td>
<td>World History A/B or AP World History</td>
<td>Mesters 1 &amp; 2</td>
<td>Mester s 1 &amp; 2</td>
<td>Mester 3 &amp; 4</td>
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<tr>
<td>Mathematics</td>
<td>Algebra 1 A/B, Geometry A/B, or Algebra 2 A/B</td>
<td>Algebra 1 Tutorial or Geometry Tutorial</td>
<td>Geometry A/B or Algebra 2 A/B</td>
<td>Geometry Tutorial</td>
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<tr>
<td>Science</td>
<td>Biology A/B</td>
<td>Chemistry A/B</td>
<td>Physics A/B or AP Science Class</td>
<td>AP Science Class</td>
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<tr>
<td>Physical Education</td>
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<td>World Language</td>
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<td>VPA “F” Requirement</td>
<td>Video Productio n 1</td>
<td>Video Productio n 2</td>
<td>Theory &amp; Practice, Sports Medicine, or Health</td>
<td>Sports Therapeutic s or Hospital Careers</td>
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<tr>
<td>“G” Course</td>
<td>G Elective</td>
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</table>
## Comprehensive Course List

### a-g REQUIREMENTS and COURSE OFFERINGS

<table>
<thead>
<tr>
<th><strong>A. SOCIAL SCIENCES</strong> (30 credits)</th>
<th><strong>B. ENGLISH</strong> (40 credits)</th>
<th><strong>C. MATHEMATICS</strong> (30 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twenty credits of history/social science, including one year of World History, Cultures and Geography; and one year of US History or one-half year of American Government/Civics</td>
<td>Forty credits of college preparatory English. Students may only receive credit for one (1) year of ESL/ELD English.</td>
<td>Thirty credits of college preparatory mathematics; Algebra 1AB, Geometry AB, Algebra 2AB. Advanced level courses will validate this math requirement.</td>
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<tr>
<td>WORLD HISTORY AB</td>
<td>ESL OR ELD 3</td>
<td>ALGEBRA 1</td>
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<td>H WORLD HISTORY AB</td>
<td>ESL OR ELD 4</td>
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<td>AP WORLD HISTORY AB</td>
<td>or</td>
<td>GEOMETRY AB</td>
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<td>US HISTORY AB</td>
<td>ENGLISH 9 AB</td>
<td>H GEOMETRY AB</td>
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<td>H US HISTORY AB</td>
<td>H ENGLISH 9 AB</td>
<td>ALGEBRA 2AB</td>
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<tr>
<td>PRINCIPLES OF AMERICAN DEMOCRACY</td>
<td>ENGLISH 10 AB</td>
<td>H ALGEBRA 2AB</td>
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<td>H PRIN AM DEMOCRACY</td>
<td>H ENGLISH 10 AB</td>
<td>PRECALCULUS AB</td>
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<tr>
<td>AP GOVERNMENT &amp; POLITICS</td>
<td>AMERICAN LITERATURE/CONTEMPORARY COMPOSITION</td>
<td>H PRECALCULUS</td>
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<tr>
<td>AP PSYCHOLOGY AB</td>
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<td>AB AP CALCULUS</td>
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<tr>
<td>D. SCIENCE</td>
<td>E. LANGUAGES OTHER THAN ENGLISH (LOTE)</td>
<td>F. VISUAL &amp; PERFORMING ARTS (VPA)</td>
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Twenty credits of laboratory science, including two of the three fundamental disciplines of Biology, Chemistry, and Physics.

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<td>FRENCH 3AB</td>
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<td>TO SOCIOLOGY SPORTS MEDICINE</td>
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<tr>
<th>ADDITIONAL COURSES AND REQUIREMENTS</th>
<th>REQUIRED FOR GRADUATION</th>
<th>COURSES THAT COUNT FOR CREDIT TOWARD GRADUATION</th>
<th>ADDITIONAL NON-COURSE REQUIREMENTS FOR GRADUATION</th>
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<tr>
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<td>Courses that Count for Credit Toward Graduation</td>
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<td>NJROTC YEARBOOK PRODUCTION</td>
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<td>Athletics</td>
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<td>Ad. Orchesta AB</td>
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<td>Art History &amp; Analysis AB</td>
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<td>GUITAR AB</td>
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<td>Choreographic Process SH AB</td>
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<td>Digital Imaging 1AB</td>
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<td>INTRO TO ART AB</td>
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<td>Digital Imaging 2AB</td>
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<td>Documentary</td>
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<td>VIDEO PRODUCTION THEORY &amp; PRACTICE</td>
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<td>Studies &amp; Prod</td>
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<td>MARCHING DYNAMICS 1 AND 2</td>
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<td>Guitar AB</td>
<td></td>
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<tr>
<td>CAREER PATHWAY SELECTION</td>
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<td>Instruments AB</td>
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<td></td>
<td>Intro to Art AB</td>
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<td></td>
<td></td>
<td>Jazz Dance SH 1AB</td>
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<td></td>
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# Proposed Course Offerings for Grades 6-8

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<th>Eighth Grade</th>
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<tr>
<td>English 6A</td>
<td>English 6B</td>
<td>English 7A</td>
<td>English 8A</td>
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<td>*ELD 1, 2, 3</td>
<td>*ELD 1, 2, 3</td>
<td>*ELD 1, 2, 3</td>
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<td>ADV ELD MS</td>
<td>ADV ELD MS</td>
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<td>*L&amp;L MS</td>
<td>*L&amp;L MS</td>
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<tr>
<td>World History &amp;</td>
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<td>World History &amp;</td>
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<td>Geography:</td>
<td>Geography:</td>
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<tr>
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<td>Civilizations A</td>
<td>Civilizations B</td>
<td>Early Modern Times</td>
<td>Early Modern Times</td>
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<td>CC Math 6A</td>
<td>CC Math 6B</td>
<td>CC Math 7B</td>
<td>CC Math 8A</td>
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<td>CC Math 6 Tutorial Lab</td>
<td>CC Math 7 Tutorial Lab</td>
<td>CC Math 8 Tutorial Lab</td>
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<td>Acc CC Math 6A</td>
<td>Acc CC Math 7A</td>
<td>Acc CC Math 7B Algebra 1A</td>
<td>CC Math 8B</td>
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<td>Science 6A</td>
<td>Science 6B</td>
<td>Science 7</td>
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<td>Beginning Band,</td>
</tr>
<tr>
<td>Beginning Guitar,</td>
<td>Introduction to Art, Marine Science, Forensic Science,</td>
<td>Marine Science,</td>
<td>Beginning Band,</td>
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<tr>
<td>Introduction to</td>
<td>Play Production, Peer Mediation, Yearbook, Exploratory World Language, Leadership, Advanced Band</td>
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<td></td>
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<tr>
<td>Tech, Dance</td>
<td></td>
<td></td>
<td>Orchestra</td>
</tr>
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</table>

*Opportunities for Honors Algebra 1 will be offered to eligible 7th and 8th grade students, and Geometry will be offered to eligible 8th grade students.*
**Comprehensive Course List - Grades 6-8**

Below is a typical day of a student’s schedule reflecting our Innovative Block Schedule and the opportunity to take 8 classes per year. This allows for both enrichment as well as intervention.

Sample Student Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>A Day</td>
<td>B Day</td>
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<tr>
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<td>English 6A</td>
<td>Elements of the Short Story and Novel</td>
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<td>ELD 1A</td>
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<tr>
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<td><strong>Period 2</strong></td>
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<tr>
<td><strong>Period 3</strong></td>
<td>Ancient Civ A</td>
<td>Science 6A</td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td>PE</td>
<td>Elective</td>
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<td>Fall Semester</td>
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<td><strong>A Day</strong></td>
<td><strong>B Day</strong></td>
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<tr>
<td>A Day</td>
<td>English 7A</td>
<td>English 7B</td>
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<tr>
<td></td>
<td>ELD 2A</td>
<td>ELD 2B</td>
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<tr>
<td></td>
<td>Journalism MS A/ Speech MS A</td>
<td>Journalism MS B/ Speech MS B</td>
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<tr>
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<td>Lit for Success A/ Academic Lit 7A</td>
<td>Lit for Success B/ Academic Lit 7B</td>
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<td>ELD 2B</td>
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<td></td>
<td><strong>A Day</strong></td>
<td><strong>B Day</strong></td>
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<tr>
<td>B Day</td>
<td>CC Math 7A</td>
<td>CC Math 7B</td>
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<tr>
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<td>Acc CC Math 7A</td>
<td>CC Math 7B Tutorial Lab</td>
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<td>Acc CC Math 7A</td>
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<td>Science 7A</td>
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<td>Science 7A</td>
<td>Med/Mod History B</td>
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<td><strong>A Day</strong></td>
<td><strong>B Day</strong></td>
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<tr>
<td><strong>Period 1</strong></td>
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<td>A Day</td>
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<td>Humanities MS B</td>
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<td>ELD 3B Lit for Success B/ Academic Lit 8B</td>
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<td>Science 8A</td>
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<td>PE</td>
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<td>Elective</td>
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Instructional Methods and Strategies that Reseda Charter High School Will Use

Reseda Charter High School middle school and high school teachers will make a concerted effort to use a variety of instructional methods and strategies to address the needs of our diverse populations. Differentiated instructional strategies will include the following:

- Academic vocabulary
- Accountable Talk
- Choral reading
- Class discussions
- Close reading
- Constructive conversations
- Culturally relevant and responsive education
- Collaborative groups
- Cornell Notes
- Curricular trips
- Daily writing
- Debates
- Diffusing
- Discussion groups
- Document-based questions (DBQs)
- Film projects
- Fishbowl (inner/outer circles)
- Four corners
- Inside/Outside Research Project
- Interactive Notebook
- Internships
- Jigsaw
- Laboratory demonstrations and exercises
- Literature Circles
- Marking the text
- Mock trials
- Modeling
- Multimedia presentations
- Non-print text
- Note taking
- Number talks
- Paraphrasing
- Peer editing
- Peer teaching
- PERSIA (Political, Economic, Religion, Social, Intellectual/Arts,
Area/Geography)
· Purposeful grouping
· Question Formulation Technique (QFT)
· Quickwrites
· Readers’ Theater
· Realia
· Reflections
· Research projects
· SDAIE strategies
· Service learning projects
· Simulations
· Socio-emotional learning activities
· Socratic seminar
· Student-directed lessons
· T.H.I.E.V.E.S.
· Think-Pair-Share
· Thinking Maps and other graphic organizers
· Word walls

**Instructional Methodologies and Curriculum to support California Content Standards**

These instructional strategies support the implementation of CCSS, NGSS, and ELD standards, as they promote metacognition, collaboration, communication skills, scaffold learning, and provide opportunities for students to negotiate meaning, problem solve, gather ideas, activate prior knowledge, and process information. In addition, these strategies and methodologies encourage students to be active participants in the learning process, thus increasing student ownership of the learning and promoting listening skills, teamwork, and active engagement. With many of these approaches, RCHS middle school and high school teachers become facilitators of the learning process instead of being the sole source of information. RCHS believes that incorporating these methodologies into daily classroom instruction will help our students become creative, self-directed, problem-solving leaders in an increasingly competitive global society.

