



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Reseda Charter High School

A DISTRICT AFFILIATED CHARTER SCHOOL

18230 Kittridge Street

Reseda, CA 91335

## Renewal Charter Petition

Submitted

March 11, 2026

**TERM OF CHARTER**

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

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**Assurances, Affirmations, and declarations**

Reseda Charter High School (also referred to herein as “Reseda 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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils

who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).) Charter school shall not enter into settlement agreements requiring students to disenroll or transfer to another school.
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any

inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

## Element 1 – The Educational Program

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

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

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

### GENERAL INFORMATION

● The name and title of the contact person for Charter School is:	<i>Pia Damonte</i>
● The contact address of Charter School is:	<i>18230 Kittridge St. Reseda, CA 91335</i>
● The contact phone number for Charter School is:	<i>(818) 758-3600</i>
● Charter School is located in LAUSD Board District:	<i>6</i>
● Charter School is located in LAUSD Region:	<i>Region North</i>
● The grade configuration of Charter School is:	<i>Grades 6-12</i>
● Charter School’s scheduled first day of instruction in 2025-2026 is:	<i>August 14, 2026</i>
● The current operational capacity of Charter School is:	<i>1,884</i>

NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.	
● The bell schedule (e.g. daily hours) for Charter School will be:	<i>8:30 AM - 3:33 PM with one day per week dismissing at 2:33 pm to allow for staff professional development</i>
● The term of this Charter shall be from:	July 1, 2026-June 30, 2031
● If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	8

Reseda Charter High School and Middle School Magnets is committed to educating, empowering, and inspiring all students to excel academically and socially while fostering equity, inclusion, and a strong sense of belonging. As one of only ten secondary span schools in Los Angeles Unified, Reseda Charter High School (RCHS) serves grades 6–12 in the San Fernando Valley. Established in 1955 and converted to an affiliated charter in 2018, RCHS expanded into a full 6–12 span school by 2022. The school serves a diverse community, with 75% Hispanic/Latino students, 16% English Learners, 18% Students with Disabilities, 22% Gifted and Talented, and 79% identified as Socioeconomically Disadvantaged. Current student enrollment for the 2025-2026 school year is 1,333 students.

RCHS offers a wide range of academic pathways, including the Charter Academy with honors, Advancement Placement (AP), and dual language programs, a School for Advanced Studies, and Career Technical Education (CTE) exploration in biotechnology, engineering, medicine, film/media production, computer science, and game design. Three magnets—Arts, Media & Entertainment, Police Academy, and Science—provide specialized college- and career-focused opportunities. The school has been recognized by U.S. News & World Report and named a Top Magnet School of Excellence.

Students benefit from a strong commitment to the arts, athletics, and extracurricular programs, with award-winning dance, Navy Junior Officer Training Corp (NJROTC), band, and California Interscholastic Federation (CIF) athletics, as well as Robotics, Academic Decathlon, and Cyber Patriots. The school is also undergoing a modernization project and full completion anticipated by 2026.

Guided by its vision to prepare students as critical thinkers, advocates, and leaders, Reseda Charter High School and Middle School Magnets cultivate a collaborative and inclusive learning community that supports every student’s path to college, career, and life success.

## SELF REFLECTION FOR DISTRICT AFFILIATED CHARTER SCHOOL

Over the current charter term, Reseda Charter School, serving students in grades 6–12, including those enrolled in the school’s Arts, Media & Entertainment, Police Academy, and Science magnet pathways, has demonstrated the capacity to operate a stable, mission-aligned, and responsive educational program that addresses the academic, social-emotional, and postsecondary needs of its diverse student population. As a district-affiliated charter within the Los Angeles Unified School District, Reseda Charter School has strategically used the autonomies and flexibilities of its charter status to implement locally responsive instructional systems, targeted interventions, and inclusive support structures aligned with its mission to educate, empower, and inspire students and faculty to excel collectively. Guided by a shared vision centered on equity, belonging, and confronting social inequities, the school has developed coherent systems for instructional decision-making, resource allocation, and continuous improvement that prioritize the whole child. Over the charter term, these systems have become increasingly structured and data-informed, positioning the school to respond more effectively to student performance trends.

Academic performance data over the charter term reflect both persistent challenges and important areas of growth and stabilization. According to Whole Child 2.0, 42% of students met or exceeded standards in English Language Arts and 24% in mathematics on the 2024–2025 SBA Summative Assessment. While these outcomes show that many students continue to perform below grade level, they also serve as a clear benchmark that has guided the refinement of instructional priorities and intervention systems throughout the charter term. Performance differences among student groups, with Asian, Students of Two or More Races, and White students demonstrating higher levels of proficiency and English Learners, Students with Disabilities, Homeless Youth, and Latino students demonstrating lower outcomes, have remained central to the school’s equity-focused improvement efforts. These trends have directly informed expanded literacy and mathematics supports and targeted strategies for multilingual learners and other high-need groups.

Reseda Charter School has responded to academic challenges by strengthening instructional coherence and expanding targeted supports across the charter term. Schoolwide literacy initiatives, including academic discourse routines, discipline-specific writing strategies, independent reading programs, and consistent use of CER structures, have been implemented across content areas to build students’ ability to analyze text, construct claims, and use evidence effectively. In mathematics, with the support of our Instructional Math Coach, the school has increased emphasis on conceptual understanding, structured problem-solving routines, math discourse, and scaffolded supports for struggling learners. These instructional shifts have been reinforced through ongoing analysis of i-Ready diagnostics, common formative assessments, five-week grade reviews, and collaborative PDSA cycles led by the Instructional Leadership Team (ILT). Through this cycle of inquiry, ILT identified a schoolwide problem of practice: students require more targeted support in reading comprehension of informational text, particularly in their ability to analyze complex texts and construct evidence-based responses. In response, the school developed a clear theory of action stating that strategic instruction must include increased scaffolding to

build academic vocabulary and the consistent implementation of applied CER (Claim, Evidence, Reasoning) strategies across all content areas. This shared instructional focus has guided professional development, lesson planning, and classroom walkthrough feedback, ensuring alignment between identified student needs and daily instructional practice. As a result, instructional adjustments are increasingly timely, data-driven, and aligned to identified student needs, reflecting growth in the school's organizational capacity to respond to performance data.

Despite ongoing challenges in academic proficiency, Reseda Charter School has demonstrated strong outcomes in college and career readiness indicators across the charter term. According to Whole Child 2.0, in 2024–2025, 79% of students were on track to complete A–G requirements, and the school achieved a graduation rate of 92.5%. These outcomes are closely connected to the school's comprehensive intervention and re-engagement systems, including a 2×8 bell schedule with embedded intervention, multiple credit recovery pathways, high-dose tutoring, Saturday and Winter Academies, and intensive counseling supports. Expanded access to Advanced Placement coursework, Dual Enrollment and CCAP pathways, universal SAT participation, and FAFSA/CADAA completion initiatives further demonstrate the effectiveness of the school's structures in keeping students on track for postsecondary success. These results reflect the school's success in building systems that support persistence, credit completion, and long-term planning for all students.

Serving English Learners and other high-need student populations remains a central focus of the educational program. SBA and ELPAC data across the charter term indicate that English Learners continue to perform below overall proficiency levels in both ELA and mathematics, underscoring the need for sustained language development supports. In response, Reseda Charter School has strengthened integrated ELD practices, expanded instructional coaching and co-teaching models, and provided professional development in culturally and linguistically responsive instruction and Universal Design for Learning. These efforts are monitored through the Instructional Leadership Team and aligned to LCFF goals for student growth, demonstrating the school's ongoing capacity to identify achievement gaps and implement targeted improvement strategies for multilingual learners and other historically underserved groups.

Reseda Charter School has also prioritized student wellness, school climate, and attendance as essential conditions for academic success. Attendance and engagement data over the charter term have highlighted chronic absenteeism as a significant barrier, particularly among Homeless Youth, English Learners, and Students with Disabilities. In 2024–2025, 48% of students demonstrated excellent attendance, while chronic absenteeism was reported at 15.6%, according to CA Dashboard. In response, the school expanded proactive attendance interventions, strengthened family outreach and home visit protocols, and coordinated tiered supports through counselors, the PSA Counselor, and cross-campus attendance teams. School Experience Survey results showing moderate levels of student safety and belonging have further informed ongoing investments in PBIS implementation, social-emotional learning, restorative practices, and expanded opportunities for student voice and leadership. These efforts reflect the school's understanding that academic improvement is closely tied to students' sense of connection and well-being.

Family engagement has remained a growing strength throughout the charter term. Results from the 2024–2025 School Experience Survey, administered by the district, show that 76% of our parents/guardians reported feeling included in important decisions about their child’s education, and 86% indicated that school communication is clear and accessible. Additionally, 85% of parents and guardians have registered for the Parent Portal, increasing families’ ability to monitor academic progress and communicate with school staff. Reseda Charter School has expanded multilingual communication, parent workshops, ELAC and SSC participation, technology access support, and partnerships with community organizations. These efforts align with the school’s commitment to transparency, shared decision-making, and equitable access to information, and they strengthen the home–school partnership that supports student success.

Overall, Reseda Charter School’s self-reflection demonstrates a clear understanding of its performance trends, strengths, and areas requiring continued growth. While academic proficiency in ELA and mathematics, particularly for English Learners and Students with Disabilities, remains an area of focus, the school has shown measurable growth in its ability to analyze data, align resources to student needs, and implement coherent schoolwide systems of support. Strong graduation outcomes, increasing A–G completion, comprehensive intervention structures, and a sustained focus on equity and continuous improvement reflect the school’s readiness to continue serving its community effectively. Through ongoing refinement of instructional practices, targeted supports for student groups, and strengthened engagement systems, including the school’s focused literacy Problem of Practice and Theory of Action, Reseda Charter School is well-positioned to accelerate academic growth and fulfill its charter commitments during the next charter term.

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

**Mission:** Dedicated to **EDUCATING, EMPOWERING, INSPIRING**, both students and faculty, to **EXCEL** collectively fostering a community of continuous growth and achievement.

**Vision:** Our vision is to be a caring, inclusive community that fosters a sense of belonging and confronts social inequities such that all students can become critical thinkers, advocates, and leaders in academics, college, career, and life.

## What It Means to be an “Educated Person” in the 21<sup>st</sup> Century

Reseda Charter School believes that all students must be prepared for college and career, and be empowered as graduates with a global understanding through mastery-based learning for the 21st century. Students will be prepared to enter a globally competitive society by Reseda Charter School guaranteeing proficiency in content knowledge and by building their critical thinking, collaboration, creativity, and digital skills. This preparation reflects the growing need for all students to master advanced levels of literacy and numeracy to succeed in today’s fast-paced and increasingly technological world.

Schoolwide Learner Outcomes (SLOs) were developed by students, staff, parents, and community members at RCHS in 2015–2016 by combining our previous Expected Schoolwide Learning Results (ESLRs) with the goals of the Single Plan for Student Achievement (SPSA). They were later updated by stakeholders as part of the Affiliated Charter writing process. These outcomes are described below and will continue to be reviewed and refined yearly based on data reflecting our students’ accomplishments.

Reseda Charter School will prepare its graduates to be:

<ul style="list-style-type: none"><li>● Read, write, speak, and listen with intention and insight.</li><li>● Acquire, interpret, analyze, and respond to information from a variety of sources, including being discerning consumers of technology-based information.</li></ul>
<p>CRITICAL THINKERS who</p> <ul style="list-style-type: none"><li>● Identify, locate, and analyze resources to solve problems independently and collaboratively.</li><li>● Evaluate options and develop solutions in academic and workplace settings.</li><li>● Employ creative thinking with confidence and purpose.</li></ul>
<p>SELF-DIRECTED LEARNERS who</p> <ul style="list-style-type: none"><li>● Demonstrate competency in reading, writing, and mathematics.</li><li>● Master study skills applicable to college, careers, and lifelong learning.</li><li>● Exhibit effective time-management skills, remain on task, and take responsibility for their</li></ul>

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.
- Are confident and 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 for individual and cultural differences.
- Understand that the adults around them care about all aspects of their well-being.
- View school as a place where they belong.

## **How Learning Best Occurs**

Reseda Charter School is committed to supporting the social and emotional well-being of all students as an essential component of academic success. The school has expanded its mental health supports by adding additional Psychiatric Social Workers (PSWs) and school psychologists, ensuring that students have access to timely and comprehensive care. A dedicated Calm Room also provides a safe, restorative environment where students can regulate emotions, relieve stress, and re-engage in learning.

Through restorative practices, peer-to-peer mentoring, the Principal's Advisory Council, student voice initiatives, clubs, sports, extracurricular activities, and an extensive range of mental health services, Reseda Charter School equips students with the resources, skills, and relationships necessary to thrive as lifelong learners and productive 21st-century citizens.