In addition, Reseda Charter High School will provide the following instructional programs that will meet the needs, interests, and talents of our students:

· Autism
· Career Technical Education (CTE)

Pathways:
- Biotech
- Engineering
- Film/Managerial
- Health Care
Student Development of Technology-related Skills and Student Use of Technology

To provide and support our students’ development of technology-related skills and their use of technology, RCHS middle school and high school teachers will incorporate the International Society for Technology in Education (ISTE) standards and California K-12 Tech Standards into daily instruction. The ISTE standards will be used to guide professional development plans and curricular decisions, as well as to ensure lesson designs and plans include purposeful use of technology.

To ensure that students will be prepared to take computer-based state standardized assessments, Reseda Charter High School will be diligent in administering formative and summative assessments, the Smarter Balanced Interim Assessment Blocks (IABs), and the Smarter Balanced Performance Tasks in English and Mathematics. Moving forward, we will work with new data from Smarter Balanced, disaggregated at the standards level, which will provide a roadmap for professional development and curricular decisions.

Many teachers maintain individual websites and utilize Google classroom and Schoology as learning management systems to enhance instruction, to communicate with students and families, and to post assignments, agendas, homework, and grades. Through Sprint’s 1 Million Project (http://1millionproject.org), which provided Internet access to students who receive free and reduced lunch, Reseda Charter High School was able to provide computer and Internet access to students who qualified in 2017-18.

School Program and Course Schedule to meet Graduation Requirements and CDE’s College/Career Indicator

Reseda Charter High School students, grades 9-12, 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 Academy will have a School for Advanced Studies Demonstration Program (SAS), an International Dual Language Center, 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, and Career and Technical Education Pathways including Project Lead the Way (PLTW) in Biomedical Technology, PLTW Engineering Design, PLTW Film: Production and Managerial, PLTW: Graphic Design, PLTW Patient Care/Health Careers, and PLTW Sports Medicine/Therapy. The Academy or Charter School 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 added a new embedded CTE Public Safety Pathway in the fall of 2019.

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 others that will be offered after school. 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 developed articulation agreements with three geographically local Middle Schools: Mulholland Middle School, Holmes Middle School and John A. Sutter Middle School beginning in 2018-19. The articulations are around the work of Dr. Russell Quaglia student voice and aspirations and several CTE pathways. If students are interested in the school’s magnet programs, students must apply through the magnet portal; however, resident students may apply directly to the Academy for entrance to the charter school.

Reseda Charter High School grades 6-8 will have the modified Innovative Block Schedule that allows students to take a minimum of four 90-minute classes per day, per mester. This allows students to concentrate on only four classes at one time. To support the Innovative Block Schedule, which combines attributes of a mester system with a 2 x 8 block schedule, and to ensure students are receiving the full benefit of this schedule, the following attendance policies will be put into place: a clear attendance policy will be communicated to parents, students, and educating stakeholders that absences have a negative impact on proficiency of core competencies and completion of coursework toward graduation, a PSA counselor will support system-wide student attendance, an attendance incentive program and campaign will be implemented, and the In Class Today protocol to target student absences, such as the use of sending postcards home to parents that become conversation pieces with families and promote positive engagement with the school, will be utilized.

Our aspirations coordinator, academic counselors, and other coordinators and advisory will conduct weekly attendance audits and meet with students, providing support to improve attendance for all students grades 6-12. In addition, we will be piloting an attendance initiative with each out-of-classroom certificated employee to making two attendance calls home each day before they leave to students who are chronically absent.
The intention of the Innovative Block Schedule, which combines the attributes of a mester system with a 2 x 8 block schedule, is to provide students grades 6-12 with the opportunity to take eight classes or more in a school year, allowing students more time to learn while maintaining rigorous academic standards, accelerating their academic progress, or participating in intervention or credit recovery. Reseda Charter High School’s 6th-8th grade students who qualify and meet specific criteria may accelerate their academic progress with the opportunity to enroll and complete high school level math, AP Coursework, and high school LOTE classes: Spanish, French, and Korean. Middle school students who need more support academically or remediation to meet the middle school certificate of completion and participation in the culmination activity will be provided additional support in their Advisory I & E, and remediation coursework offered.

Reseda Charter High School students may accelerate their academic progress with CTE & community college classes or 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 Innovative Block Schedule.

In order to provide equity and access to proficiency and college readiness, Reseda Charter High School students’ grades 8-12 content teachers will be employing with the College Board exclusive relationship with Khan Academy’s 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 Khan Academy data, identifying SAT Math and ELA 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’ skills on specific topics, in the context or the frequency in which they appear on the PSAT/NMSQT® or SAT, which is aligned to the CCSS and consequently provides preparation for the SBAC Interim Assessment Blocks (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, supermatching to colleges that meet their specific goals and aspirations (10th, 11th), and finally creating a college application list, applying to colleges, and completing 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 specifically on lesson designs 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 by 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 provider. Through Blended Learning digital content, some 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 provider. Both synchronous and asynchronous instruction will be offered to high school students. 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 to high school students. 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 mester 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. This literacy and support intervention is offered in addition to the English grade level class to support the student’s daily program, and it is easily programmed into the schedule due to the Innovative Block Schedule.

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. Teachers work jointly with the 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: (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

**School Program and Course Program to Meet Middle School Culmination Requirement**

Reseda Charter High School’s middle school students will be required to take a rigorous academic program that meets the LAUSD Criteria for Middle School Certificate of Completion and Participation in Culmination Activity requirements. In order to culminate, a student needs 50 credits in the 8th grade year, determined by receiving a mark of “D” or better. Students earn 5 credits for passing each semester course with a mark of “D” or better. In the 8th grade year, students will take the following courses:
Fall 8th Grade

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 8A</td>
<td>5</td>
</tr>
<tr>
<td>CC Math 8A/ACC CC Algebra 1</td>
<td>5</td>
</tr>
<tr>
<td>US History G&amp;C A</td>
<td>5</td>
</tr>
<tr>
<td>Science 8A</td>
<td>5</td>
</tr>
<tr>
<td>Int PE A</td>
<td>5</td>
</tr>
<tr>
<td>Elective/ELD</td>
<td>5</td>
</tr>
<tr>
<td>Total Credits Possible</td>
<td>30</td>
</tr>
</tbody>
</table>

Spring 8th Grade

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 8B</td>
<td>5</td>
</tr>
<tr>
<td>CC Math 8B/ACC CC Algebra 1</td>
<td>5</td>
</tr>
<tr>
<td>US History G&amp;C B</td>
<td>5</td>
</tr>
<tr>
<td>Science 8B</td>
<td>5</td>
</tr>
<tr>
<td>Int PE B</td>
<td>5</td>
</tr>
<tr>
<td>Elective/ELD</td>
<td>5</td>
</tr>
<tr>
<td>Total Credits Possible</td>
<td>30</td>
</tr>
</tbody>
</table>

If a student transfers into the middle school for the first time in the second semester of the eighth grade, the principal or designee will evaluate student culmination eligibility based on the possible credits attempted and earned from the date of entry into the school.

In order to participate in the culmination ceremony, a student must:

- Be eligible to receive a culmination certificate.
- Not fail more than one class in 8th grade. If the student fails a class in the first semester, they must earn a C or better in the second semester of that class on the final report card to clear it for culmination.
- Not receive a U from more than one teacher (in more than one subject if classes are cored or if contained class) on the 2nd semester final report card.
- Have no suspensions in the 8th grade school year.
- Not have a suspension or major disciplinary incident during the final grading period.
Any major disciplinary incident during the school year or during school activities, including culmination rehearsals/activities or a pattern of poor behavior, unexcused absences, or tardies, may disqualify a student from participation in culmination activities.

Since these requirements are in addition to those set forth by the LAUSD, Reseda Charter High School will submit Attachment D of BUL-3815.3 for approval by the 8th week of the fall semester. Reseda Charter High School will also edit Attachment A to mirror the requirements set forth in this document.

Culmination requirements will be communicated to parents on a yearly basis, and made available at school events throughout the year. These requirements are subject to ongoing review and revision by the Local School Leadership Council.

In order to support middle school students in meeting the requirements for a certificate of completion and participation in culmination activities, the school will:

- Provide academic intervention.
- Identify at-risk students and enroll them in intervention.
- Celebrate and reinforce achievement and positive behavior.
- Provide guidance in time management, organization, and study skills.
- Have frequent school to home communication.
- Provide activities that promote a college-going culture

**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 support and increase student achievement through the implementation of curriculum and instruction conceptually supported through the California content and performance standards; CCSS, and assessed through CAASPP. Our charter will support relevant, rigorous, and research-based curriculum that is accessible to students, and focus on student achievement and academic success. Our culturally-relevant and linguistically responsive curriculum will allow students to meet graduation and university requirements, and enable students to progress and successfully continue to post-secondary and career pathways. Our research-based academic programs will support students’ attainment of California content and performance standards; CCSS and NGSS, through: utilizing a variety of instructional approaches in the classroom, utilizing technology to support and monitor student learning, utilizing a variety of assessments to measure student learning and academic progress, and utilizing and collaborating on the integration of department created assessments to analyze student data to enable teachers to evaluate their own curricular teaching cycle to make the learning process meaningful and relevant for the students and support student academic achievement.
ELA:
The high school English department will continue to evaluate and implement the newly adopted Pearson *My Perspectives* textbook as well as teacher created units of study related to college and career themes to support student engagement and innovative practice. The middle school English department will utilize McGraw-Hill Education’s *StudySync Reading & Writing Companion* for grades 6-8. Building competencies on the Common Core shifts in ELA/Literacy of: 1. Complexity: Practice regularly with complex text and its academic language. 2. Evidence: Ground reading, writing, and speaking in evidence from text, both literary and informational. 3. Knowledge: Build knowledge through content-rich nonfiction. The English department employs literacy best practices close reading strategies, using text dependent questioning and collaborative inquiry to increase student proficiency in ELA. English teachers use the following multiple strategies in their classroom to support student engagement with CCSS: DOK, word walls, chunking text, debates, sentence starters, graphic organizers, Schoology for discussion boards and student input, close reading, daily journals, writing prompts, Anchor charts, Cornell notes, inside/outside research projects, diffusing, marking the text, Socratic Seminar, Shared Inquiry, TedEd, Think-Pair-Share, Fishbowl, Inner-Outer Circles, Jigsaw, Question Formulation Technique (QFT), Quizlet, Paraphrasing, and T.H.I.E.V.E.S. Service Learning is embedded within the 10th Grade English curriculum where through service learning projects, students identify an issue in the community, research solutions and plan projects to address the issue. In 12th grade, English teachers’ teach college entrance essay writing, resume and business letter writing in preparation for students’ college and career exploration after high school. Students are expected to write college-level research projects, following MLA regulations regarding plagiarism and formatting rules. The English department has developed several common essay scoring rubrics and examples of expectations for student use in writing projects and uses interim assessments to re-calibrate essay writing and grading. Interim assessments are implemented every weeks, and teachers meet during Tuesday scheduled Department PD time to review and assess student data, and calibrate the assessments. Data gleaned from these assessments allow for re-teaching of subject matter, and collaborative department alignment of curriculum with CCSS, as well as vertical and horizontal curriculum alignment. To support our ELA curriculum, our librarian instructs students in the use of LAUSD’s Digital Library subscription and its databases to promote access to data-based original source documents where students can access it from home or on campus. All English teachers have access to technology to support student learning through the use of full computer labs (both PC and Mac desktop computers), iPad, laptop, and Chromebook carts.

ELD:
The English Language Development Program at Reseda utilizes the Fundamental, Inside the US (9-12) and the Edge textbook and curriculum for ELD/Newcomers and the English 3D text for Long Term English Learners (LTEL) program to align with the high school ELD standards. The addition of developmental/additive bilingualism and the selection of BCLAD and bilingual teachers to teach English Learners classes as well as most of the will provide for opportunities to supplement the standard curriculum with teacher created materials and additional supplemental texts to allow for innovative approaches to English Proficiency. 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. The majority of the EL students have Spanish as their primary language. Newcomers, students in ELD 1A-2B, are provided with Bilingual Assistants to help support them in core curriculum for the first two years.

In addition to the TSP advisor, students are provided with a Title III coach who guides, supports, and ensures implementation of a comprehensive ELD program through Designated and Integrated ELD. The coach conducts demonstration lessons, provides feedback to teachers on instructional strategies, and facilitates professional development for teachers. Designated ELD is a separate protected time during the school day in which EL students learn about how English works in order to participate successfully in academic tasks across content areas through the use of discourse practices, grammatical structures and vocabulary.

Mathematics:
The work of the Mathematics department incorporates all three shifts demanded by full implementation with fidelity of the CCSS-M, namely; focus, coherence and rigor, including all three components of rigor; conceptual understanding, procedural skill & fluency, and application. Beginning with Algebra I and extending through AP Calculus BC, students currently experience a variety of pedagogical models including direct instruction, peer teaching and small group work. The inclusion of additional instructional structures such as use of non-routine low threshold/high ceiling tasks, noticing/wondering, landmark tasks, use of manipulatives, re-engagement following assessments, random visible grouping and complex instruction, will expand the reach of more traditional approaches, to motivate and engage greater numbers of our historically disenfranchised learners. All of these classroom experiences are designed to build students’ strategic competence, productive disposition, and positive self-concept as learners and doers of mathematics, and instill a growth mindset in both teachers and learners. Currently, the department has begun the use of common periodic assessments, administered every five weeks in Algebra 1, Geometry AB and Algebra 2AB. Teachers have met in course-specific teams to create open response, balanced assessments designed to measure levels of student mastery, and reveal persistent areas of confusion or flawed learning. During Tuesday department meetings, and when needed in additional after-school meetings, teachers collaboratively scored the assessments, working to identify patterns across classes and subgroups. This process has allowed teachers to begin documenting modifications to instruction of this same content for future years, as well as to identify revisions needed in upcoming instruction in response to the findings. Teachers currently have access to full computer labs (both PC and Mac desktop computers), iPad and laptop carts to provide students with access to various tools to accelerate access to conceptual understanding by reducing the cognitive demand of computation. Several teachers make use of Khan Academy for drill/practice, but with the integration of our student PSAT data, this use will be elevated as it becomes personalized to individual students’ demonstrated areas of strengths and needs. Some teachers have used Desmos to provide students with a freely available graphing environment, but the department will be trained to more fully integrate the Desmos developed suites of lesson materials in support of particularly challenging to teach/learn topics. This increased and expanded use will support teachers in addressing all components of rigor across all learning targets. The department has been using the Springboard textbooks for
Algebra 1, Geometry and Algebra 2, and based on substantial evidence that this curriculum is not a good fit for our student population. Beginning in the 2018-2019 academic year, the math department intends to pilot the Algebra 1, Geometry, and Algebra 2 curricular materials currently in development by Dr. William McCallum, lead author of the Common Core State Standards in Math, and the team he leads at Illustrative Mathematics. This implementation will be supported by a part-time math coach who was part of the content-expert panel advising the Geometry writing team. One teacher is currently piloting standards/mastery-based teaching and learning and will be sharing this experience with the department to support others in effectively implementing mastery grading.

History/Social Sciences:
The History/Social Sciences Department supports the Common Core reading and writing standards for literacy in Social Studies and Technical Subjects and the California State History-Social Studies Framework Content Standards through the use of: close reading of primary and secondary documents, text dependent questioning and collaborative grouping. History teachers use the following multiple strategies in their classroom to support student engagement with both CCSS and the California State History-Social Studies Framework Content Standards: chunking text, debates, sentence starters, graphic organizers, close reading, Cornell notes, Inner-Outer Circles, Paraphrasing, Socratic Seminar, Quick-Writes, and QFT. All social studies teachers utilize the Stanford History Education Group’s (SHEG) Reading Like a Historian Lesson Plans to engage students in historical inquiry, and employing reading strategies such as: sourcing, contextualizing, and corroborating. Students learn to support claims and evaluate multiple perspectives in their writing tasks. The History Department implements Interim assessments every 10 weeks based on modified SHEG Reading Like a Historian writing and reading prompts, and teachers meet during Tuesday scheduled Department PD time to review and assess student data, and calibrate the assessments. Data gleaned from these assessments allow for re-teaching of subject matter, and collaborative department alignment of curriculum with CCSS and California State History-Social Studies Framework Content Standards. To support our social studies curriculum and integration of CCSS, our librarian instructs students in the use of LAUSD’s Digital Library subscription and its databases to promote access to data-based original source documents where students can access it from home or on campus. All Social Studies teachers have access to technology to support student learning through the use of full computer labs (both PC and Mac desktop computers), iPad, laptop, and Chromebook carts.

Science:
Science teachers infuse NGSS within their curriculum enabling students to make sense of phenomena and engage in problem solving. Students work in virtual labs to simulate real life situations and provide real time application without the costs of experimentation where they can explore and discover. The Science department uses technology for students to see their lab results, use online labs, computer-based equipment and probes, and provide opportunities for EL students to use a translator program if necessary. The Science Department also support Common Core reading and writing standards for literacy in Science and Technical Subjects within their curriculum with using the following strategies: close reading, text dependent questioning, paraphrasing, writing prompts, marking the text, supporting claims, and mixed
collaborative grouping. The Science Department implements District NGSS assessment in Biology and Chemistry every 5 weeks, and teachers meet during Tuesday scheduled Department PD time to review and assess student data, and calibrate the assessments. Data gleaned from these assessments allow for re-teaching of subject matter, and collaborative department alignment of curriculum with NGSS.

Visual and Performing Arts:
The Visual and Performing Arts promote artistic literacy, creativity and student-centered learning community through its offering of Drama, Dance, Music and other visual and performing arts classes. In the drama classes, students receive instruction as they build skills in construction, electrical wiring for audio and lighting, and audio/visual application during events. The Drama Department puts on 10-15 shows a year and they are open to the public. Dance classes teach a variety of dance styles from classical ballet to hip-hop, teach students how to choreograph dances of their own, and are given opportunities to perform for the school and community at evening dance shows twice a year. The award-winning Dance team performs at school functions, recitals, competitions and outreaches to local schools. The music department provides music instruction in guitar, beginning band, concert band, marching band, jazz and mariachi. The Regent Marching band consists of brass, woodwind, percussion, and colorguard and meets in the fall semester and performs at all home and away football games, pep rallies, parent conference night, and other events. Dance, Drama, and Music are designed for inclusion of alternate curriculum students within the general community of students.