Reseda Charter School believes that learning occurs best when students feel a strong 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 research shows that students with a meaningful voice in their education are:

- **7x** more likely to be motivated to learn
- **4x** more likely to experience self-worth
- **8x** more likely to be engaged in school
- **9x** more likely to experience purpose

Building on this foundation, teachers create real-world connections through project-based learning and college- and career-aligned instruction, offering authentic, differentiated, and rigorous educational experiences. Standards-aligned curricula, performance-based assessments, and culturally and linguistically responsive pedagogy are embedded throughout instruction. Classrooms are intentionally designed to encourage productive risk-taking and deep engagement.

Personalized learning is further supported through three distinct magnet programs, seven CTE career pathways, an International Dual Language Center, a small Gifted & Honors Middle School, and specialized programs for students with disabilities. These learning communities spark student interest and provide clear pathways to college and career success.

Teachers integrate technology using tools that transform learning rather than simply replacing traditional materials. Aligned with the ISTE Standards, technology supports students in engaging in cognitively demanding tasks, developing digital literacy, and participating in authentic learning experiences across academic and elective classes. Reseda Charter's School 1:1 device initiative empowers students to “create new tasks previously inconceivable” through redefined learning

opportunities.

8 Quaglia, R.J. 2014. My Voice National Student Report (grades 6-12). <http://quagliainstitute.org/qisa/library/view.do?id=459>

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

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

Reseda Charter High School functions as a professional learning community where stakeholders collaborate frequently to examine curriculum, review student data, and refine research-based instructional practices that promote student engagement and critical thinking. Schoolwide efforts emphasize best practices and social-emotional support to ensure that all students develop the skills necessary to succeed academically and personally.

Students engage in an innovative, research-driven, student-centered instructional program that emphasizes exploration, creativity, and hands-on learning. Through in-depth, integrated, and interdisciplinary experiences enriched by technology, students identify their interests and talents while building the competencies necessary to be self-motivated, capable, and lifelong learners.

### **Local Control Funding Formula (LCFF) Requirements**

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

## **LCFF STATE PRIORITIES**

**(Charter Term Commencing July 1, 2025)**

**GOAL #1**

<p style="text-align: center;"><b>ACADEMIC EXCELLENCE</b></p> <p>Deliver rigorous, equitable, and engaging academic programs that improve student learning outcomes, close achievement gaps, and ensure all students are on track for college and career readiness.</p>	<p style="text-align: center;">Related State Priorities:</p> <p><input type="checkbox"/> 1    X4    X 7</p> <p>X 2    <input type="checkbox"/> 5    X 8</p> <p><input type="checkbox"/> 3    <input type="checkbox"/> 6</p> <hr/> <p style="text-align: center;">Local Priorities:</p> <p><input type="checkbox"/> High-Quality Instruction</p> <p><input type="checkbox"/> Eliminate Opportunity Gaps</p> <p><input type="checkbox"/> College &amp; Career Readiness</p>
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**Specific Annual Actions to Achieve Goal**

- **Expanded access to enrichment and intervention** through a 2x8 bell schedule that includes built-in opportunities for credit recovery.
- **Provided targeted interventions**—including high-dose tutoring and multiple credit-recovery options such as Edgenuity, Winter Academy, and Saturday Academies—to help students stay on track for A–G completion and graduation.
- **Advanced college and career readiness** through AP courses, Dual Enrollment and CCAP pathways, universal SAT testing, and comprehensive college counseling services.
- **Enhanced CTE pathway participation** through increased industry-aligned certifications, work-based learning experiences, and partnerships with local employers.
- **Expanded college-going culture** with FAFSA/CADAA completion campaigns, college application workshops, and family events supporting postsecondary planning.
- **Provided career exploration opportunities** through job fairs, guest speaker series, internships, and mentorship programs connected to students’ fields of interest.
- **Used data-driven decision-making** to guide instruction and supports for all students, with a focused emphasis on English Learners, Students with Disabilities, low-income students, and students identified as at risk.

- **Used common formative assessments** to track progress, identify learning gaps, and refine instructional approaches to ensure mastery of essential standards
- **Implemented a coherent system of professional learning** aligned with the PDSA cycle and schoolwide Problems of Practice, supported by the Instructional Leadership Team (ILT) and instructional coaching.
- **Implemented schoolwide literacy initiatives** such as independent reading programs, academic discourse routines, and discipline-specific writing strategies.
- **Expanded access to differentiated instruction** through small-group learning, targeted re-engagement opportunities, and embedded intervention within the instructional day.
- **Strengthened Tier II and Tier III academic supports** by offering strategic tutoring, skill-building workshops, and individualized learning plans for students performing below grade level.
- **Increased access to enrichment opportunities** such as academic clubs, competitions, project-based learning, and interdisciplinary events that promote creativity and critical thinking
- **Strengthened instructional coherence** by aligning curriculum, assessments, and instructional practices across grade levels and departments.
- **Expanded coaching cycles** to support teachers in refining instructional strategies, classroom management, and inclusive practices.
- **Provided high-quality professional development** on literacy across the curriculum, mathematical reasoning, Universal Design for Learning (UDL), and culturally and linguistically responsive teaching.
- **Enhanced math achievement** through conceptual learning, problem-solving routines, math talks, and scaffolded supports that promote deep understanding.
- **Strengthened literacy and mathematics achievement** using research-based instructional strategies, lesson labs, collaborative engagement practices, and equity-focused grading.

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 Whole Child 2.0

APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline (2024-2025)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	79%	>81%	>83%	>85%	>87%	>89%
English Learners Students	50%	>52%	>54%	>56%	>58%	>60%
Long-term English Learners	50%	>52%	>54%	>56%	>58%	>60%
Socioeconomically Disadvantaged Students	77%	>79%	>81%	>83%	>85%	>87%
Foster Youth Students	100%	100%	100%	100%	100%	100%
Homeless Youth Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	66%	>68%	>70%	>72%	>74%	>76%
African American Students	73%	>75%	>77%	>79%	>81%	>83%
*American Indian/Alaska Native Students	N/A					
Asian Students	95%	>97%	>99%	100%	100%	100%
Filipino Students	75%	>77%	>79%	>81%	>83%	>85%
Latino Students	77%	>79%	>81%	>83%	>85%	>87%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	83%	>85%	>87%	>91%	>93%	>95%

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

**Metric/Method for Measuring:** Graduation Rate (Source: CDE, **NOVEMBER 13, 2025**)

APPLICABLE STUDENT GROUPS	Baseline	2026-2027	2027-2028	2028-2029	2029-	2030-2031
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(* = NUMERICALLY INSIGNIFICANT)	(2024-2025)				2030	
All Students (Schoolwide)	92.5%	>93%	>94%	>95%	>96%	>97%
English Learners Students	84.8%	>86%	>87%	>88%	>89%	>90%
Long-term English Learners	92.3%	>93%	>94%	95%	>96%	>97%
Socioeconomically Disadvantaged Students	92.2%	>93%	>94%	>95%	>96%	>97%
*Foster Youth Students	N/A					
Homeless Youth Students	86.7%	88%	89%	90%	91%	92%
Students with Disabilities	86.8%	88%	89%	90%	91%	92%
*African American Students	N/A					
*American Indian/Alaska Native Students	N/A					
Asian Students	100%	100%	100%	100%	100%	100%
*Filipino Students	N/A					
Latino Students	92.9%	94%	95%	96%	97%	98%
*Native Hawaiian/Pacific Islander Students	N/A					
*Students of Two or More Races	N/A					
White Students	87.9%	89%	90%	91%	92%	93%

<b>Outcome #3:</b> To annually increase the percentage of students who met or exceeded standards on the SBA Summative Assessment for English Language Arts/Literacy for all students, and for significant subgroups						
<b>Metric/Method for Measuring:</b> SBA Summative Assessment from Whole Child 2.0						
APPLICABLE STUDENT GROUPS  (* = NUMERICALLY INSIGNIFICANT)	Baseline (2024-2025)	2026–2027	2027-2028	2028-2029)	2029-2030	2030-2031

All Students (Schoolwide)	42%	>44%	>46%	>48%	>50%	>52%
English Learners Students	0%	>2%	>4%	>6%	>8%	>10%
Long-term English Learners	0%	>2%	>4%	>6%	>8%	>10%
Socioeconomically Disadvantaged Students	41%	>43%	>45%	>47%	>49%	>51%
Foster Youth Students	33%	>35%	>37%	>39%	>41%	>43%
Homeless Youth Students	20%	>22%	>24%	>26%	>28%	>30%
Students with Disabilities	18%	>20%	>22%	>24%	>26%	>28%
African American Students	54%	>56%	>58%	>60%	>62%	>64%
*American Indian/Alaska Native Students	N/A					
Asian Students	63%	>65%	>67%	>69%	>71%	>73%
Filipino Students	55%	>57%	>59%	>61%	>63%	>65%
Latino Students	38%	>40%	>42%	>44%	>46%	>48%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	72%	>74%	>76%	>78%	>80%	>82%
White Students	49%	>51%	>53%	>55%	>56%	>58%

<b>Outcome #4:</b> To annually increase the percentage of students who met or exceeded standards on the SBA Summative Assessment for Mathematics for all students, and for significant subgroups <b>Metric/Method for Measuring:</b> SBAC Summative Assessment						
APPLICABLE STUDENT GROUPS	Baseline (2024-2025)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	24%	>26%	>28%	>30%	>32%	>34%

English Learners Students	0%	>2%	>4%	>6%	>8%	>10%
Long-term English Learners	0%	>2%	>4%	>6%	>8%	>10%
Socioeconomically Disadvantaged Students	22%	>24%	>26%	>28%	>30%	>32%
Foster Youth Students	33%	>35%	>37%	>39%	>41%	>43%
Homeless Youth Students	14%	>16%	>18%	>20%	>22%	>24%
Students with Disabilities	11%	>13%	>15%	>17%	>19%	>21%
African American Students	21%	>23%	>25%	>27%	>29%	>31%
*American Indian/Alaska Native Students	N/A					
Asian Students	63%	>65%	>67%	>69%	>71%	>73%
Filipino Students	55%	>57%	>59%	>61%	>63%	>65%
Latino Students	18%	>20%	>22%	>24%	>26%	>28%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	43%	>45%	>47%	>49%	>51%	>53%
White Students	34%	>36%	>38%	>40%	>42%	>44%

GOAL #2

**JOY AND WELLNESS**

Foster a safe, healthy, inclusive, and nurturing environment that supports the whole child – academically, social, emotionally, and physically – to ensure students are engaged, well-supported, and ready to thrive in school, post-secondary life, and community.

Related State Priorities:

- 1       4       7
- 2      X 5       8
- 3      X 6

Local Priorities:

- Outstanding attendance
- Whole-Child Well-Being

Specific Annual Actions to Achieve Goal

- **Provide schoolwide professional development** on PBIS, positive behavior supports, and early identification of chronic absenteeism to promote consistent attendance.
- **Foster a positive and inclusive school culture** with clearly communicated behavior and attendance expectations, restorative discipline practices, and reinforcement through assemblies, advisory lessons, and consistent classroom routines.
- **Support student mental health and well-being** through evidence-based SEL instruction focused on emotional regulation, deescalation, and readiness to learn, delivered and reinforced by the School Climate Advocate, PBIS Counselor, PSWs, PSA Counselor, and other behavioral health support staff. While supporting our Tiered Fidelity Inventory yearly goals.
- **Coordinate attendance, behavior, and restorative support systems** through cross-campus teams, student and family outreach, restorative circles, classroom strategies, and data-driven interventions addressing chronic absenteeism, dropout prevention, and SEL needs.
- **Expand counseling and student support services** to monitor targeted students and strengthen their sense of belonging, self-advocacy, and pathways to graduation.
- **Implement attendance incentives and early interventions** to reduce chronic absenteeism and recognize improvements in student attendance and engagement while supporting our Tiered Fidelity Inventory goals

- **Elevate student voice and leadership** through the Principal’s Student Advisory Council and the Student Voice & Aspirations programs, with a particular focus on supporting at-risk students.
- **Ensure school safety and preparedness** through annual reviews, “Every School Safe” assemblies, campuswide updates, and regular communication of the School Safety Plan.
- **Strengthen Tier I PBIS systems** through consistent schoolwide routines, universal behavior expectations, and visual supports in all classrooms and common areas.
- **Implement Tier II and Tier III interventions** such as Check-In/Check-Out, behavior contracts, small-group social skills instruction, and individualized support plans for students with persistent behavior needs.
- **Use climate and behavior data** (SWIS, referrals, suspension reports, TFI indicators) to monitor progress, identify trends, and adjust supports throughout the year.
- **Conduct proactive attendance outreach** through home visits, parent conferences, and personalized intervention plans coordinated by PSA, counselors, and the attendance team.
- **Partner with community agencies** to provide additional attendance support services, case management, or transportation assistance to reduce barriers to regular attendance.
- **Launch family-centered attendance initiatives** that celebrate milestones, highlight improvement, and involve parents as partners in promoting daily attendance

Expected Annual Measurable Outcomes

**Outcome #1:** Increase the percent of all students with excellent attendance (96% or higher)

**Metric/Method for Measuring:** Whole Child 2.0

APPLICABLE STUDENT GROUPS (* = NUMERICALLY INSIGNIFICANT)	Baseline (2024-2025)	2026–2027	2027-2028	2028-2029)	2029-2030	2030-2031
All Students (Schoolwide)	48%	>50%	>52%	>54%	>56%	>58%
English Learners Students	26%	>28%	>30%	>32%	>34%	>36%

Long-term English Learners	23%	>25%	>27%	>29%	>31%	>33%
Socioeconomically Disadvantaged Students	33%	>35%	>37%	>39%	>41%	>43%
Foster Youth Students	40%	>42%	>44%	>46%	>48%	>50%
Homeless Youth Students	17%	>19%	>21%	>23%	>25%	>27%
Students with Disabilities	26%	>28%	>30%	>32%	>34%	>36%
African American Students	33%	>35%	>37%	>39%	>41%	>43%
*American Indian/Alaska Native Students	N/A					
Asian Students	48%	>50%	>52%	>54%	>56%	>58%
Filipino Students	44%	>46%	>48%	>50%	>52%	>54%
Latino Students	32%	>34%	>36%	>38%	>40%	>42%
Native Hawaiian/Pacific Islander Students	40%	>42%	>44%	>46%	>48%	>50%
Students of Two or More Races	63%	>65%	>67%	>69%	>71%	>73%
White Students	38%	>40%	>42%	>44%	>46%	>48%

**Outcome #2:** Decrease the percent of all students chronically absent (91% or lower)

**Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline (2024-2025)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	30%	<28%	<26%	<24%	<22%	<20%
English Learners Students	31%	<29%	<27%	<25%	<23%	<21%
Long-term English Learners	33%	<31%	<29%	<27%	<25%	<23%
Socioeconomically Disadvantaged Students	21%	<19%	<17%	<15%	<13%	<11%

Foster Youth Students	20%	<18%	<16%	<14%	<12%	<10%
Homeless Youth Students	50%	<48%	<46%	<44%	<42%	<40%
Students with Disabilities	27%	<25%	<23%	<21%	<19%	<17%
African American Students	15%	<13%	<11%	<9%	<7%	<5%
*American Indian/Alaska Native Students	N/A					
Asian Students	5%	<3%	<3%	<3%	<3%	<3%
Filipino Students	4%	<2%	<2%	<2%	<2%	<2%
Latino Students	20%	<18%	<16%	<14%	<12%	<10%
Native Hawaiian/Pacific Islander Students	N/A					
Students of Two or More Races	11%	<9%	<7%	<5%	<3%	<3%
White Students	20%	<18%	<16%	<14%	<12%	<10%

**Outcome #3: Increase percent of students who feel safe at school (per School Experience Survey)**

**Metric/Method for Measuring:** School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline (2024-2025 HS / MS	2026- 2027HS / MS	2027- 2028HS / MS	2028- 2029HS / MS	2029- 2030HS / MS	2030- 2031HS / MS
All Students (Schoolwide)	62% / 63%	64%	66%	68%	70%	72%
English Learners Students	67% / 60%	69% / 62%	71% / 64%	73% / 66%	75% / 68%	77% / 70%
Long-term English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	63% / 61%	65% / 63%	67% / 65%	69% / 67%	71% / 69%	73% / 71%

Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Homeless Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	56% / 47%	58% / 49%	60% / 51%	62% / 53%	64% / 55%	66% / 57%
African American Students	52% / NA	54%	56%	58%	60%	62%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	68% / NA	70%	72%	74%	76%	78%
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	60% / 64%	62% / 66%	64% / 68%	66% / 70%	68% / 72%	70% / 74%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	68% / 67%	69%	71%	73%	75%	77%

<b>Outcome #4:</b> Increase percent of students who feel they are a part of their school. (per School Experience Survey)						
<b>Metric/Method for Measuring:</b>						
APPLICABLE STUDENT GROUPS	Baseline (2024-2025 HS / MS)	2026-2027HS / MS	2027-2028HS / MS	2028-2029HS / MS	2029-2030HS / MS	2030-2031HS / MS
All Students (Schoolwide)	57% / 55%	59% / 57%	61% / 59%	63% / 61%	65% / 63%	67% / 65%
English Learners Students	62% / 56%	64% / 58%	66% / 60%	68% / 62%	70% / 64%	72% / 66%

Long-term English Learners	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Socioeconomically Disadvantaged Students	<i>57% / 55%</i>	<i>59% / 57%</i>	<i>61% / 59%</i>	<i>63% / 61%</i>	<i>65% / 63%</i>	<i>67% / 65%</i>
Foster Youth Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Homeless Youth Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Students with Disabilities	<i>53% / 53%</i>	<i>55%</i>	<i>57%</i>	<i>59%</i>	<i>61%</i>	<i>63%</i>
African American Students	<i>41% / –</i>	<i>43%</i>	<i>45%</i>	<i>47%</i>	<i>49%</i>	<i>51%</i>
American Indian/Alaska Native Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Asian Students	<i>70% / –</i>	<i>72%</i>	<i>74%</i>	<i>76%</i>	<i>78%</i>	<i>80%</i>
Filipino Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Latino Students	<i>56% / 58%</i>	<i>58% / 60%</i>	<i>60% / 62%</i>	<i>62% / 64%</i>	<i>64% / 66%</i>	<i>66% / 68%</i>
Native Hawaiian/Pacific Islander Students	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Students of Two or More Races	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
White Students	<i>64% / 51%</i>	<i>66% / 53%</i>	<i>68% / 55%</i>	<i>70% / 57%</i>	<i>72% / 59%</i>	<i>74% / 61%</i>

**GOAL #3**

**ENGAGEMENT AND COLLABORATION**

Strengthen family–school partnerships by improving communication, expanding access to technology and resources, and creating meaningful opportunities for parents to participate in decision-making and support student success.

Related State Priorities:

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

Local Priorities:

- : Strong Relationships
- : Accessible Information

**Specific Annual Actions to Achieve Goal**

- **Foster a welcoming and inclusive environment for families** through engaging events, clear communication, and active social media outreach.
- **Provide high-quality annual parent workshops** focused on academic support, social-emotional development, A–G requirements, college and career readiness, financial aid, testing, Parent Portal use, Every School Safe topics, and district survey participation.
- **Maintain consistent multichannel communication**—including phone, email, text, Blackboard Connect, the school website, Schoology, newsletters, flyers, and Parent Center calendars—to ensure families remain informed and engaged.
- **Expand technology access and support** by offering devices, Parent Portal assistance, language classes, and trained front-office staff who can help families navigate digital tools.
- **Create meaningful opportunities for parent involvement** through Charter Council, SSC, ELAC, Coffee with the Principal, volunteer roles, and schoolwide activities.
- **Strengthen two-way communication with families** through regular surveys, feedback sessions, and responsive follow-up to ensure parent voices shape school priorities.
- **Increase access to school information** by providing translation, interpretation, and culturally responsive communication in families’ home languages.

- **Develop family learning workshops** that equip parents with tools to support homework routines, digital citizenship, and monitoring of academic progress.
- **Build strong community partnerships** with local colleges, libraries, nonprofits, and youth-serving organizations to expand opportunities for enrichment, tutoring, and wellness services.
- **Provide wraparound support for families** through coordinated services such as food distribution, mental health referrals, and housing or attendance resources.
- **Leverage local agencies and organizations** to offer parent classes on technology, financial literacy, and workforce development.
- **Provide flexible meeting times** (morning, evening, virtual, in-person) to increase accessibility for working families.
- **Ensure a family-friendly school climate** by offering multilingual signage, helpful front-office support, and clear navigation for visitors.
- **Promote equitable access to all programs** by proactively reaching out to underrepresented families and reducing barriers to participation

Expected Annual Measurable Outcomes

**Outcome #1:** Increase the percent of parents reporting on the School Experience Survey “This school includes me in important decisions about my child’s education.”

**Metric/Method for Measuring:**

School Experience Survey

	Baseline (2024-2025)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Parents	76%	78%	80%	82%	84%	86%

**Outcome #2:** Increase the percent of parents reporting on the School Experience Survey: “I can easily find information about parent workshops or other programs offered at this school.”

**Metric/Method for Measuring:**

School Experience Survey

	Baseline (2024-2025)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Parents	77%	79%	81%	83%	85%	87%

**Outcome #3:** Increase the percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child’s education.”

**Metric/Method for Measuring:**

School Experience Survey

	Baseline (2024-2025)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Parents	72%	74%	76%	78%	80%	82%

**Outcome #4:** Increase the percent of parents reporting on the School Experience Survey: “This school provides me with information (verbal and written) I can understand.”

**Metric/Method for Measuring:**

School Experience Survey

	Baseline	2026-2027	2027-2028	2028-2029	2029-2030	

	(2024-2025)					2030-2031
All Parents	86%	88%	90%	92%	94%	96%

GOAL #4

**OPERATIONAL EFFECTIVENESS AND INVESTING IN STAFF**

Related State Priorities:

X 1     4     7

X 2     5     8

3    X 6

Local Priorities:

Staff recruitment, retention & development

Safe, efficient, effective operations

Reseda Charter School will maximize operational efficiency and strategically invest in staff capacity to ensure high-quality instruction and student success. The school will recruit, retain, and develop highly effective educators, provide targeted professional learning, implement data-driven decision-making, and maintain safe, well-resourced, and equitable operational systems that support both staff and student well-being.

Specific Annual Actions to Achieve Goal

- **Recruit and Retain High-Quality Staff:** Hire and retain highly qualified, diverse educators to ensure all students have access to effective instruction and rigorous learning experiences.
- **Targeted Professional Learning:** Provide ongoing, research-based professional development aligned with student needs, instructional priorities, and schoolwide goals. Include comprehensive support for new teachers to enhance retention and build instructional capacity.
- **Well-Resourced Learning Environment:** Maintain facilities in excellent repair and ensure abundant, high-quality instructional materials, technology, and resources to support teaching and learning.
- **Staff Wellness and Collaborative Culture:** Promote staff well-being, foster a positive and collaborative school culture, and implement structures that support professional collaboration, shared leadership, and staff satisfaction.
- Develop mentorship programs pairing new teachers with experienced mentors to improve onboarding and retention.

- Implement equitable recruitment strategies to attract educators reflective of the school’s diverse student population.
- Offer competitive incentives such as professional growth opportunities, leadership pathways, and recognition programs to retain high-quality staff
- Use data-driven coaching cycles to target professional learning based on student outcomes and teacher practice.
- Facilitate cross-disciplinary collaboration through professional learning communities (PLCs), lesson study, and co-teaching models.
- Provide differentiated PD opportunities addressing teachers’ individual goals, emerging research, and innovative instructional strategies.
- Offer wellness initiatives such as mental health support, stress management programs, and staff recognition events.
- Encourage teacher leadership through committee participation, school improvement planning, and instructional coaching roles.
- Foster a culture of collaboration and shared accountability by promoting team teaching, peer observation, and cross-department planning time.
- Integrate flexible learning spaces to support collaborative projects, personalized learning, and technology integration.
- Ensure access to specialized instructional tools for CTE, STEM, arts, and special education programs.
- Maintain safe, clean, and accessible campus facilities that promote a productive learning environment for both staff and students.

Expected Annual Measurable Outcomes

**Outcome #1:** The school will maintain or increase the number of teachers that are appropriately credentialed to teach their assigned students.

**Metric/Method for Measuring:** School Accountability Report Card (SARC)

	Baseline 2023-2024	2026-2027	2027-2028	202802029	2029-2030	2030-2031
All Students (Schoolwide)	86.38%	87.38%	88.38%	89.38%	90.38%	91.38%

**Outcome #2:** School Facility Good Repair Status

**Metric/Method for Measuring:** School Accountability Report Card (SARC)

	Baseline 2024-2025	2026-2027	2027-2028	202802029	2029-2030	2029-2030
All Students (Schoolwide)	EXEMPLARY	EXEMPLARY	EXEMPLARY	EXEMPLARY	EXEMPLARY	EXEMPLARY

## INSTRUCTIONAL DESIGN

### Innovative Components and Key Features

Reseda Charter School’s instructional design is anchored in an innovative, coherent grades 6–12 model that intentionally bridges middle school and high school, preparing students for success in Linked Learning, Career Technical Education (CTE), and Magnet pathways. While formal pathways begin in grades 9–12, the middle school program is purposefully designed to cultivate the academic, social-emotional, and enrichment foundations students need to thrive in rigorous, career-connected learning

environments. Early exposure to college- and career-ready mindsets, along with access to extracurricular opportunities such as cheer, sports, and band, promotes equity, belonging, and confidence while ensuring a smooth transition into advanced high school programs.