Health and PE:
The Physical Fitness Test is given to all ninth grade students to assess their physical ability. The Fitnessgram uses criterion-referenced standards to evaluate fitness performance. Students need to meet 5 out of the 6 criteria to pass the Fitnessgram. The Reseda Charter High School’s athletic program is very active, supported and well embedded into the school culture. A variety of sports offered on campus for student involvement such as: Football, Cross Country, Girls Volleyball, Girls Golf, Girls Tennis, Boys Tennis, Boys Soccer, Girls Soccer, Boys Basketball, Wrestling, Girls Basketball, Baseball, Softball, Swimming (Boys and Girls), Boys Golf, and Track and Field. If students have an interest in athletics, there are multiple opportunities to join a sports team and compete.

World Languages:
The World Language department offers 3 languages: Korean, French and Spanish. The department promotes the essential skills of attaining foreign language proficiency through reading, writing, speaking and exploring cultural norms and understandings for students to be prepared for real-world situations. Students engage in situational activities where they encounter authentic and genuine language use. Teachers utilize media, audio-visual materials, and iPad, laptop and Chromebook laptops to engage and increase students’ foreign language proficiency.
Electives:
ROP provides Reseda 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 is a program taught by an ROP teacher who offers students the opportunity to gain knowledge in technical skills related to computer programming, digital arts such as cartooning and photography, presentation documents and productions. Students use Adobe Creative Suite of graphic design, video editing, and web development applications and have opportunities to attain certification in specific Adobe technology. A ROP teacher is also used to teach in the Biomedical Pathways. She teaches Principles of Biomedical Science, Human Body Systems, Sports Medicine, and Sports Therapeutics. PLTW Biomedical Science students are taking on these same real-world challenges – and they’re doing it before they even graduate from high school. Working with the same tools used by professionals in hospitals and labs, students engage in compelling, hands-on activities and work together to find solutions to problems. 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.

Navy Junior Reserve Officers Training Corp (NJROTC) offers students the opportunity to participate in various teams such as Armed and Unarmed Basic drill, Armed and Unarmed Exhibition drill, Color Guard, Academics, Cyber Patriots team, and an Air Rifle team. Cadets participate in community service events, competitions against other NJROTCs, Leadership Academy and Sail Academy. The NJROTC curriculum emphasizes citizenship and leadership development, maritime heritage, the significance of sea power, and naval topics of naval operations, seamanship, navigation and meteorology. Classroom instruction is augmented throughout the year by community service activities, drill competition, field meets, flights, visits to naval activities, marksmanship training, and other military training. The NJROTC curriculum teaches self-discipline, physical fitness, leadership, and follow the principles of Honor, Courage, and Commitment.

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, Police Academy Magnet, and Science Magnet are available through the E-Choices application process through the LAUSD Office of Student Integration Services. The AME Magnet, Police Academy Magnet, and Science Magnet are college and career pathway programs designed to prepare and educate students for careers in the areas of film production and the entertainment industry, law enforcement, and biomedical and engineering, respectively. All magnet programs offer honors courses, project-based study, hands-on experience in the field, sequential CTE thematic curriculum, college courses, professional and industry support in the classroom, and elective coursework specific to their pathways. 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. The Police Academy Magnet was deemed a Silver Medal by US News and World Report and a Magnet School of Excellence by the Magnet Schools of American in 2019. This structured program partners the Los Angeles Police Department and Los Angeles School Police Department with the school district to provide police academy students with full time industry experts that act as mentors and career resources. These industry experts compliment a thematic course of study that includes physical Training, Police Science and Advanced Forensic Science. This program partnered with both Pierce College and Los Angeles Mission College to provide students with dual credit in Forensic Science and Administration of Justice, Levels I and II. The Science Magnet, deemed a Magnet School of Distinction by the Magnet Schools of America, offers two Project Lead the Way Pathways: Biomedical Technology and Engineering Design. The Biomedical Technology Pathway partners with UCLA, CSU Northridge, CSU Channel Islands, and Coastal Marine Biolabs, Kaiser Hospital, Amgen (Biopharmaceutical), LA Mission College and LA Pierce College to enable students to perform research, contribute to scientific forums and publications, and earn concurrent community college credits. Linked Learning is supported in the Biomedical Technology Pathway in the Science Magnet, and the AME Magnet program. The magnets bring specialized coursework to our campus that is available to all students on a space available basis. Per federal guidelines, magnet classes may enroll up to 25% non-magnet students, which provides our Academy students access to these classes without being officially admitted to any magnet.

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 division 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.

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. The magnets bring specialized coursework to our campus that is available to all students on a space available basis. Per federal guidelines, magnet classes may enroll up to 25% non-magnet students, which provides our Academy students access to these classes without being officially admitted to any magnet.

**RESEDA CHARTER HIGH SCHOOL**

**2019-2020 PATHWAYS**

<table>
<thead>
<tr>
<th>Program</th>
<th>Pathways</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, Media and Entertainment Magnet</td>
<td>Film and Managerial Production</td>
<td>Adobe Certification</td>
<td>Video Production 1</td>
<td>Video Production Theory and Practice (F)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CTE/Linked Learning</td>
<td></td>
<td>Video Production 2</td>
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<tr>
<td></td>
<td>Valley College Courses</td>
<td>Certification Media Arts Production</td>
<td></td>
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<tr>
<td></td>
<td>In School Day</td>
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<tr>
<td>Science Magnet and Charter Academy School for Advanced Studies (SAS)</td>
<td>Biomedical/Healthcare Occupations</td>
<td>CTE/Linked Learning</td>
<td>Human Bodies Systems PLTW (D)</td>
<td>Medical Interventions PLTW (D)</td>
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<td>Biomedical Innovations PLTW (D)</td>
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<td>Engineering</td>
<td>CTE</td>
<td>Intro to Engineering Design PLTW (G) 9th or 10th</td>
<td>Principles of Engineering PLTW (G) 10th or 11th</td>
<td>Engineering Design &amp; Development PLTW (G) 11th or 12th *Engineering TBD</td>
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<tr>
<td>Science Magnet</td>
<td>Engineering</td>
<td>CTE</td>
<td>*Pierce College Spring ’20 - Will be in School</td>
<td>CA Guard Card CPR Certificate **4 years Physical training &amp; daily instruction</td>
<td>Security Officer Training</td>
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<td>Police Academy Magnet</td>
<td>Public Safety</td>
<td>CTE</td>
<td>**LAPD &amp; LASP Officer</td>
<td>Police Science/CSI Investigation</td>
<td>Forensics Science</td>
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<td>Police Academy Magnet</td>
<td>Public Safety</td>
<td>CTE</td>
<td>Pierce (PC) Mission (MC) In School Day</td>
<td>College Credits</td>
<td>Forensics Science (MC)</td>
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<td>Police Academy Magnet</td>
<td>Public Safety</td>
<td>CTE</td>
<td>Pierce (PC) Mission (MC) In School Day</td>
<td>College Credits</td>
<td>Forensics Science (MC)</td>
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<tr>
<td>Police Academy Magnet</td>
<td>Public Safety</td>
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<td>Law Enforcement 1 (PC)</td>
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<tr>
<td>Police Academy Magnet</td>
<td>Public Safety</td>
<td></td>
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<td>Law Enforcement 2 (PC)</td>
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</tbody>
</table>

*Italics indicate industry certification and college credit or certificates. Other pathways in the Charter Academy include Graphic Design & Careers in Medicine.*

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. In the fall of 2015, Reseda High School moved from a 2 x 6 block schedule to a 4 x 4 block schedule which has evolved into the Innovative Block Schedule in order to imbed in school day intervention, college courses, AP courses and career pathways. RCCHS has adopted the Innovative Block Schedule which gives students fewer classes to focus on at a time, increasing the likelihood of academic success. Likewise, the Innovative Block Schedule will enable all students to meet the District’s graduation requirements and a-g requirements and the CDE’s College/Career Indicator within 4 years. It also provides credit recovery options for students during the school day, and within the standard academic year. Students have the ability to take two additional courses each year, compared with a traditional six period schedule. This provides English Learners the opportunity to complete both their English Language Development courses and courses for graduation within the four-year timeline.
In order to increase the percentage of students prepared for postsecondary education, an Innovative Block Schedule that allows for built-in-time for struggling learners, credit recovery during the school day and additional course options will be implemented to increase the student graduation rate. In addition, students will have access to all college and career measures. The option to demonstrate preparedness by completing a Career Technical Education (CTE) Pathway with a grade C or better in the capstone course school is currently available in the Production and Managerial Arts, Engineering, Health Occupations, Biotechnology, and Law and Public Safety Pathways. Dual enrollment opportunities are available within the school day with Valley Community College and courses after school with Mission College. Further articulation agreements are in place with Pierce College for the 2018-2019 school year to offer students courses in engineering, criminal justice and general education.

To ensure that transfer students can meet graduation and college entrance requirements, RCHS’ counseling office will provide parents and students with guidance regarding prerequisites and standards for success upon admission.

A curriculum change with the implementation of charter will launch a program which was designed specifically for our English Language Newcomers. The International Dual Language program will allow students new to the country the opportunity to complete a-g course requirements in science, math and visual/performance arts in their native language. Our newcomer population is a small number coming from South America. The program’s approach enlists additive bilingualism in which the second language is seen as an addition to the learner’s first language (Spanish) and the target language instruction. The program will continue to build newcomers’ literacy in their primary language increasing their access and success towards meeting graduation requirements with their four-year cohort. Additionally, all RCHS students will have the opportunity to engage in World Language and Culture exploration and coursework beginning in 6th grade as part of RCHS’s commitment to biliteracy and bilingualism.

RCHS will launch an Aspirations Advocate Support Summer Bridge program in the summer of 2018. The program will target incoming freshmen identified as most at risk for academic or behavioral challenges in transitioning to high school. An Aspiration Advocate (Coordinator) will be hired to mentor and counsel 9th and 10th graders, empowering them to reach their fullest potential and graduate college and career ready.