The school's instructional design is grounded in Universal Design for Learning (UDL) and a student-centered approach that prioritizes access, engagement, and deep learning for all students. Teachers plan with access in mind from the outset, offering multiple ways for students to engage with content, demonstrate understanding, and interact with complex texts and tasks. Classrooms emphasize inquiry, discourse, problem-solving, and real-world application rather than passive or teacher-directed instruction.

Instructional practices are aligned across the school, ensuring consistent expectations for reasoning, academic language, and productive struggle. Teachers employ modeling, scaffolding, structured group interactions, and frequent checks for understanding to ensure all learners access grade-level content. Students regularly engage in collaborative learning, performance-based assessments, and discussion-driven tasks that deepen conceptual understanding and connect academic learning to authentic, real-world contexts.

#### Language Development and Access for All Learners

Language development is embedded across all content areas rather than isolated to designated ELD blocks. Teachers integrate strategies from the Multilingual Multicultural Education Department (MMED)—including structured academic talk, sentence frames, vocabulary routines, visual supports, and discourse protocols—to support comprehension and academic output. These practices benefit English Learners, students with IEPs, students performing below grade level, and students developing academic language, creating a strong Tier 1 instructional environment. Through the integration of UDL, embedded language supports, and intentional scaffolding, students are able to access rigorous instruction within the classroom without reliance on pull-out interventions.

#### College, Career, and Pathway Preparation

Reseda Charter School will implement a CAL-GETC-aligned course sequence as part of its innovative college-readiness programming. CAL-GETC provides students with a clearly defined pathway to complete most lower-division general education requirements while in high school, with coursework accepted by all California State University (CSU) and University of California (UC) campuses, as well as many private colleges and universities in California. This program enables students to graduate with advanced standing toward college completion.

The CAL-GETC program is supported through intentional course sequencing, academic counseling, and vertical alignment across grades 6–12 to ensure students are prepared to meet rigorous college-preparatory expectations. CAL-GETC coursework is integrated with the school's instructional model and pathway offerings, allowing students to pursue college eligibility and early progress toward a degree while participating in career-connected and thematic learning experiences. Through this approach,

Reseda Charter expands equitable access to postsecondary opportunities and strengthens college readiness for all students.

At the high school level, Reseda Charter offers College and Career Pathways aligned to the Linked Learning model, integrating rigorous academics with real-world industry experiences. The school currently hosts two Linked Learning Certified pathways—a Gold-Certified Biotechnology pathway and a Silver-Certified Video Production pathway—and is expanding this model across additional CTE programs, including Public Service, Patient Care, Dance, Engineering, and Computer Science. Students earn the LAUSD Work Ready Internship Badge, develop professional portfolios, and gain eligibility for paid roles in after-school programs and Summer Bridge initiatives.

Students earn industry-recognized credentials such as CPR/First Aid, CAD, and Adobe certifications; engage with professionals across healthcare, engineering, law enforcement, and media; and receive expert feedback on authentic, industry-aligned projects. Field-based learning experiences—including lab tours, studio visits, internships, and partnerships with organizations such as Kaiser Permanente, the Ellison Institute, and filmmaking nonprofits—extend learning beyond the classroom and strengthen postsecondary readiness.

Reseda’s Charter School magnet programs further exemplify its instructional design. The Arts, Media, and Entertainment Magnet integrates high school coursework with dual-enrollment college classes in digital media, scriptwriting, and film production. The Science Magnet offers inquiry-based pathways in Biotechnology, Engineering, and Computer Science, supported by academic teams and clubs such as HOSA, Girls Build LA, and competitive robotics. The Police Academy Magnet (PAM), in partnership with LAUSD, LAPD, and LASPD, combines rigorous academics and physical training with dual-enrollment coursework in criminal justice and forensic science.

Collectively, these instructional and programmatic elements reflect Reseda Charter School’s commitment to coherent design, equitable access, and authentic application of learning, ensuring students graduate prepared for success in college, career, and life.

### **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.

Reseda Charter School provides a rigorous and coherent 6–12 instructional program fully aligned with the California State Standards (CA CCSS), CA ELD Standards, and NGSS. High-quality, research-based

curricula are implemented across all core content areas. These curricula support inquiry-based learning, academic discourse, and the analysis of complex texts and real-world problems. Vertical articulation ensures that middle school coursework prepares students for high school rigor and provides a clear pathway into our Magnet, Linked Learning, and CTE programs beginning in grade 9.

The middle school curriculum is intentionally designed to build foundational skills, including academic vocabulary, critical thinking, literacy across content areas, and habits of discussion and collaboration. This early alignment reduces barriers to advanced coursework, particularly for English Learners and historically underserved students, by frontloading the readiness skills needed before high school placement decisions. In high school, students progress through increasingly rigorous college-preparatory and career-connected coursework aligned to their Magnet theme or Linked Learning/CTE pathway.

<b>Subject Area</b>	<b>Curriculum/ Standards</b>	<b>Key Features / Instruction</b>	<b>Supports / Notes</b>
<b>English Language Arts (ELA)</b>	MyPerspectives (HS); StudySync (MS); CA CCSS - ELA	Inquiry-based reading & writing, academic discourse, analysis of complex text	Integrated ELD supports, differentiation for all learners
<b>English Language Development (ELD)</b>	Cengage (Inside the USA)	Embedded across content areas, structured academic talk, sentence frames, vocabulary routines	Supports ELs at all proficiency levels
<b>Mathematics</b>	Illustrative Math; CA CCSS - Math	Conceptual understanding, problem-solving, collaborative tasks, formative checks	Embedded math language routines, instructional routines, supports for students below grade level & enrichment for advanced learners
<b>History - Social Science</b>	McGraw-Hill Social Studies; CA CCSS - SSSs	Primary sources analysis, discourse, critical thinking	Supports for struggling readers, project-based opportunities
<b>Science</b>	HMH Science; NGSS	Hands-on inquiry labs, real-world problem	Differentiation, supports for ELs &

		solving, interdisciplinary projects	SWDs
<b>Visual &amp; Performing Arts</b>	School-developed & adopted electives	Performance & production-based learning, creative expression	Integration with pathways
<b>Health &amp; PE</b>	HealthSmart; State - adopted standards	Physical fitness, health literacy, socio-emotional learning	Inclusive of all abilities
<b>World Languages</b>	State-adopted programs	Language acquisition, cultural understanding, oral & written communication	
<b>Electives / A-G</b>	Career Technical Education (CTE); Linked Learning; Dual Enrollment	Industry-aligned projects, college credit opportunities	Supports postsecondary readiness & engagement

**Intervention Programs:**

- Tiered supports within the classroom (UDL, scaffolding, differentiated instruction)
- Targeted small-group support for students below grade level
- Pull-out programs for intensive remediation, if needed
- Push-in tutoring support

**Enrichment Programs:**

- Advanced coursework (Honors, AP)
- College and career pathways, dual enrollment, industry certifications
- Extracurricular clubs, competitions, and mentorships aligned with Magnet/CTE pathways

**Comprehensive List of Course Offerings (6-12)**

Title	A-G	Grade Span	Title	A-G	Grade Span
Adap Phys Ed		06-12	Computer Sci Explor B	D	09-12
Adv Asb Leadership Sh A	G	11-12	Creat Writ	G	09-12
Adv Band A	F	09-12	Criminal Justice 1A Cte	G	09-11
Adv Cond		10-12	Cross C, Var		09-12
Adv Pe 1A		09	Cte Beginning Dance A	F	09-11
Adv Pe 2A		09-12	Cte Dance Company A	G	10-12
Alg 1 Foundations A	G	09-10	Cte Forensic Science A	G	10-12
Alg 2 Foundations A	G	10-12	Cte Found Dance & Chor A		06-08
Am Lit Comp	B	11	Cte Intro Law Enfcmt A	G	09-10
Ap African-Am Stu A	A	09-12	Cte Kinesiology & Inj Prv A	G	11-12
Ap Bio A	D	09-12	Cte Medical Core I A	G	10-12
Ap Calculus A	C	09-12	Cte Medical Core I B	G	10-12
Ap Calculus B	C	09-12	Dance Choreography A Cte	F	11
Ap Chemistry A	D	09-12	Design A	F	09-12
Ap Comp Govt	A	09-12	DI Span Film & Literature A	E	11-12
Ap Comp Sc A A	C	09-12	Doc St & Pr A	F	09-12
Ap Comp Sci Prin A	D	10-12	Drawing A	F	09-12
Ap Eng Lang A	B	09-12	Economics Edgl	G	10-12
Ap Eng Lit A	B	09-12	Eld 10A	B	10
Ap Env Sci A	D	09-12	Eld 11A	B	11
Ap Govt & Pol	A	09-12	Eld 12A	G	12
Ap Phy:C E&M A	D	09-12	Eld 6A		06
Ap Physics 1A	D	10-12	Eld 7A		07

Ap Psycholog A	G	09-12		Eld 8A		08
Ap Span Lit A	E	09-12		Eld 9A	G	09
Ap Span Lng A	E	09-12		Eld Alt Cur A		06-12
Ap Us Hist A	A	09-12		English 10A	B	10
Ap Wld Hist A	A	09-12		English 10B	B	10
Art Hist An A	F	11-12		English 9A	B	09
Athletics		09-12		English 9B	B	09
Band Ms A		06-08		Expos Comp	B	12
Baseball, Jv		09-12		Film Integ Art	G	09-12
Baseball, Var		09-12		Flag Football, Var		09-12
Beg Pe A		06-07		Football Fr/So		09-10
Bio:Living Earth A Edgvp	D	09-12		Football, Var		09-12
Bio:Living Earth B Edgvp	D	09-12		French 1A	E	07-12
Biology:Living Earth A	D	09-12		French 1A Edgl	E	07-12
Biology:Living Earth B	D	09-12		French 2A	E	07-12
Bsktbl, V, Boy		09-12		French 2A Edgl	E	07-12
Bsktbl, V, Grl		09-12		French 3A	E	07-12
Calculus Sh A	C	09-12		General Art A		06-08
Cart/Animat A	F	10-12		Generative Art & Des 1A	F	10-12
Cc Alg 1B Edgvp	C	10-12		Geom Foundations A	G	09-10
Cc Alg 2A Edgl	C	07-12		Golf, Var Boys		09-12
Cc Alg 2A Edgvp	C	10-12		Golf, Var Girl		09-12
Cc Algebra 1	C	09-12		H Adv Math A	C	09-12
Cc Algebra 2A	C	08-12		H Acad Deca Sh 2 A	G	11-12
Cc Eng 10A Edgvp	B	10-12		H Acad Deca Sh A	G	10-12
Cc Eng 10B Edgvp	B	10-12		H Acc Alg 1A	C	08

Cc Eng 11A Edgvp	B	10-12		H Acc Math 7A		07
Cc Eng 11B Edgvp	B	10-12		H Am Lit Comp	B	11
Cc Eng 9A Edgvp	B	09-12		H Biology:Living Earth A	D	09-12
Cc Eng 9B Edgvp	B	09-12		H Cte Biomed Innovations A	G	10-12
Cc Geom B Edgvp	C	08-12		H Cte Human Body Systems A	D	10-12
Cc Geometry A	C	08-12		H Cte Medical Interventions A	D	10-12
Cc Geometry B	C	08-12		H Cte Prin Of Biomed Sci A	D	10-12
Chemistry:Earth Sys A	D	10-12		H Eng Des/Dev A	D	12
Choir Sh A	F	09-12		H English 10A	B	10
Col & Car Readiness		09-12		H English 6A		06
Comp Prg & Game Ds A	G	09-12		H English 7A		07
Competitive Cheer, Jv		09-12		H English 8A		08
Competitive Cheer, Var		09-12		H English 9A	B	09
Computer Sci Explor A	D	09-12		H Integ Science 7		07
Title	A-G	Grade Span		Title	A-G	Grade Span
H Integ Science 8A		08		Math 8 Tut Lab A		08
H Integr Science 6A		06		Math 8A		08
H Prin Am Democr	A	12		Math Non Equiv Col		09-12
H Prn Engineer A	D	09-12		Orchestra Sh A	F	09-12
H Us Hist 20Th A	A	11		Other Non Equiv Col		09-12
H Us Hist G&C A		08		Painting 1A	F	10-12
H Whg: Anc Civ A		06		Peer Col Coun&Lead Sh A	G	11-12
H Whg: Med/Mod A		07		Pentathlon		06-08
H Whg: Mod Wld A	A	10		Phys Fit		09-12
Health Edgl		09-12		Phys Geology A	D	11-12
Health Edgvp		08-12		Phys Geology B	D	11-12