RCHS will inform parents and students about the transferability of courses to other public high schools and eligibility of courses to meet college entrance requirements annually during summer orientation, upon admission or withdrawal, during counselor contact with students and/or parents about Individual Graduation Plan, and parent events such as Coffee with the Principal, Back to School Night, and Parent Conference Night. Courses are strategically placed in the master schedule so that students coming in mid-course can be appropriately accommodated. Upon admission to RCHS, counselors will perform an intake with parents and students.
Bilingual counselors will be available to translate for parents and students with limited English, and translation will be used as appropriate.

**Transitional Kindergarten**

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

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

**Academic Calendar and Schedules**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

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 Innovative Block Schedule schedule that allows students to take a minimum of four classes per semester and class length is currently 90 minutes. This allows students to concentrate on as few as four classes at one time. The intention of the 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.

RCHS’ grades 6-8 will have a modified Innovative Block schedule that allows students to take six classes during the school year with alternating periods each day. Each class will be approximately 90 minutes. English and Math classes will be year long in order to provide students with a solid foundation in these core classes. Science and History classes will alternate and PE and an Elective class will alternate during the school year.
Effectiveness of the current school calendar and schedule, including the start of the school year, the bell schedule, as well as the start time of the school day will be evaluated each year. Graduation data, EL reclassification rates, SPED compliance data, and both formative and summative assessment data, will guide these evaluations. The flexibility in the school calendar (similar to a LAUSD pilot school calendar that starts a week earlier in the fall and ends a week earlier in the spring) and a later school day starting time will be discussed based on current research that suggests teenagers function better with a later start time than the current 8 AM start time. Any changes considered must be approved by the Local School Governance Council and these and other flexibilities are included as part of the LIS that will be revised by stakeholders in the 2019-2020 school year.

**Regular Bell Schedule**  
(Monday, Wednesday, Thursday, and Friday)

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:00 - 9:38 am</td>
<td>98 minutes (8 minutes for BIC)</td>
</tr>
<tr>
<td>Nutrition</td>
<td>9:38 - 9:48 am</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Passing Period</td>
<td>9:48 - 9:54 am</td>
<td>6 minutes</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:54 - 11:24 am</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Passing Period</td>
<td>11:24 - 11:30 am</td>
<td>6 minutes</td>
</tr>
<tr>
<td>Period 3</td>
<td>11:30 - 1:00 pm</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Lunch</td>
<td>1:00 - 1:30 pm</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Passing Period</td>
<td>1:30 - 1:36 pm</td>
<td>6 minutes</td>
</tr>
<tr>
<td>Period 4</td>
<td>1:36 - 3:06 pm</td>
<td>90 minutes</td>
</tr>
</tbody>
</table>

**Professional Development Day Bell Schedule**  
(Every Tuesday)

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:00 - 9:18 am</td>
<td>78 minutes (8 minutes for BIC)</td>
</tr>
<tr>
<td>Nutrition</td>
<td>9:18 - 9:23 am</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Passing Period</td>
<td>9:23 - 9:29 am</td>
<td>6 minutes</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:29 - 10:36 am</td>
<td>67 minutes</td>
</tr>
<tr>
<td>Passing Period</td>
<td>10:36 - 10:42 am</td>
<td>6 minutes</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:42 - 11:49 am</td>
<td>67 minutes</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:49 - 12:19 pm</td>
<td>30 minutes</td>
</tr>
</tbody>
</table>
### Minimum Day Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:00 - 8:55 am</td>
<td>55 minutes</td>
</tr>
<tr>
<td>Passing</td>
<td>8:55 - 9:01 am</td>
<td>6 minutes</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:01 - 10:05 am</td>
<td>64 minutes (8 minutes for BIC)</td>
</tr>
<tr>
<td>Nutrition</td>
<td>10:05 - 10:24 am</td>
<td>19 minutes</td>
</tr>
<tr>
<td>Passing</td>
<td>10:24 - 10:30 am</td>
<td>6 minutes</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:30 - 11:25 am</td>
<td>55 minutes</td>
</tr>
<tr>
<td>Passing</td>
<td>11:25 - 11:31 am</td>
<td>6 minutes</td>
</tr>
<tr>
<td>Period 4</td>
<td>11:31 - 12:26 pm</td>
<td>55 minutes</td>
</tr>
</tbody>
</table>

### Final Exam Schedule

<table>
<thead>
<tr>
<th>Exam</th>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam, Period X</td>
<td>8:00 - 10:00 am</td>
<td>120 minutes (Includes BIC)</td>
</tr>
<tr>
<td>Lunch</td>
<td>10:00 - 10:30 am</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Final Exam, Period Y</td>
<td>10:36 - 12:26 pm</td>
<td>110 minutes</td>
</tr>
</tbody>
</table>

### Instructional Days and Minutes Calculator

<table>
<thead>
<tr>
<th>TKK</th>
<th>Select Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
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<td>4</td>
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<td>5</td>
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<tr>
<td>6</td>
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<tr>
<td>7</td>
<td>yes</td>
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<tr>
<td>8</td>
<td>yes</td>
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<tr>
<td>9</td>
<td>yes</td>
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<tr>
<td>10</td>
<td>yes</td>
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<tr>
<td>11</td>
<td>yes</td>
</tr>
<tr>
<td>12</td>
<td>yes</td>
</tr>
</tbody>
</table>
Mathematics Placement Act

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

High School Exit Examination

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

WASC Accreditation

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

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 required 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 inservices for administrators (monthly), counselors, and other support staff. All certificated and classified staff are involved in staff development.

Since the six-year WASC accreditation, Reseda Charter High School has made major changes in its structure, we are no longer completely configured into SLCs but rather four magnets (for one more year) and the main school which offers individualized programs for students interested in PLTW focuses or SAS programs or the traditional high school experience.

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 I pass rates.

2018-2019 Professional Development Sessions

Our Instructional Cabinet meets every other week to plan the content, and design of all professional development, subject to review of the Reseda Charter High School Council.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Areas of Focus</th>
<th>LCAP Goals</th>
<th>Session(s)</th>
</tr>
</thead>
</table>
| Common Planning: Fostering a Collective Vision | • Design Thinking  
• Curricular alignment  
• Identifying Problems of Practice and Areas of Focus  
• Developing an intervention plan to assess the needs of at-risk students  
• SBAC IAB/PT scoring  
• Data Analysis | Goal #2- Proficiency for All | Pupil-free day  
Banked time-Tuesdays  
Department or Magnet/Academy meetings |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Topic</th>
<th>Goal</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing best practices-ISTE, literacy, numeracy, SHEG, NGSS</td>
<td>Creating common assessments</td>
<td>Goal # 4 - Parent, Community and Student Engagement</td>
<td>Banked- time Tuesday</td>
</tr>
<tr>
<td>Open House Showcase planning</td>
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<tr>
<td>The 21st Century Classroom: Strategies to Improve Outcomes for Targeted Populations</td>
<td>Aspirations</td>
<td>Goal # 1 - 100% Graduation</td>
<td>Banked-time Tuesdays</td>
</tr>
<tr>
<td></td>
<td>Academic moves</td>
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<tr>
<td></td>
<td>Dual Language</td>
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<td></td>
<td>Parent Communication</td>
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<td></td>
<td>Building community partners</td>
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<td>College Readiness</td>
<td>Naviance</td>
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<td></td>
<td>PSAT</td>
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<tr>
<td></td>
<td>A-g, state, District, university requirements</td>
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<td></td>
<td>SAT</td>
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<td>Credit Recovery</td>
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<td></td>
<td>Graduation Benchmarks</td>
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<tr>
<td>Culturally Relevant and Responsive Education</td>
<td>Why race and culture matters</td>
<td>Goal #2 - Proficiency for All</td>
<td>Banked-time Tuesday</td>
</tr>
<tr>
<td></td>
<td>Creating a culturally relevant and responsive classroom and campus</td>
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<tr>
<td></td>
<td>Inclusive instructional strategies to address achievement gap of ELs and students of color</td>
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<tr>
<td>English Learners</td>
<td>Finding and Interpreting EL Data</td>
<td>Goal # 2 - Proficiency for All</td>
<td>Banked-time Tuesdays</td>
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<td></td>
<td>Reclassification Process</td>
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<td>ELD and EL Content Standards</td>
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<td></td>
<td>Dual Language</td>
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<tr>
<td>Program</td>
<td>Goal # 3 - 100% Attendance</td>
<td>Banked-Time Tuesdays</td>
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<td>ELPAC</td>
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<td>EL Classifications</td>
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<tr>
<td>Social and Emotional Learning</td>
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<tr>
<td>• The Aspirations Framework</td>
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<tr>
<td>• In Class Today</td>
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<tr>
<td>• Innovator’s Mindset</td>
<td></td>
<td></td>
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<tr>
<td>• Supporting Foster and Homeless Youth</td>
<td></td>
<td></td>
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<tr>
<td>Goal # 6 - Provide for Basic Services</td>
<td></td>
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<tr>
<td>Anti-bullying</td>
<td></td>
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<tr>
<td>• Gender/LGBT Issues</td>
<td></td>
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<tr>
<td>• Quaglia’s Twelve Conditions</td>
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<tr>
<td>Goal # 5 - Ensure School Safety</td>
<td></td>
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<tr>
<td>District Mandated Trainings</td>
<td></td>
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<tr>
<td>• Child Abuse Awareness Training</td>
<td></td>
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<tr>
<td>• Commercial and Sexual Exploitation of Children</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Blood-borne Pathogens</td>
<td></td>
<td></td>
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<tr>
<td>Goal # 5 - Ensure School Safety</td>
<td></td>
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</tr>
<tr>
<td>A tentative professional development calendar is provided below:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PD Calendar for the 2018-2019 School Year**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Times</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/13/18</td>
<td>8:00am-10:00pm</td>
<td>Staff Opening PD/Quaglia Student Voice &amp; Aspirations/Bulletin Compliance</td>
</tr>
<tr>
<td>8/13/18</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Incorporating the ISTE standards/Schoology/Naviance Training</td>
</tr>
<tr>
<td>8/14/18</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Staff: Data analysis SBAC Result/Design Thinking</td>
</tr>
<tr>
<td>8/21/18</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Departments-Curriculum Design &amp; Data Discussion</td>
</tr>
<tr>
<td>8/28/18</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Academy/Magnets Planning Meetings</td>
</tr>
<tr>
<td>9/04/18</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department-Design thinking and instructional planning</td>
</tr>
<tr>
<td>9/18/18</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Staff: Quaglia Student Voice &amp; Aspirations</td>
</tr>
<tr>
<td>9/25/18</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department-SBAC IAB Prep-Research based instructional practices &amp; Curricular Alignment</td>
</tr>
<tr>
<td>10/02/18</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Academy/Magnets Planning Meetings</td>
</tr>
<tr>
<td>10/09/18</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department-PSAT/SAT Prep</td>
</tr>
<tr>
<td>10/16/18</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Staff * *</td>
</tr>
<tr>
<td>10/23/18</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department-SBAC IAB Scoring</td>
</tr>
<tr>
<td>10/30/18</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department-SBAC IAB Data analysis to Inform Instruction</td>
</tr>
<tr>
<td>11/06/18</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Academy/Magnets Planning Meetings</td>
</tr>
<tr>
<td>11/13/18</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department</td>
</tr>
<tr>
<td>11/27/18</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Staff * *</td>
</tr>
<tr>
<td>12/04/18</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department</td>
</tr>
<tr>
<td>12/11/18</td>
<td>Tuesday, 1:00pm-3:06pm</td>
<td>Staff Celebration &amp; Awards (Minimum Day 12:32 Dismissal)</td>
</tr>
<tr>
<td>1/08/19</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Staff * *</td>
</tr>
</tbody>
</table>
1/15/19  Tuesday, 1:45pm-3:06pm  Department
1/22/19  Tuesday, 1:45pm-3:06pm  Academy/Magnets Planning Meetings
1/29/19  Tuesday, 1:45pm-3:06pm  Department
2/5/19  Tuesday, 1:45pm-3:06pm  Staff * **
2/12/19  Tuesday, 1:45pm-3:06pm  Department Department-SBAC IAB Data analysis to Inform Instruction
2/19/19  Tuesday, 1:45pm-3:06pm  Academy/Magnets Planning Meetings
2/26/19  Tuesday, 1:45pm-3:06pm  Department
3/5/19  Regular Dismissal  No PD
3/12/19  Tuesday, 1:45pm-3:06pm  Staff * **
3/19/19  Tuesday, 1:45pm-3:06pm  Department
3/26/19  Tuesday, 1:45pm-3:06pm  Academy/Magnets Planning Meetings
4/2/19  Tuesday, 1:45pm-3:06pm  Staff * **
4/9/19  Tuesday, 1:45pm-3:06pm  Department Department-SBAC CPT Data analysis to Inform Instruction
4/16/19  Spring Break
4/23/19  Tuesday, 1:45pm-3:06pm  Academy/Magnets Planning Meetings
4/30/19  Tuesday, 1:45pm-3:06pm  Department
5/7/19  Regular Tuesday 3:06 Dismissal-No PD  AP/SBAC testing-3:06 dismissal
5/14/19  Regular Tuesday 3:06 Dismissal-No PD  AP/SBAC testing-3:06 dismissal
5/21/19  Regular Tuesday 3:06 Dismissal-No PD  AP/SBAC testing-3:06 dismissal
5/28/19  Tuesday, 1:45pm-3:06pm  Staff * **
6/4/19  Tuesday, 1:00pm-3:06pm  Staff 12:32 (Minimum Day 12:32 Dismissal)