Health Education Sh	G	09-12		Physics:The Universe A	D	09-12
Hist/Soc Sci Non Equiv Col		09-12		Pract American Gov		09-12
Homeroom		06-12		Pract Artistic Expr A		09-12
Hs Int New Eld A		09-12		Pract Bio Science A		09-12
Humanities A	B	09-12		Pract Economics		09-12
Inclusion Tchr				Pract Eng 10A		09-12
Instruments A	F	09-12		Pract Eng 11A		09-12
Int Asb Leadership Sh A	G	10-12		Pract Eng 9A		09-12
Int Pe A		08		Pract Math:Alg A		09-12
Intro Art A	F	09-12		Pract Math:Geom A		09-12
Intro Asb Leadership A	G	09-12		Pract Phys Science A		09-12
Intro Pe A		06		Pract Us Hist A		09-12
Intro Psych	G	09-12		Pract World Hist A		09-12
Intro Spanish		06-12		Precalc A	C	09-12
Intro To Acad Deca Sh A	G	09		Prin Am Democr	A	12
Intro To Ethnic Studies	G	09-12		Sci Fict&Fant Lit Sh	B	12
Jrotc Nav 1A	G	09-12		Service Learn		09-12
Jrotc Nav 2A	G	09-12		Service Sh		12
Jrotc Nav 3A	G	09-12		Soc Comm Skls		09-12
Jrotc Nav 4A	G	09-12		Soccer, Jv Boy		09-12
King: Horror & Susp Lit	B	12		Soccer, Jv Grl		09-12
Korean 2A	E	07-12		Soccer, V Boys		09-12
Laccd 3 Cte Noneqv Col		09-12		Soccer, V Girl		09-12
Laccd 3 Math Noneqv Col		09-12		Softball, Var		09-12
Laccd 3 Oth Noneqv Col		09-12		Sp Lang/Cul Interm Sp A		06
Laccd 3 Vpa Noneqv Col		09-12		Span Sp 1A	E	07-12

Laccd 3T Cte Noneqv Col		09-12		Span Sp 2A	E	07-12
Laccd 3T Math Noneqv Col		09-12		Spanish 1A	E	07-12
Laccd 3T Oth Noneqv Col		09-12		Spanish 1A Edgl	E	07-12
Laccd 3T Sci Noneqv Col		09-12		Spanish 1B Edgl	E	07-12
Laccd Adm Jus 002	G	11-12		Spanish 2A	E	07-12
Laccd Art 101-Art Hist An	F	09-12		Spanish 2A Edgl	E	07-12
Laccd Chem: 051 Fund Chem	D	10-12		Spanish 2B Edgl	E	07-12
Laccd Chicano 007	G	09-12		Spanish 3A	E	07-12
Laccd Cinema 107	F	09-12		Sports Medicine A	G	11-12
Laccd Counseling 040	G	09-12		Sports Medicine B	G	11-12
Laccd Econ 001	G	12		Stat & Prob A	C	10-12
Laccd English 101 - Expo Comp	B	12		Swim		10-12
Laccd French 001	E	09-12		Swimming, Var		09-12
Laccd Music 101	F	09-12		Tc Math Stat A	C	09-12
Laccd Physics	D	11-12		Tennis, V Boys		09-12
Laccd Polsci 001	A	12		Tennis, V Girl		09-12
Laccd Psy 001	G	10-12		Thea Intro A	F	09-12
Laccd Spanish 001	E	07-12		Us Hist 20Th A	A	11
Laccd Theater 100	F	09-12		Us Hist A Edgl	A	10-12
Leader Jh A		07-08		Us Hist A Edgvp	A	10-12
Lit Success 1A		06-08		Us Hist B Edgvp	A	10-12
Mar Dyn Pe 1A		09-12		Vid Prd 1A Dm	F	10-11
Math 6 Tut Lab A		06		Vid Prd 2A Rm	F	10-11
Math 6A		06		Video Pro/Theo A	F	11-12
Math 7 Tut Lab A		07		Vllybl, V Boys		09-12

Math 7A		07	Vllybl, V Girl		09-12
Title	A-G	Grade Span			
Waterpolo V Bo		09-12			
Whg M A Edgvp	A	10-12			
Whg M B Edgvp	A	10-12			
Whg M B Edgvp	A	10-12			
Whg: Mod Wld A	A	10			
Whg: Mod Wld B	A	10			
Wind Perc Ms A		06-08			
Wld Lang Clt		06-08			
Writ Comm Sh A		09-12			
Writ Seminar A	B	11-12			
Yearbook Sh A		09-12			
Yl Algebra 1 Edgl	C	07-12			
Yl Algebra 1 Edgvp	C	07-12			

### Program and Course Schedule Alignment

The charter school’s instructional program and course schedule are designed to ensure that all students can meet LAUSD graduation requirements, UC/CSU A–G eligibility, and the California Department of Education (CDE) College/Career Indicator (CCI) within four years.

The school operates on a 2x8 block schedule, allowing students to complete up to 8 courses per year and earn credits at an accelerated pace while maintaining instructional depth. This structure supports flexibility for remediation, enrichment, credit recovery, intervention, and access to advanced coursework.

All core academic courses are aligned to LAUSD-approved graduation requirements, California State Standards, and UC/CSU A–G course approval criteria. The master schedule ensures that students are enrolled each year in the required sequence of English, mathematics, science, history/social science, physical education, world language, visual and performing arts, and electives necessary for graduation and postsecondary readiness.

To support the CDE College/Career Indicator, the school provides:

- A–G aligned coursework
- Dual enrollment opportunities
- CCAP opportunities
- Career Technical Education (CTE) pathway courses available on site and through the community colleges
- Work-based learning experiences- Linked Learning
- College and career counseling support

Student progress toward graduation, A–G completion, and CCI readiness is monitored regularly through MiSiS, transcript reviews, and counselor-led academic planning meetings.

### **Credit Recovery, Student Support, and Transfer Student Access**

#### ***Credit Recovery and Academic Support***

The charter school ensures sufficient credit recovery opportunities through:

- Credit recovery courses aligned to LAUSD standards
- Summer school and intersession offerings
- Online and blended learning options
- After-school and advisory-based academic interventions
- At school recovery and intervention opportunities

Students identified as credit-deficient receive individualized academic plans developed by counselors, a-g counselor, PSA, administrators (APSCS), and teachers to ensure timely progress toward graduation and A–G completion.

#### ***Support for Transfer Students - Review of transcripts***

Transfer students are supported through:

- Transcript evaluation upon enrollment
- Individualized graduation and A–G plans
- Strategic course placement within the 2x8 schedule

- Access to credit recovery and accelerated coursework as needed

The flexibility of the block schedule allows transfer students to earn multiple credits in a single year, reducing barriers to on-time graduation.

### **Parent Communication and Transferability of Courses**

The charter school is committed to transparent communication with parents and guardians, including those with limited English proficiency, regarding course transferability, graduation requirements, and college eligibility.

#### ***Communication Methods***

Parents are informed through:

- Parent orientation meetings and enrollment conferences
- Written materials (handbooks, course catalogs, graduation requirement guides)
- School website postings
- Schoology
- Multilingual communications and translation services
- Counselor-led parent meetings and workshops

#### ***Transferability and A–G Eligibility***

Parents are clearly informed that:

- Graduation requirements align with LAUSD standards
- A–G approved courses are designated in the course catalog and transcripts
- Course transferability may vary by district and receiving school

Given the 2x8 block schedule, the school provides additional clarification to stakeholders regarding how credits transfer to traditional schedules. Counselors review transfer implications during enrollment and annual academic planning meetings.

#### ***Notification of Potential Limitations***

If a student's course sequence or schedule could preclude meeting graduation or college entrance requirements due to a transfer into or out of the school, parents are notified promptly through:

- Direct counselor communication - IGP

- Written notice
- Individual academic planning meetings

This proactive communication ensures families are fully informed and able to make decisions that support their child’s academic and postsecondary goals.

**Academic Calendar and Schedules**

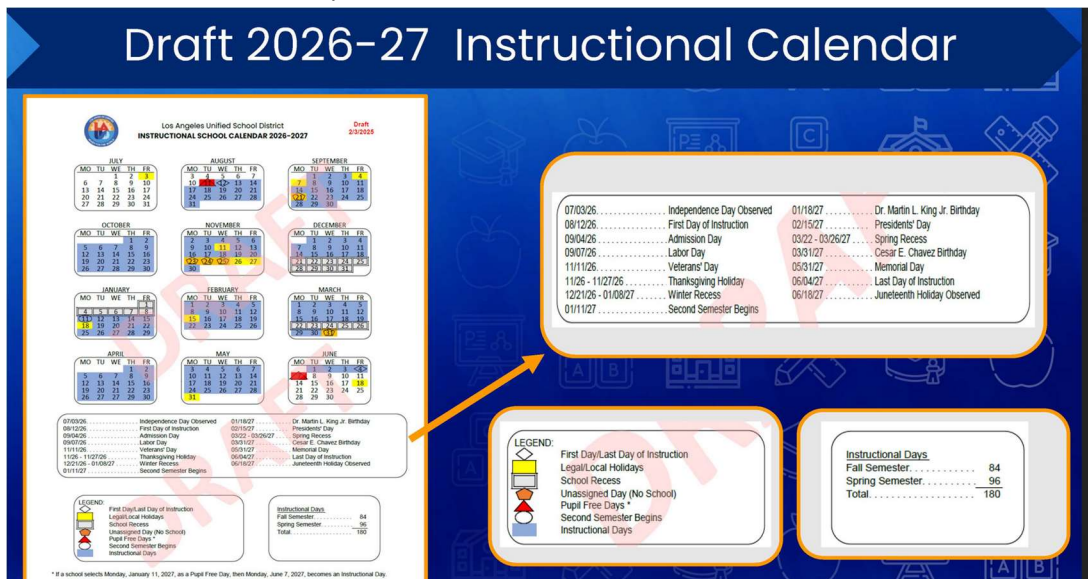
Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, Title 5, section 11960. Charter School shall comply with all applicable District policies and procedures 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 School follows the academic calendar set by the LAUSD Board of Education, offering 180 instructional days with a minimum of 65,300 minutes of instruction annually.

From 2018 to 2023, RCHS operated on a modified 4x4 schedule, allowing students to take a minimum of four classes per quarter, with each class lasting 90 minutes. In 2024, the school transitioned to a 2x8 bell schedule, where students take eight classes throughout the entire school year, maintaining 90-minute class periods.

The 2x8 schedule is designed to provide students with expanded opportunities to take eight or more classes per year while maintaining high academic standards. It allows students to accelerate when appropriate, embed CTE career pathways, participate in concurrent enrollment in college courses or dual language programs, and recover failed courses—enabling them to graduate on time with their peers. Students requiring intervention or credit recovery can integrate these classes into the regular school day, rather than relying solely on after-school programs, summer school, or adult education.

The Reseda Charter Local School Leadership Council (LSLC) reserves the right to alter the bell schedules and daily minimum number of classes, as needed, so long as the school adheres to District and State minimum instructional minute requirements.



<b>High School Regular Bell Schedule</b>		
A Days: Mon/Thurs: Periods 1-4		
B Days: Wed/Fri Periods 5-8		
1 / 5	8:30 - 10:05	95 min
NUTRITION	10:05 - 10:15	10 min
2 / 6	10:21 - 11:51	90 min
3 / 7	11:57 - 1:27	90 min
HS LUNCH	1:27 - 1:57	30 min
4 / 8	2:03 - 3:33	90 min

<b>Middle School Regular Bell Schedule</b>		
A Days: Mon/Thurs: Periods 1-4		
B Days: Wed/Fri Periods 5-8		
1 / 5	8:30 - 10:05	95 min
NUTRITION	10:05 - 10:15	10 min
2 / 6	10:21 - 11:51	90 min
MS LUNCH	11:51 - 12:21	30 min
3 / 7	12:27 - 1:57	90 min
4 / 8	2:03 - 3:33	90 min

<b>High School PD Tuesdays</b>		
1	8:30 - 9:06	36 min
2	9:12 - 9:47	35 min
NUTRITION	9:47 - 9:57	10 min
3	10:03 - 10:38	35 min
4	10:44 - 11:19	35 min
5	11:25 - 12:00	35 min
LUNCH	12:00 - 12:30	30 min
6	12:36 - 1:11	35 min
7	1:17 - 1:52	35 min
8	1:58 - 2:33	35 min

<b>Middle School PD Tuesdays</b>		
1	8:30 - 9:06	36 min
2	9:12 - 9:47	35 min
NUTRITION	9:47 - 9:57	10 min
3	10:03 - 10:38	35 min
4	10:44 - 11:19	35 min
LUNCH	11:19 - 11:49	35 min
5	11:55 - 12:30	35 min
6	12:36 - 1:11	35 min
7	1:17 - 1:52	35 min
8	1:58 - 2:33	35 min

<b>High School and Middle School Minimum Day Schedule</b>		
1/5	8:30 - 9:31	61 min
2/6	9:37 - 10:35	58 min
3/7	10:41 - 11:39	58 min

High School and Middle School Final Exam Schedule		
Final - Period X	8:30 - 10:34	124 min
Lunch	10:34 - 11:04	30 min
Final - Period X	11:10 - 1:13	123 min

Instructional Days and Minutes Calculator

TK/K	Select Y/N												
1													
2													
3													
4													
5													
6	yes	139	386	31	297	10	247			180	64800	65331	531
7	yes	139	386	31	297	10	247			180	64800	65331	531
8	yes	139	386	31	297	10	247			180	64800	65331	531
9	yes	139	386	31	297	10	247			180	64800	65331	531
10	yes	139	386	31	297	10	247			180	64800	65331	531
11	yes	139	386	31	297	10	247			180	64800	65331	531
12	yes	139	386	31	297	10	247			180	64800	65331	531

Mathematics Placement Act

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

### **WASC Accreditation**

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

In March of 2023, Reseda Charter School was granted six-year accreditation status with a three-year midterm visit by Western Association of Schools and Colleges (WASC). Accreditation status is conditioned upon Reseda Charter 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.

Each year, schools in our district are allocated Banked Time Tuesdays for professional development, with a portion of these days reserved for District-mandated sessions. At Reseda Charter School, a professional development calendar is carefully designed to address both these required sessions and additional training tailored to school-specific needs, as identified by the Instructional Leadership Team (ILT). Mid-year and end-of-year surveys ensure that professional development remains responsive to staff feedback and aligned with evolving priorities. The calendar is also strategically coordinated to support the PDSA (Plan-Do-Study-Act) cycles within each department, ensuring that professional learning directly informs and strengthens classroom practice.

Reseda Charter School is committed to recruiting, retaining, and developing a high-quality, diverse staff to ensure that all students have access to effective instruction. The school implements equitable hiring practices, mentorship programs for new teachers, and leadership pathways to build staff capacity and

sustain retention. Staff well-being is prioritized through wellness initiatives, collaborative structures, and a positive professional culture that fosters shared accountability and engagement.

Professional development at Reseda Charter School is both strategic and responsive. Each year, the school leverages Banked Time Tuesdays, balancing District-mandated sessions with school-specific training identified by the Instructional Leadership Team (ILT). Mid-year and end-of-year staff surveys ensure PD aligns with evolving school priorities. The calendar is intentionally coordinated with department PDSA (Plan-Do-Study-Act) cycles, enabling professional learning to directly inform classroom practice and strengthen student outcomes. PD opportunities include coaching cycles, collaborative learning communities, and differentiated sessions addressing instructional strategies, Universal Design for Learning (UDL), integrated English Language Development, and equity-focused teaching practices.

Reseda Charter School provides a well-resourced instructional environment that supports staff effectiveness. Facilities are maintained in excellent repair, and classrooms are equipped with high-quality instructional materials, technology, and tools to support rigorous, research-based instruction. Teachers receive ongoing support to implement coherent, vertically articulated curricula aligned with state standards, ensuring consistent instructional expectations and access to rigorous learning for all students.

The school's instructional design emphasizes student-centered learning, inquiry, discourse, problem-solving, and real-world application of knowledge. Teachers integrate scaffolds, structured collaboration, and frequent checks for understanding to ensure all students, including English Learners, students with IEPs, and historically underserved populations, can access grade-level content. This approach, combined with integrated language development and enrichment opportunities, ensures that staff can deliver instruction that is both rigorous and equitable, preparing students for success in high school pathways, Magnet programs, Linked Learning, and CTE courses.

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

### **English Learners**

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

### **Program Design and Alignment**

- The school shall implement a comprehensive English Learner (EL) program aligned to the LAUSD Master Plan for English Learners and Standard English Learners and the CA ELD Standards and Framework.
- The school shall ensure ELs (Newcomers, PLTEs, LTELs) have meaningful access to grade-level standards, integrated language development, and progress toward English proficiency, reclassification, and College and Career Readiness.
- The school shall implement a Spanish Dual Language pathway to promote biliteracy, crosslinguistic transfer, and multicultural competence.

### **Designated English Language Development (dELD)**

- The school shall place all ELs in grades 6–12 in grade-level dELD courses in accordance with LAUSD placement guidelines.
- On the 2x8 alternating block schedule:
  - Non-newcomer ELs shall receive dELD every other day.
  - Newcomers shall receive daily dELD instruction.
- dELD instruction shall:
  - Align to CA ELD Standards;
  - Provide explicit instruction in listening, speaking, reading, and writing;
  - Include foundational literacy and academic vocabulary development.
- EL students demonstrating additional need shall receive targeted small-group intervention.

### **Integrated English Language Development (iELD)**

- The school shall ensure iELD is implemented across all content areas by appropriately authorized teachers.
- Teachers shall embed ELD Standards through language objectives, structured academic discourse, collaborative learning, visual scaffolds, and differentiated text access.
- Instruction shall incorporate research-based strategies (e.g., Constructive Conversations, Three Reads, CER writing routines).
- ELs at Emerging, Expanding, and Bridging levels shall receive differentiated scaffolds to ensure meaningful access to grade-level curriculum.

### **Spanish Dual Language Pathway (Grades 9–12)**

- The school shall implement a structured biliteracy pathway consisting of:
  - Spanish Speakers 1 (Grade 9)
  - Spanish Speakers 2 (Grade 10)
  - AP Spanish Language and Culture (Grade 11)
  - AP Spanish Literature and Culture (Grade 12)
- Instruction shall emphasize academic biliteracy, crosslinguistic transfer, and culturally responsive pedagogy.
- ELs enrolled in the pathway shall continue to receive iELD support in English-medium coursework.

#### **Use of ELPAC Data**

- The school shall use Initial and Summative ELPAC results to:
  - Determine dELD placement;
  - Identify Newcomer eligibility;
  - Inform instructional grouping and differentiation.
- Domain-level performance data (Listening, Speaking, Reading, Writing) shall guide targeted instruction and intervention.
- The school shall use ELPI growth trends to identify students at risk of becoming LTELs and implement early intervention.

#### **Tiered Supports and Intervention**

- The school shall implement tiered supports to address varying proficiency levels:
  - Beginning ELs: visual scaffolds, vocabulary development, supported text access.
  - Intermediate/Advanced ELs: extended discourse, academic writing, complex text analysis.
- Students not meeting growth expectations shall receive additional small-group instruction, targeted language practice, and/or referral to the Student Support and Progress Team (SSPT).
- Reclassified Fluent English Proficient (RFEP) students shall be monitored for four academic years following reclassification, with interventions provided as needed.

#### **Long-Term English Learners (LTELs)**

- The school shall implement targeted supports for LTELs focused on academic vocabulary, complex text comprehension, structured discourse, writing fluency, and grammar development.
- Students identified as “At Risk” for LTEL status based on ELPI stagnation or domain-level regression shall receive proactive, tiered intervention.
- LTEL progress shall be reviewed each semester to ensure timely instructional adjustments.

### **Monitoring English Learner Progress**

English Learner progress is closely monitored through:

- Ongoing review of Summative and Interim ELPAC results to track English language proficiency growth and progress toward reclassification
- Analysis of ELPI growth data and reclassification rates to evaluate language development outcomes
- Monitoring of Long-Term English Learner (LTEL) progress and targeted supports to accelerate language acquisition and academic achievement
- Review of literacy diagnostic data and classroom-based formative assessments to monitor language development in reading, writing, listening, and speaking
- Analysis of core academic performance in English Language Arts, mathematics, and content-area courses to ensure access to rigorous grade-level instruction
- Collaborative data reviews conducted by teachers, counselors, and administrators through department meetings, ILT discussions, and PDSA cycles to evaluate instructional effectiveness and adjust supports for multilingual learners

EL program implementation and student outcomes are reviewed at least twice per semester by designated staff to ensure alignment with the LAUSD Master Plan for English Learners and Standard English Learners and to guide continuous improvement.

Through integrated language development instruction, targeted academic supports, ongoing progress monitoring, and collaborative data analysis, Reseda Charter School ensures that English Learners receive the instruction and resources necessary to develop English proficiency, access rigorous academic content, and successfully meet reclassification criteria.

### **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.

### Instructional Program

Instructional supports for advanced learners are embedded within the core instructional program and supplemented through targeted opportunities. These supports include:

- **Differentiated instruction** emphasizing depth, complexity, and higher-order thinking aligned to grade-level and above-grade-level standards
- **Curriculum compacting** that allows students who demonstrate mastery to engage in enrichment, extension, or accelerated content (example: Accelerated Math Pathways in MS & HS)
- **Honors and Advanced Placement (AP) coursework**, as appropriate
- **Project-based and inquiry-driven learning** that promotes creativity, problem-solving, and real-world application
- **Flexible grouping** within classrooms to support targeted instruction and collaboration
- **Dual enrollment and concurrent enrollment opportunities** through partnerships with local colleges and universities, enabling eligible students to enroll in college-level coursework and earn transferable college credit while completing high school graduation requirements

Dual and concurrent enrollment opportunities are coordinated by school counselors and administrators in collaboration with partner institutions. Student eligibility, course selection, and progress are guided by academic readiness, teacher recommendations, and counseling support to ensure alignment with students' post-secondary goals.

These instructional components are delivered primarily by credentialed, content-area teachers, with additional support provided by department chairs, instructional coaches, counselors, and school administrators. Teachers receive ongoing professional development focused on differentiation, culturally responsive instruction, and strategies for supporting advanced learners.

### Monitoring Student Progress

Student progress for gifted and talented students and those achieving above grade level is closely monitored through:

- Ongoing analysis of classroom-based formative assessments, performance tasks, and common department assessments

- Review of course enrollment and performance in advanced coursework, including Honors, Advanced Placement (AP), and dual/concurrent enrollment opportunities
- Department collaboration and PDSA (Plan-Do-Study-Act) cycles in which teachers analyze student work and adjust instructional strategies to maintain academic rigor and challenge
- Regular review of student progress by teachers, counselors, department chairs, and administrators to ensure appropriate course placement and continued access to advanced learning opportunities
- Ongoing communication with families regarding student progress, course selection, and postsecondary preparation pathways

Advanced learning opportunities and instructional supports are adjusted based on student performance data to ensure that gifted and high-achieving students continue to be appropriately challenged and engaged in rigorous academic work.

Through systematic monitoring, advanced coursework opportunities, differentiated instruction, and continuous progress review, Reseda Charter School ensures that gifted and high-achieving students are supported in maximizing their academic potential and are prepared for advanced study, college success, and postsecondary opportunities.

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

Reseda Charter School implements a data-driven, multi-tiered system of supports to identify and meet the needs of students achieving below grade level. Instructional interventions are aligned to California State Standards and grounded in Universal Design for Learning (UDL), integrated language development, and culturally responsive practices.

### **Identification of Students Achieving Below Grade Level**

Students are identified through multiple measures, including:

- i-Ready diagnostic assessments in English Language Arts and Mathematics, administered multiple times per year to identify skill gaps and instructional needs
- Five-week grade monitoring cycles to identify students at risk of academic failure
- State assessment data (CAASPP), district benchmarks, and curriculum-embedded assessments
- Teacher observation and referral, particularly for students demonstrating persistent learning challenges
- English Learner progress data and reclassification indicators

These data points are reviewed by teachers, counselors, administrators, and interventionists to ensure timely and appropriate placement in interventions.

### **Instructional Supports and Interventions**

Supports for students achieving below grade level are provided through a combination of push-in, small-group, and extended learning interventions, with an emphasis on literacy development and in-class access to grade-level instruction.

#### **Tier 1: Core Instruction**

- Standards-aligned instruction using UDL principles to reduce barriers to learning
- Integrated ELD strategies embedded across content areas
- Scaffolded lessons, structured academic discourse, modeling, and frequent checks for understanding

#### **Tier 2: Targeted Interventions**

- Push-in tutoring through the BSAP program, providing in-class support aligned to current coursework
- Two dedicated literacy interventionists, including one focused specifically on English Learners, delivering targeted small-group instruction
- ACE (Academic Contract for Excellence) contracts developed for students with failing or near-failing grades, outlining academic goals, interventions, and accountability structures
- Two after-school tutoring programs offering additional academic support and homework assistance

#### **Tier 3: Intensive Interventions**

- Winter Academy, providing targeted intervention during intersession to accelerate learning for students significantly below grade level
- Individualized intervention plans developed through Student Support Progress Teams (SSPT)
- Coordination with Special Education services when appropriate

### **Monitoring Student Progress**

Student progress is closely monitored through:

- Ongoing i-Ready progress monitoring and diagnostic growth reports

- Five-week grade reviews conducted by teachers, counselors, and administrators
- Analysis of formative assessments and student work during department collaboration and PDSA cycles
- Regular review of intervention effectiveness by the Instructional Leadership Team (ILT), counselors, and support staff, with adjustments made based on student response to interventions
- Ongoing family communication facilitated by teachers and counselors regarding student progress, attendance, and individualized intervention plans

Interventions are adjusted based on data to ensure students demonstrate measurable growth toward grade-level proficiency.