*Qualia's three guiding principles and eight conditions
**CLRP Culturally Linguistically Responsive Pedagogy
***Design Thinking

**PD Calendar for the 2019-2020 School Year**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Times</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/19/2019</td>
<td>8:00am-10:00am</td>
<td>Staff Opening PD/Charter Commitments/ Vision/Data/ISTE Intro/ Voice/Bulletin Compliance</td>
</tr>
<tr>
<td>8/20/2019</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Staff: Finding Your Voice-William Martinez</td>
</tr>
<tr>
<td>8/27/2019</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department Data analysis SBAC Results/WASC mid-cycle</td>
</tr>
<tr>
<td>9/3/2019</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Staff: Data analysis SBAC Result/LIS/ISTE/VOICE/WASC mid-cycle</td>
</tr>
<tr>
<td>9/10/2019</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Academy/Magnets Planning Meeting-Data/ISTE/Voice &amp; WASC mid-cycle</td>
</tr>
<tr>
<td>9/17/2019</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department Data analysis-common assessment/WASC mid-cycle</td>
</tr>
<tr>
<td>9/24/2019</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department Data analysis-vertical articulation &amp; cross-curricular planning</td>
</tr>
<tr>
<td>10/1/2019</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Staff: Quaglia Student Voice &amp; Aspirations</td>
</tr>
<tr>
<td>10/8/2019</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Academy/Magnets Planning Meeting-Data/ISTE/Voice &amp; WASC mid-cycle</td>
</tr>
<tr>
<td>10/15/2019</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department Data analysis-common assessment/WASC mid-cycle</td>
</tr>
<tr>
<td>10/22/2019</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department Data analysis-vertical articulation &amp; cross-curricular planning</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event Description</td>
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</tr>
<tr>
<td>10/29/2019</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Staff: Department Data Analysis &amp; Literacy Best Practice Share/LGBTQ student support</td>
</tr>
<tr>
<td>11/5/2019</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Staff: Civic engagement through local voting</td>
</tr>
<tr>
<td>11/12/2019</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Academy/Magnets Planning Meeting-Data/ISTE/Voice &amp; WASC mid-cycle</td>
</tr>
<tr>
<td>11/19/2019</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department Data analysis-common assessment/WASC mid-cycle</td>
</tr>
<tr>
<td>12/3/2019</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Staff: Planning for 2020/Department Data analysis/ISTE/voice/WASC/CLRP</td>
</tr>
<tr>
<td>12/10/2019</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Academy/Magnets Planning Meeting-Data/ISTE/Voice &amp; WASC mid-cycle</td>
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<tr>
<td>12/17/2019</td>
<td>Tuesday, 1:00pm-3:06pm</td>
<td>Staff: Celebration &amp; Awards (Minimum Day 12:32 Dismissal)</td>
</tr>
<tr>
<td>1/14/2020</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Staff: Planning for 2020/Department Data analysis/WASC</td>
</tr>
<tr>
<td>1/21/2020</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Academy/Magnets Planning Meeting-Data/ISTE/Voice &amp; WASC mid-cycle</td>
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<td>1/28/2020</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department Data analysis-common assessment/WASC</td>
</tr>
<tr>
<td>2/4/2020</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Staff: Planning for 2020/Department Data analysis/ISTE/voice/WASC/CLRP</td>
</tr>
<tr>
<td>2/11/2020</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Academy/Magnets Planning Meeting-Data/ISTE/Voice &amp; WASC</td>
</tr>
<tr>
<td>2/18/2020</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department Data analysis-common assessment/WASC</td>
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<td>2/25/2020</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department Data analysis-vertical articulation &amp; cross-curricular planning</td>
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<tr>
<td>3/3/2020</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Staff: Planning for 2020/Department Data analysis/ISTE/voice/WASC/CLRP</td>
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<tr>
<td>3/10/2020</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Academy/Magnets Planning Meeting-Data/ISTE/Voice &amp; WASC</td>
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<td>3/17/2020</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department Data analysis-common assessment/WASC</td>
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<tr>
<td>3/24/2020</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department Data analysis-vertical articulation &amp; cross-curricular planning</td>
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<td>3/31/2020</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Staff: Planning for Open house/6-8 2020/ISTE/voice/WASC/CLRP</td>
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<tr>
<td>4/7/2020</td>
<td>Spring Break</td>
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<td>4/14/2020</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Academy/Magnets Planning Meeting-Data/ISTE/Voice &amp; WASC</td>
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<tr>
<td>4/28/2020</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Staff: Testing prep/Planning Meeting-Data/ISTE/Voice &amp; WASC</td>
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<tr>
<td>5/5/2020</td>
<td>Regular Tuesday 3:06 Dismissal-No PD</td>
<td>AP/SBAC testing-3:06 dismissal</td>
</tr>
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<td>5/12/2020</td>
<td>Regular Tuesday 3:06 Dismissal-No PD</td>
<td>AP/SBAC testing-3:06 dismissal</td>
</tr>
<tr>
<td>5/19/2020</td>
<td>Regular Tuesday 3:06 Dismissal-No PD</td>
<td>AP/SBAC testing-3:06 dismissal</td>
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<tr>
<td>5/26/2020</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Academy/Magnets Planning Meeting-Data/ISTE/Voice &amp; WASC</td>
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<td>6/2/2020</td>
<td>Tuesday, 1:45pm-3:06pm</td>
<td>Department Data analysis-common assessment/2020 next steps/Teacher of Year</td>
</tr>
<tr>
<td>6/9/2020</td>
<td>Tuesday, 1:00pm-3:06pm</td>
<td>Staff celebration &amp; recognition12:32 (Minimum Day 12:32 Dismissal)</td>
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</table>
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, Cross-cultural, 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 Innovative Block Schedule provides opportunities for students completing eight courses each academic year combining attributes of the 2 x 8 and 4 x 4 schedule, 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\(^1\) (1996) 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 content areas.

The English Learner Coach and Newcomer Counselor 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) *for grades 9-12 only*
- After school academic support and tutoring, grades 6-12
- Peer tutoring and cross-age tutoring and mentoring programs, grades 6-12
- Targeted lessons to address students’ socioemotional needs based on the Eight Conditions of the Student Voice and Aspirations Framework (Quaglia) and embedded trauma-informed practices, grades 6-12
- 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 (high school only)
- Extended School Year (ESY) and Summer Melt to maintain and improve levels of proficiency during the summer months
- Read 180 for struggling readers, grades 6-12
- 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 (Wellgent) 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 Wellgent 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 Support and Progress Team (SSPT) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be
supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a 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 affiliated charter school’s full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
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”
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, 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. 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.

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 on our well-maintained campus stop and stand to recite the Pledge of Allegiance. Middle school students, wearing their school uniforms proudly displaying their school logos, are greeted by their teachers and middle school coordinator, eager to begin their classes, including electives such as Art, Band, Dance, Leadership, Theatre, Yearbook, French, Korean, and Spanish. High school students are also 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 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, high school student leadership announces the varied student activities open for students, and highlights of achievements of our diverse student body over the PA system. Middle school student leadership announce student achievements and student activities.
within their classes. All 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 an MLA formatted college-level essay. In Dual Language classes, newcomer students strengthen their Spanish literacy skills in mathematics, science, and other core classes, expanding students’ existing linguistic and cross-cultural skills, and earning their way towards a Seal of Biliteracy on their high school diploma.

At 1:00 pm, high school students are dismissed to lunch where student 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. A traveling lunch kiosk, brought to the middle school bungalows during the lunch break for the convenience of the students, provides a cornucopia of culinary choices accommodating various dietary preferences and needs to our middle school students. During the lunch break, students may relax in the lush and manicured garden, play basketball in the adjoining basketball courts, socialize in the middle school student union center, engage in their intellectual interests and hobbies through club attendance and participation, or catch up on academic pursuits with their instructors. Specially designated lunch-time events will enable both middle and high students to cheer on Reseda Charter High School teams during pep rallies, raise school spirit, and engage in positive social interaction and develop a sense of belonging.

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 1:30 pm, students hurry to class. 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. Middle school students who are enrolled in high school passport classes are escorted to their classes such as French, Spanish, Korean, advanced math, AP courses, exploratory CTE courses, and other electives.

The bell to dismiss for the day rings at 3:06 pm, and yet, the day does not end. High school and middle school students flock to their respective programs at 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. 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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

Reseda Charter High School aligns 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 grades 6-8 and 11 grade based on IEP
- CAA for Science - grades 8 and 11
- English Language Proficiency Assessments for California (ELPAC)
- California Physical Fitness Test/Fitnessgram - 7th and 9th grade
- CAST-California Science Test - 8th and 11th
- Reading Inventory - Once in the fall and once in the spring
- Scholastic Aptitude Test (SAT) in the school day - spring 11th grade
- CA Spanish Assessment - for students in grades 6-8 who are enrolled in a Spanish dual-language program, and newcomer Spanish-speaking English Learners in grades 6-11 who have been enrolled in a U.S. school less than 12 months.
- Smarter Balanced (SBAC) summative assessments in ELA and Math - spring for grades 6-8 and 11
- Teacher-created End of Course exams - end of the fall and end of the spring for all grades

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, to be administered every five weeks.

Reseda Charter High School will use a variety of formative assessments to measure student mastery of academic standards and student learner outcomes to inform instruction:
- California Physical Fitness Test/Fitnessgram - 9th grade
- PSAT - October date all 9-11th grade; PSAT 8/9 for 8th grade
- 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 Interim Block Assessments (IAB) – fall and spring, 6-12th grade
- Smarter Balanced Performance Tasks in ELA and Math - spring 6th, 7th, 8th, and 11th grade
- Teacher created pre- and post-assessments
- Teacher-created End of Course exams - end of the fall semester and end of the spring semester

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

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 RCHS counselors will review the results of the Preliminary Scholastic Aptitude Test (PSAT) administered to all 9-11th graders and PSAT 8/9 for 8th grade 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 7th and 9th grade, 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 the effectiveness of teaching practices and will use design thinking to analyze root causes for performance difficulties and will develop strategies to assist student mastery.
Frequency and Methods for Student Assessment

RCHS strongly believes that assessment is a critical part of a sound educational program. The methods and tools listed below will be utilized on an ongoing basis to identify students’ strengths and instructional needs.

The **English Language Proficiency Assessment for California (ELPAC)** will be used as an initial assessment for new enrollees whose home language survey indicates that a language other than English is spoken at home, and for incoming students who have never attended a California public school. The ELPAC will assess student’s English proficiency and will provide guidance in placement in the appropriate ELD or grade level English class. In addition, the summative ELPAC will be administered annually in the spring semester to all English Learners, in compliance with District and state guidelines to measure annual progress in English proficiency of these students.

The **Reading Inventory** (RI) is administered twice a year to all English Learners. It is a computer-based assessment that measures students’ basic reading competency. The RI and the ELPAC are two of the main indicators of English Language Development mastery.

**Interim Assessments** will be administered in core academic classes, based on students’ needs. With the autonomies afforded by the affiliated charter, we may choose to use District assessments or design our own assessments, and will determine the timing of such assessments and coordinate with the Local District. These Interim Assessments will give teachers a common measure of student mastery of standards. Teachers and administrators will use assessment results to guide decisions on instruction and programming, in response to student needs.

**Performance Tasks/Problem-Based Projects** will be used in linked learning and CTE pathway courses as alternatives to traditional assessments. The design, implementation and evaluation of these alternative assessments are informed by training in the Problem Based Learning from the Buck Institute.

The school administered the **Preliminary Scholastic Aptitude Test (PSAT)** to all students in grades 9, 10, and 11, in October 2017, and will administer the **Scholastic Aptitude Test (SAT)** to all 11th graders in April 2018. Both tests were provided cost-free to all students, and we anticipate that we will continue to provide them at no cost to students in the future. Data from the PSAT, when used in conjunction with Khan Academy’s personalized practice plans, will be leveraged to help students become college competitive. PSAT 8/9 will be administered to all students in grade 8.

**Informal Assessments:** In addition to Interim Assessments, teachers will use a variety of daily informal assessments to measure student performance and determine student needs. These informal assessments include, but are not limited to, observations, weekly teacher-created quizzes and test, class work, participation, projects and assignments.

**Quarterly Grade Analysis/a-g Grade Analysis** will be completed at the department level throughout the school year during banked Tuesdays. These conversations will be used to ensure equitable opportunities for all students to learn and master core content, and monitor a-g progress.
In addition to analysis of interim assessments done in department meetings, each semester all teachers, administrators, and support personnel will collaboratively review student proficiency in ELA and Math through data derived from **SBAC Interim and Summative Assessments**. Disaggregated results from SBAC Interim Assessments will be analyzed and used to inform instruction, scaffolding and tiered intervention strategies, lesson design, and professional development schoolwide based in CLRP and trauma informed practices. We anticipate that District-mandated interim assessments in History/Social Studies and Science, aligned to the California History-Social Science Framework and Next Generation Science Standards (NGSS), respectively, will be administered within the next five years. These additional data will be incorporated into data discussions across core subject areas. Through these analyses, RCHS will be able to ensure that all students reach proficiency in all subject areas and become college and career ready.

**Performance Expectations**

Completed LCFF tables in Element 1 on pages 13-22 provide the measurable goals and anticipated student outcomes of the educational program.

**DATA ANALYSIS AND REPORTING**

RCHS believes in student-centered, data-based decision making to determine our approach in addressing the needs of all students, to monitor progress, and to develop and refine future goals and interventions.

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. Bi-monthly, the Instructional Cabinet, comprised of department chairperson, school site coordinators, support staff, and administration meet to discuss performance data, curricular issues and implementation of standards-based instruction to support academic achievement. Departments review performance data generated from interim assessments twice each semester to assess student proficiency of the standards, revise curriculum, and inform instruction to support student academic achievement.

In addition, extensive data regarding overall student mastery of the standards and disaggregated results by student subgroups will be collected in-course and shared at bi-monthly departments meetings and by school instructional cabinet meetings. 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.

Per the Local Initiative School (LIS), each department can decide to use our teacher-designed Common Formative Assessments, in lieu of the District’s benchmark assessments that are relevant and fit within the department’s pacing plan.
As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.
ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

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

The District reserves the right to appoint a non-voting single representative to Charter School’s Governing Council.

LEGAL AND POLICY COMPLIANCE

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

Reseda Charter High School values ongoing and consistent stakeholder involvement on multiple levels. By involving stakeholders from different constituencies through its governance structure, RCHS will be able to accomplish its mission, vision, and schoolwide goals. RCHS will continue to promote stakeholder involvement, and encourage parents, guardians, and community members to participate in its governance, including Local School Leadership Council (LSLC), School Site Council (SSC), English Learner Advisory Council (ELAC), and other school site activities.

RCHS’s Local School Leadership Council (LSLC) will serve as the school’s primary decision-making body. This council is composed of 16 members. Per the 2014-17 UTLA Collective Bargaining Agreement, 50% of the Council shall be comprised of the UTLA Chapter Chair and certificated employees elected by the certificated bargaining unit employees at the site; the other 50% shall be comprised of the principal, elected parent/community representatives, an elected non-certificated employee representative and, at the secondary level, a student representative. To facilitate parental and community involvement in the decision-making process, five of the 16 elected positions on the LSLC are reserved for parent and community representatives. The council will be responsible for making decisions in the areas of personnel; student discipline; schedule of activities; use of school equipment; budgets; curriculum, instruction, assessment, and intervention; professional development; campus facilities; and staffing procedures. The LSLC will conduct this business to advance the school’s educational program and support the LCAP goals. Additionally, the School Site Council and the LSLC will advise on the LCAP budgetary process. The LSLC also will review and approve the LCAP document each year based upon feedback from the various stakeholder groups.

Additionally, the School Site Council will be the budgetary authority over the Title I budget and approval of the Single Plan for Student Achievement (SPSA). The SSC will be composed of administration, teachers, non-teaching certificated members, parents and/or community members, and students. The principal is the only non-elected member.