Through systematic identification, embedded instructional supports, targeted literacy interventions, extended learning opportunities, and continuous progress monitoring, Reseda Charter School ensures that students achieving below grade level receive the academic support necessary to close gaps and access grade-level standards. This comprehensive approach promotes equity, accelerates achievement, and prepares students for long-term academic success.

### **Socioeconomically Disadvantaged**

Reseda Charter recognizes that students from socioeconomically disadvantaged backgrounds may face barriers to full participation in school that are separate from academic performance. In alignment with LAUSD priorities and Whole Child supports, the school provides targeted resources, enrichment opportunities, and wraparound services to ensure equitable access to educational experiences, college and career pathways, and social-emotional supports.

### **Identification of Socioeconomically Disadvantaged Students**

Reseda Charter School identifies socioeconomically disadvantaged students using multiple indicators to ensure accurate and comprehensive identification. Primary identification is based on the LAUSD More Than a Meal (MTAM) data system. This is supplemented by California School Dashboard indicators, Whole Child 2.0 data, and school-level review of attendance, mobility, and family outreach data. These measures allow the school to understand and respond to barriers related to economic hardship, housing instability, access to technology, and enrichment opportunities.

### **Services, Supports, and Enrichment Opportunities**

Reseda Charter School provides a coordinated set of services designed to remove barriers and expand access to academic and enrichment opportunities.

### **College and Career Access**

- Dual Enrollment opportunities for high school students
- SAT and AP exam access and preparation support
- College and career exposure through curriculum-based and grade-level field trips

### **Extended Learning and Academic Support Access**

- Middle School Beyond the Bell after-school programming
- High School Academic Resource Center (ARC) structured study and tutoring support
- School-based tutoring programs before, during, and after school

### **Technology and Instructional Access**

- School-issued devices for students who lack home access to technology
- On-campus technology support to ensure students can fully participate in digital learning platforms

### **Social-Emotional and Wellness Supports**

- Counselor-led check-ins and mentorship
- Schoolwide social-emotional learning (SEL) instruction
- Restorative practices and student support systems to promote belonging and engagement

These services are delivered by teachers, counselors, instructional aides, program coordinators, and support staff during the school day, after school, and through special programs and events.

### **Monitoring Student Access and Progress**

Reseda Charter School monitors the participation and engagement of socioeconomically disadvantaged students to ensure equitable access to programs and supports.

- Whole Child 2.0 reports, attendance data, and engagement indicators are reviewed regularly by counselors and administrators.
- Participation in programs such as Dual Enrollment, tutoring, Beyond the Bell, ARC, and enrichment activities is tracked through program rosters and participation logs.

- Counselors and support staff conduct periodic check-ins with students and families to identify emerging needs and connect them to available resources.

School leadership reviews trends in access to enrichment, extended learning, and college-preparatory opportunities to ensure students from low-income backgrounds are equitably represented and supported. Adjustments to services and outreach efforts are made as needed to remove barriers and increase participation.

## **Students with Disabilities**

### **Special Education**

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

### **Conversion Affiliated Charter**

#### **1. District Affiliated Charter School’s Special Education Responsibilities**

##### **a. General Requirements**

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are provided a free appropriate public education (“FAPE”) as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment, or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education eligibility.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

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

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

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

**b. Transferring Students**

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

student's enrollment in accordance with federal and state law and District policies and procedures.

**c. Assessments**

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

Upon a teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

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

The LAUSD assessment plan describes the types of assessments that may be used to discuss potential eligibility of students for special education instruction and services at an IEP meeting. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

**d. Alternative Placements**

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

**e. Least Restrictive Environment**

The District Affiliated Charter School will ensure students with disabilities are served in the least restrictive environment as required by law. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

**f. Non-Discrimination**

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

**g. Staffing Requirements**

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

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

#### **h. Student Discipline**

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

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

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

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

### **3. Complaints**

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

#### **4. Funding of Special Education**

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

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

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

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

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

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

Reseda Charter School identifies and supports students in targeted at-risk groups, including Foster Youth, students experiencing homelessness, and students involved in the juvenile justice system, through a coordinated, data-informed process. This ensures timely identification, access to services, and equitable educational opportunities.

#### **Identification of Students in Targeted Groups**

- Foster Youth and students involved in the juvenile justice system are identified through enrollment documentation, court records, caregiver affidavits, and collaboration with Specialized Student Services (SSS) Counselors.
- Students experiencing homelessness are identified using the Student Housing Questionnaire (SHQ) in alignment with LAUSD procedures under the McKinney-Vento Homeless Assistance Act.
- When official documentation is unavailable, Caregiver Affidavits are used to ensure students are promptly identified and have uninterrupted access to services.
- Communication of cases to the SSS Counselor occurs in advance whenever possible, or through the attendance team, school counselors, and administrators, to ensure timely enrollment and support.

#### **Services, Supports, and Enrichment Opportunities**

Once identified, targeted students receive local, integrated, and specialized support provided by the SSS Counselor in collaboration with the PSA, PSW, school counselors, and administrators. Services include:

##### **Foster Youth**

- Advocacy and case management focused on school stability, academic progress, and coordination with caregivers, social workers, and community agencies.
- Supports address barriers such as school transitions, credit recovery, and access to enrichment opportunities.

##### **Students Experiencing Homelessness**

- Immediate enrollment and protection of the school of origin when feasible
- Timely transfer of records and access to transportation services
- Provision of essential resources, including backpacks, school supplies, hygiene kits, and emergency clothing

##### **Students Involved in the Juvenile Justice System**

- Collaboration with LAUSD, Los Angeles County Office of Education (LACOE), and Los Angeles County Probation Department
- Support for early identification, appropriate placement upon re-entry, re-enrollment, and aftercare case management to ensure continuity of instruction

All supports are delivered during the school day and through coordinated case management, ensuring students receive consistent academic, social-emotional, and logistical assistance.

### **Monitoring Progress and Program Effectiveness**

Student progress is monitored through a data-driven, coordinated system:

- Weekly meetings and regular check-ins by SSS Counselor, PSA, PSW, school counselors, and attendance team
- Monitoring tools include Whole Child 2.0 reports, attendance and engagement data, academic progress indicators, and documentation of services provided
- Supports and interventions are adjusted as needed to remove barriers and promote student success

This systematic approach ensures that Foster Youth, students experiencing homelessness, and students involved in the juvenile justice system receive timely, responsive, and coordinated services that support school stability, engagement, academic achievement, and long-term success.

### **Sharing Promising Practices**

## Element 2 – Measurable Pupil Outcomes, and Element 3 – Method by which Pupil Progress Toward

### Outcomes will be Measured

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

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

### STANDARDIZED TESTING

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

### MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

Refer to Element 1 LCFF Goals

### **ACADEMIC EXCELLENCE**

Reseda Charter School will deliver rigorous, equitable, and engaging academic programs that improve student learning outcomes, close achievement gaps, and ensure all students are on track for college and career readiness. The school will annually increase achievement for all pupils and for each significant student group identified in Ed. Code §52052, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, Homeless Youth, and numerically significant racial/ethnic groups.

By June 2027, the school will:

- Increase the overall graduation rate.
- Increase College and Career Indicator performance, including for English Learners.
- Improve SBAC Distance from Standard in English Language Arts and Mathematics for grades 6, 7, 8, and 11.
- Increase the percentage of English Learners scoring Level 4 on the Summative ELPAC.

Progress will be measured annually using Whole Child 2.0, CA Dashboard indicators, SBAC, ELPAC, and graduation data. Data will be disaggregated by student group and reviewed regularly by school leadership and instructional teams to ensure equitable growth.

### **Unique Educational Objectives:**

Reseda Charter’s School academic program is designed to develop critical thinking, academic literacy, mathematical reasoning, multilingual proficiency, and college-readiness skills. Through rigorous,

standards-aligned instruction; access to Dual Enrollment and Advanced Placement coursework; structured academic interventions; and leadership opportunities such as Student Voice, students build the knowledge, skills, and aptitudes necessary to graduate prepared for postsecondary education, career pathways, and civic engagement as informed global citizens.

### **JOY & WELLNESS**

Reseda Charter School will foster a safe, healthy, inclusive, and nurturing environment that supports the whole child, academically, socially, emotionally, and physically, to ensure all students are engaged, well-supported, and prepared to thrive in school and beyond. The school will annually improve engagement and climate outcomes for all pupils and for each significant student group identified in Ed. Code §52052, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, Homeless Youth, and numerically significant racial/ethnic groups.

By June 2027, the school will:

- Decrease chronic absenteeism by 2% (from 30% to 28%)
- Increase the percentage of students reporting that they feel safe at school from 62% to 64%
- Implement data-driven attendance improvement plans, restorative practices, social-emotional learning supports, and community partnerships to strengthen student well-being and connection to school.

Progress will be monitored regularly through Whole Child 2.0 attendance reports, suspension data, School Experience Survey results, and subgroup analysis to ensure equitable outcomes across student groups. School leadership, counselors, attendance teams, and stakeholder groups will review data and refine supports to promote continuous improvement.

#### **Unique Educational Objectives:**

Reseda Charter's School Joy and Wellness framework develops students' social-emotional competencies, self-advocacy skills, resilience, responsible decision-making, and positive relationship-building. Through restorative practices, mentorship, student leadership opportunities, and wellness partnerships, students build the knowledge, skills, and aptitudes necessary to manage challenges, contribute positively to their community, and engage fully in their academic experience.

### **ENGAGEMENT & COLLABORATION**

Reseda Charter School recognizes families and communities as essential partners in supporting student success and preparing students to thrive in school and beyond. The school is committed to delivering rigorous, equitable, and engaging programs that strengthen family-school partnerships by improving communication, expanding access to technology and resources, and creating meaningful opportunities for parents to participate in decision-making and support student success. Engagement strategies are designed to ensure that all families, including those of English Learners, Socioeconomically

Disadvantaged students, Students with Disabilities, Foster Youth, Homeless Youth, and numerically significant racial/ethnic groups, have meaningful access to information and school resources.

By June 2027, the school will:

- Increase the percentage of parents registered in the Parent Portal from 84% to 87%
- Increase the percentage of parents who report that the school includes them in important decision-making from 76% to 78%
- Implement parent workshops, multilingual communications, advisory councils, and opportunities for families to actively participate in governance through LSLC, SSC, ELAC, and other school-based committees to strengthen family engagement and support student success

Progress will be monitored regularly through Focus Dashboard analytics, School Experience Survey results, participation logs, and subgroup analysis to ensure equitable outcomes across student groups. School leadership, coordinators, and parent engagement teams will review data and refine supports to promote continuous improvement.

**Unique Educational Objectives:**

Through structured engagement and collaboration, students and families develop shared ownership of learning, communication skills, advocacy, and leadership capacities. Families build knowledge of school systems and academic pathways, while students gain stronger support networks and guidance at home, enhancing academic achievement, attendance, and social-emotional well-being.

**OPERATIONAL EFFECTIVENESS & INVESTING IN STAFF:**

Reseda Charter School will maximize operational efficiency and strategically invest in staff capacity to ensure high-quality instruction, equitable resource allocation, and student success. The school is committed to recruiting, retaining, and developing highly effective educators, implementing data-driven decision-making, maintaining safe and well-resourced facilities, and ensuring operational systems support both staff and student well-being. These efforts are designed to improve instruction, strengthen school leadership, and provide a positive and sustainable learning environment for all student groups, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Foster Youth, Homeless Youth, and numerically significant racial/ethnic groups.

By June 2027, the school will:

- Recruit and retain highly effective teachers and staff through equitable hiring practices, mentorship, and professional support
- Provide targeted professional development aligned to instructional needs, data analysis, and evidence-based strategies to improve student outcomes

- Implement data-driven decision-making practices using Whole Child 2.0, CA Dashboard, and internal operational metrics to allocate resources efficiently
- Maintain safe, modern, and well-resourced facilities and technology that support staff and student well-being and engagement

Progress will be monitored regularly through staff retention and evaluation data, professional development participation and feedback, operational audits, and resource allocation reviews. School leadership, department heads, and coordinators will review data and make adjustments as needed to strengthen staff capacity, operational efficiency, and overall student success.

**Unique Educational Objectives:**

Through strategic investment in staff and operational systems, students benefit from high-quality, standards-aligned instruction, access to rigorous academic programs, and a safe, supportive learning environment. Staff develop knowledge, skills, and collaborative practices that enhance instruction, student engagement, and equitable access to educational opportunities, ensuring the school continuously improves as a learning community.

**MEASURABLE PUPIL OUTCOMES:**

See LCFF table in Element 1.

**SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

See LCFF table in Element 1.

## MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

### Internal Assessments

The school utilizes multiple, complementary internal assessment tools to ensure that student progress is measured accurately, frequently, and in ways that are instructionally meaningful.