Various parent councils and associations also meet regularly to discuss student academic and personal success. The English Learner Advisory Committee (ELAC), Principal’s Student Advisory Committee, Instructional Cabinet, and Parent Center each have an administrative designee in attendance to ensure parents are key partners in providing input in the process of developing education initiative. Parents are able to provide input through attendance and participation to any one of these committees, to include the LCAP Committee. Parent meetings, such as Coffee with the Principal, for parents of middle school and high school students, may be conducted jointly or separately dependent upon the subject matter and alignment to specific school needs and goals.
Parent affiliations such as PTSA will include parents from both middle and high school, but within the PTSA entity may differentiate to various committees that address the specific needs of schools, programs, parents, and students.

The annual School Experience Survey provides data on a broad range of issues important to stakeholders. The 2017 survey provided the opportunity to respond to multiple questions concerning parental engagement, customer service, safety, resource availability, high quality schooling, future plan orientation and technology. Parents will continue to be expected to complete the School Experience Survey every year.

In addition to the School Experience Survey, all stakeholders are encouraged to complete the Title I Comprehensive Needs Survey during spring semester, prior to budget development. Data from the Comprehensive Needs Survey will be presented to LSLC, SSC, ELAC, and other stakeholder meetings, and will serve as a guide for prioritizing expenditures.

All stakeholder representative will be encouraged to contribute to, review, and approve the school’s Single Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP). Academic and fiscal data will be used to guide discussions on both plans, and stakeholders will ensure that federal, state, and local services and programs are allocated based on student needs. Low achieving, at-risk students not meeting grade-level standards will remain a priority, and will receive the appropriate supports and resources after a thorough analysis of schoolwide, subgroup, and individual student data.

Each month, Reseda Charter High School hosts “Coffee with the Principal,” an opportunity for parents to dialogue directly with the Principal. This event is also a forum for the Principal to disseminate information about school programs, initiatives, policies, and procedures. Translation is provided by bilingual personnel.

Before the start of each school year, RCHS will hold high school grade-level 9th-12th student orientations in August. Middle school orientation in August will be conducted for all students in grade 6th-8th grade. Students and parents are given the opportunity to meet with administrators, counselors, and coordinators. During these orientations, students and parents are provided with information about available resources and programs the school offers, various ways of being involved, and academic and behavioral expectations for students.

Parents and guardians are invited and highly encouraged to participate in different events throughout the year. We hold Back to School Night, Predominantly Hispanic, Black, or Other Non-Anglo (PHBAO) conferences during fall and semester, and Open House. During Back to School Night, parents have the opportunity to meet with their child’s teachers to learn about course expectations. Parent conference nights provide parents the chance to discuss their child’s progress and find ways to support their child’s success. Open House is an annual showcase of the school’s programs and student achievements.

To keep parents involved in their child’s academic progress, three progress reports and one final report card are issued and sent home every semester. Parents, guardians, and support staff also may also monitor student grades and attendance through the Parent Portal and/or office visits. In
addition, teacher keep parents informed about the academic and behavior progress of their child through phone calls, emails, class websites, and Schoology, an online learning management system. Parents are able to access Schoology 24 hours a day, 7 days a week, communicate with teachers and staff, and monitor their child’s grades, assignments, and calendar. Parents are kept abreast of events on campus, in English and Spanish, through our automated Blackboard Connect phone system via telephone, email, and text message. RCHS also uses social media platforms such as Twitter, Facebook, and Instagram to communicate with the extended community.

Parents and legal guardians will be strongly encouraged to register for the District’s Parent Portal, which is a secure online system that connects them with their child’s essential data. Through the Parent Portal, parents will be able to monitor student attendance and grades, update emergency contact information, track graduation progress and EL progress, and connect with the classroom teacher.

The school’s Parent Center sends out a monthly calendar, which provides information on available workshops, such as English language development, healthy living, and college and career readiness. Information on community resources are also made available at the Parent Center.

RCHS will use its website to support stakeholder involvement by:
- Posting timely, relevant information and announcements, current events, and calendar updates,
- Providing access to field trip forms, meal applications, and other important documents,
- Using it as a vehicle for conducting online surveys to gather stakeholder input on important school decisions,
- Simultaneously sending messages to the community on social media (Twitter, Instagram, Facebook) via the school website, utilizing it as an online communication tool to reach out to all stakeholders.

**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.

RCHS 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 RCHS 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.

RCHS 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. RCHS 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.

RCHS 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. RCHS 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, RCHS 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 are employed part-time in the parent center during the year to assist RCHS 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 related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects and classes. 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 or designee

Certificated Personnel

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning 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 or when an administrative transfer is necessary as determined by the Local District administrator.
(e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

**Classified Personnel**

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.
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 on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. 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, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening 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 the LAUSD Unified Enrollment portal, the eChoices brochure and website, and at LAUSD high school fairs, elementary and middle school articulation events, community chamber of commerce meetings, and community neighborhood events. There are no pre-requisite requirements or other restrictions to apply and gain admittance into the 6-12 Academy or for our neighborhood/ resident school for 9th-12th grades.
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.

RCHS’s recruitment efforts to students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities, will include, but are not limited to:

- Ongoing articulation with nearby elementary and middle schools, including collaboration with teachers and counselors, demonstration lessons at the nearby elementary and middle schools, providing NJROTC and Police Academy Magnet cadets for nearby elementary and middle school events.
- Band, cheer, dance, and drama performances at community events to bring awareness to families of the full range of programs available at RCHS.
- Participation in community health fair at Reseda Park, in cooperation with Ralphs, LA City Attorney, Councilman’s Office, LA City Parks, LAPD, Providence Tarzana Medical Center, and held in conjunction with our nearby middle schools, where RCHS students will demonstrate skills learned in Biomedical and Patient Care Careers pathways, as well as performances and demonstrations by our robotics club, dance, band, drama and Cybersecurity programs.
- Participation at the annual neighborhood family festivals, such as Encino Family Festival.
- Participation at nearby elementary and middle school showcase nights, in both the fall semester and spring semesters.

Application Procedures

Resident Boundary Students

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

Non-Resident Boundary Students

The charter school will follow LAUSD’s Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November.

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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.
Lottery Preferences and Procedures

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

- **LAUSD Students**
  - **siblings**
    Prospective students who (a) are siblings of students enrolled in grades 6-11 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have *second* admission preference.

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

- **California Students**
  - **siblings**
    Prospective students who (a) are siblings of students enrolled in grades 6-11 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have *fourth* admissions preference.

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

During the month of February, after receiving the list of interested applicants from Unified Enrollment, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website and made readily available in the main office.

Charter School shall hold its lottery in the RCHS 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, a public lottery will be held using numbered lottery cards and a random drawing.

Parents of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission within one month following the lottery, and will be provided three weeks 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 to contact the parent/guardian a minimum of three times to accept the offered seat.

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

Please note that due to the fact that grades 6-8 were not part of the original school configuration, the Resident Boundary Preference applies to grades 9-12 only.

**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, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

**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

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

**NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE**

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

**OUTCOME DATA**

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

**READMISSION**

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

**GUN FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.
ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures, or seek enrollment at another charter public school pursuant to applicable law and the terms of that school’s charter.
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

As a District affiliated charter school, all administrators, faculty and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Local District and the Charter Schools Division in accordance with the procedures set forth below:

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

To Charter School:  Reseda Charter High School
                   c/o School Principal
                   18230 Kittridge Street
                   Reseda, CA 91335

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

2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00pm; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.
ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

**CLOSURE ACTION**

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

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

**REVOCATION OF THE CHARTER**

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

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

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, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the affiliated charter school at the time of reversion, who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

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

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

Assurances, Affirmations, and Declarations

Reseda Charter High (also referred to herein as “RCH” 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 pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (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 Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees 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. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent
of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with
Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and
annual actions to achieve those goals identified in the charter pursuant to Education Code section
47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State
Board of Education, as it may be changed 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).)

**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.

**MATHEMATICS PLACEMENT**

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

**TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements 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.

**HIGH SCHOOL EXIT EXAMINATION**

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

**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all
applicable legal requirements. Charter School must provide all English Learners with an effective
English language acquisition program that also affords meaningful and equitable access to Charter
School’s core academic curriculum. Instructional plans for English Learners must be (1) based on
sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School’s own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School’s EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELS) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

**STUDENTS WITH DISABILITIES**

**Federal Law Compliance**
Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

**Special Education Program**
Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place
to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

**Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education 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 the 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 statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special
Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“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 MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and 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 charter schools to implement the District’s integrated student information system, which is currently 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 charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

Measurable Goals of the Educational Program

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Standardized Testing

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.
Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action. 4

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 comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws,

4 The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.
nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

Charter School shall notify parents, guardians, and teachers 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.

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

**RESPONDING TO INQUIRIES**

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School’s public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

**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.

**ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

**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).)
HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, 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

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school’s pupil suicide prevention policy shall be developed in consultation with
school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

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 has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Requirements

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

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.
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, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws 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. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

Charter School shall not request or require submission of a student’s IEP, 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.

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).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary
responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

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

In addition:

- P1, first week of January
- P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. 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 be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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

Charter School shall establish and implement policies and procedures to ensure full 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 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. As set forth in the MOU regarding special education between the District and Charter School, 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 THE DISTRICT

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

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinforcement notice with eligibility data and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?
Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**REINSTATEMENT**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**GUN-FREE SCHOOLS ACT**

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

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

Pupils 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 pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.
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).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:
1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Reseda Charter High
18230 Kittridge St.
Reseda, CA 91335

2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for
mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Reseda Charter High
18230 Kittridge St.
Reseda, CA 91335

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

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

**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).)

**Revocation of the Charter**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they 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.
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. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

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

**Closure Action**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(j)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

**Closure Procedures**

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

**Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements.

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records
to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data
collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**
The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

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

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

**Additional Provisions**

**FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

**District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within
nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  1. Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on
“average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  
  (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operation and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for
the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M.
Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover,
Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**Fiscal Matters**

**District Oversight Costs**
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Student Body Funds**
Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.
**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

**Fiscal Policies and Procedures**
Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)
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)