#### **1. Classroom-Based Formative Assessments**

Teachers regularly administer standards-aligned formative assessments embedded within daily instruction. These include exit tickets, checks for understanding, performance tasks, constructed responses, student discourse protocols, and rubric-scored tasks. These assessments are designed to provide immediate feedback to students and teachers, allowing for timely instructional adjustments and targeted supports.

#### **2. Curriculum-Embedded Assessments**

Core instructional programs include unit-level assessments and performance tasks that are aligned to California state standards and assessed using common scoring tools. These assessments measure student mastery of priority standards and key concepts and are used consistently across grade levels and content areas to ensure coherence and comparability of data.

#### **3. Periodic Benchmark Assessments (i-Ready Diagnostic)**

The school uses the i-Ready Diagnostic as its primary internal benchmark and growth measure in mathematics and English language arts. i-Ready is a standards-aligned assessment that provides verified, comparable data across grade levels.

The assessment is administered three times per year—Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY)—to all students in all grade levels. Data are used to establish baseline performance, monitor progress, and inform instructional planning, intervention, and acceleration.

**Performance Expectation:** Students are expected to demonstrate a minimum of **30 points of scale score growth from BOY to EOY**, with progress monitored at MOY.

- Student growth will be monitored over time, with particular attention to historically underserved student groups, including English learners, students with disabilities, and socioeconomically disadvantaged students.
- Teachers and instructional teams will use assessment data to adjust instruction, implement targeted interventions, and provide enrichment opportunities.

- Schoolwide data will demonstrate progress toward meeting or exceeding performance levels on statewide assessments and other verified data sources recognized by the CDE.

Assessment results are analyzed regularly by teachers, grade-level teams, departments, and ILT through structured data review cycles. These reviews inform instructional planning, professional learning, and resource allocation, ensuring that assessment data are actively used to improve student outcomes.

Through this balanced and intentional formative assessment system, the school ensures continuous monitoring of pupil progress and maintains a strong focus on instructional responsiveness, equity, and academic excellence.

## **DATA ANALYSIS AND REPORTING**

### Collection of Data for Analysis of Academic Performance and Other Student Outcomes

Reseda Charter School employs a comprehensive and systematic approach to collecting, analyzing, and utilizing multiple measures of student performance and school effectiveness to inform continuous improvement. Data are collected across academic, behavioral, social-emotional, and programmatic domains and are used by school leadership, instructional staff, and support teams to monitor progress toward charter goals and student outcomes.

### Academic Achievement and Growth

Reseda Charter School collects and analyzes student achievement and growth data from the following external and internal assessments:

- **National Assessments**
  - Advanced Placement (AP) examinations
  - SAT assessments
- **State and District Assessments**
  - California Assessment of Student Performance and Progress (CAASPP Smarter Balanced Assessments – ELA and Mathematics)
  - California Science Test (CAST)
  - i-Ready Diagnostic Assessments
  - English Language Proficiency Assessments for California (ELPAC)

- California Alternate Assessments (CAA)
- Physical Fitness Test (PFT)

All state, district, and benchmark assessment data are housed and analyzed through the **Whole Child 2 data platform**, allowing for longitudinal tracking, disaggregation by student subgroup, and alignment with schoolwide goals.

#### Classroom-Level and Instructional Data

To monitor instructional effectiveness and student learning in real time, the School collects classroom-based data including:

- Formative and summative assessments administered at the course and unit level
- Department-aligned common assessments and performance tasks
- Course grades and standards-based evidence of mastery
- Student work samples and rubrics aligned to instructional priorities

These data are reviewed regularly within Professional Learning Communities (PLCs), department meetings, and instructional coaching cycles to guide instructional planning and intervention.

#### Instructional Quality and Program Effectiveness

To evaluate the effectiveness of instructional initiatives and professional learning, the School collects:

- Internal staff surveys and feedback forms
- Instructional rounds and classroom observation data
- School Experience Survey results

These data sources inform instructional decision-making, professional development planning, and schoolwide improvement efforts.

#### Special Education and Student Support Data

The Special Education Department collects and analyzes specialized assessment and compliance data, including:

- Woodcock-Johnson assessments
- Individualized Education Program (IEP) goal progress monitoring

- Special education service delivery and least restrictive environment (LRE) data

Data are used to ensure students with disabilities receive appropriate supports and to monitor progress toward individualized goals.

#### Additional Student Outcome and Whole-Child Measures

To ensure a holistic view of student success, the School also collects and analyzes:

- **Attendance and Engagement Data:** Daily attendance and chronic absenteeism rates
- **Behavior and School Climate Data:** Discipline referrals, suspensions, and restorative practices data
- **English Learner Progress:** EL reclassification rates and language development progress
- **College and Career Readiness Indicators:**
  - A–G completion rates
  - CTE pathway enrollment and completion
  - Postsecondary enrollment and persistence (when available)
- **Social-Emotional Learning (SEL) and Student Well-Being:** SEL survey data and MTSS intervention monitoring
- **Family and Community Engagement:** Family survey data and participation metrics

#### Data Use and Continuous Improvement

Reseda Charter School utilizes a continuous improvement cycle in which data are regularly reviewed, disaggregated, and used to inform instructional adjustments, targeted interventions, programmatic refinements, and strategic planning. Leadership teams and instructional staff collaboratively analyze data to ensure equity, accountability, and alignment with the School’s charter goals and LAUSD performance expectations.

#### Communication of School Performance to Stakeholders

Reseda Charter School is committed to transparent, timely, and ongoing communication of academic performance and schoolwide outcomes to all stakeholders, including students, families, staff, the Governing Board, and the Los Angeles Unified School District. Data are shared in multiple formats and at regular intervals to ensure accessibility, understanding, and meaningful use in decision-making.

## Communication with Families and Students

Reseda Charter School communicates student and school performance data to families and students through:

- **State and Local Assessment Reports**, including CAASPP, ELPAC, and i-Ready results, distributed to families in accordance with state and district timelines
- **Report cards and progress reports** issued regularly throughout the academic year
- **Parent and family meetings**, workshops, and information sessions focused on understanding student progress, assessment results, and graduation/college readiness indicators
- **School-wide data summaries** shared through newsletters, the school website, and family communication platforms
- **Individual student data conferences**, including IEP meetings, Student Success Team (SST) meetings, and intervention planning meetings, as applicable

Communication is provided in families' home languages as required, and multiple modalities are used to support access and comprehension.

## Communication with Faculty and Staff

Reseda Charter School ensures ongoing access to performance data for instructional staff through:

- Regular review of student achievement, growth, and subgroup data during **Professional Learning Communities (PLCs)**, department meetings, and grade-level meetings
- Use of the **Whole Child 2 data platform** to provide staff with real-time access to assessment, attendance, and behavioral data
- Presentation and analysis of schoolwide data during staff meetings, professional development sessions, and instructional leadership team meetings

These structures support data-informed instruction, targeted intervention, and continuous improvement.

## Communication with the Governing Board

The School provides the Governing Board with regular reports on academic performance and organizational effectiveness, including:

- Schoolwide and subgroup achievement data aligned to charter goals
- Progress monitoring toward state accountability indicators and charter performance outcomes

- Updates on instructional initiatives, student supports, and intervention effectiveness

The Governing Board uses these data to exercise oversight, monitor progress, and guide strategic decision-making.

Communication with LAUSD and the Public

In alignment with LAUSD Charter School Division requirements, Reseda Charter School communicates performance outcomes through:

- Submission of all required state and district accountability reports, including Dashboard-aligned indicators
- Public posting of required documents and reports on the school website, including the School Accountability Report Card (SARC)
- Presentation of performance data during public board meetings, as appropriate

Continuous Feedback and Stakeholder Input

Reseda Charter School solicits ongoing stakeholder feedback through:

- Annual School Experience Surveys and internal surveys of students, families, and staff
- Feedback collected during family meetings, advisory groups, and school events

Stakeholder feedback is analyzed alongside student performance data to inform school improvement planning and programmatic adjustments.

## **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

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

## Element 4 – Governance

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

### GENERAL PROVISIONS

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

If the charter school has a separate charter school Governing Council

Reseda Charter’s Local School Leadership Council (LSLC) is the school’s governing body, composed of 16 members (50% of the members are certificated staff including the principal and UTLA chair, while the remaining 50% members are a combination of classified staff, parents/community members, and student representatives). LSLC has the final authority at the site level over key areas, including: budgets outlined in the United Teachers of Los Angeles (UTLA) Collective Bargaining Agreement; campus facilities; curriculum, instruction, assessment, and intervention; personnel; professional development; scheduling; school discipline; staffing procedures; and use of school equipment. LSLC members are elected according to the UTLA contract, as outlined in Article XXVII, Sections 2.0–2.4.

The LSLC holds monthly public meetings, as needed, from August through May. “Public Comment” is always included on the agenda, allowing both members and non-members to address the council on matters of concern. Agendas are set by the co-chairs—the principal and UTLA chapter chair—in accordance with Article XXVII of the collective bargaining agreement. Agendas are emailed to all LSLC members and posted on the school website at least 72 hours prior to regular meetings, 24 hours prior to special meetings, and one hour prior to emergency meetings. Meeting minutes are posted online in compliance with the Brown Act.

To carry out its responsibilities, the LSLC consults with parents, students, faculty, staff, administrators, the School Site Council (SSC), and the English Learner Advisory Council (ELAC). These advisory councils provide recommendations and, when appropriate, act on behalf of the LSLC regarding its stated responsibilities.

The LSLC regularly analyzes multiple sources of data, including the school profile, Accountability Report Card, Smarter Balanced Assessment results, interim assessments, attendance, graduation rates, post-secondary destinations, achievement indicators, and stakeholder surveys, to guide decision-making. The council reviews and approves professional development and makes recommendations for the use of Targeted Student Population (TSP) and non-categorical funds to improve student outcomes in alignment with LCAP indicators and LAUSD's Strategic Plan. LSLC also reviews the schoolwide accreditation action plan to ensure alignment with school goals.

The council establishes the annual calendar, school-day schedule, and bell schedule based on input from educational partners and with the aim of improving student outcomes. Reseda's Charter School LSLC follows a collaborative, distributive leadership model that includes the principal, certificated staff, classified employees, parents/community members, and a student representative. Decisions are made through cooperation and consensus; if consensus cannot be reached, decisions are determined by majority vote.

Finally, LSLC reserves the right to approve and implement future waivers—including class-size reduction, banked-time schedules, alternative calendars, and governance structures—should District-UTLA waivers or other District opportunities become available.

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

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

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

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

## LEGAL AND POLICY COMPLIANCE

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

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

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

## STAKEHOLDER INVOLVEMENT

Reseda Charter School values the voices of all educational partners (students, families, staff, and community members) and actively engages them in school decision-making and continuous improvement. Stakeholders are consulted regularly to inform the development and annual update of the Local Control and Accountability Plan (LCAP) and provide input on the school’s educational program. Engagement opportunities include formal councils and committees such as the **School Site Council (SSC)**, **English Learner Advisory Council (ELAC)**, **Local School Leadership Council (LSLC)**, **Instructional Leadership Team (ILT)**, and the **Principal’s Student Advisory (PSA)**, as well as informal forums such as Coffee with the Principal. These structures and activities foster dialogue, collaboration, and shared responsibility among all educational partners, ensuring that decisions reflect the needs, perspectives, and expertise of the entire school community.

### **Staff Stakeholder Involvement**

At Reseda Charter School, staff play a central role in shaping schoolwide decisions and informing the development and annual updates of the Local Control and Accountability Plan (LCAP). Staff input is gathered through key committees and collaborative structures, including the Instructional Leadership Team (ILT), Local School Leadership Council (LSLC), School Site Council (SSC), English Learner Advisory Council (ELAC), and the Charter Renewal Committee. These forums provide opportunities for staff to analyze data, identify problems of practice, address equity gaps, and recommend strategies that improve student outcomes.

Through monthly council meetings and ongoing collaborative discussions, staff provide input on instructional priorities, resource allocation, professional development, scheduling, and school policies. Within the LSLC, staff contribute to decisions regarding student performance, school climate, equity initiatives, and the annual school schedule. The SSC allows teachers and other staff to guide categorical funding decisions, review programs such as Title I, and recommend interventions that align resources with student needs. The ILT serves as the hub for instructional leadership, leading data-driven Plan-Do-Study-Act (PDSA) cycles to implement and refine targeted strategies across content areas. Feedback from these cycles informs professional development and ensures alignment between instructional practices and identified student needs.

Staff also participate in the Charter Renewal Committee, ensuring that all voices contribute to revising and strengthening the school's charter and educational initiatives. Technology and the school website support staff involvement by providing access to schoolwide data, instructional resources, meeting materials, and collaborative platforms, enabling informed participation and transparent communication.

Through these structured processes, Reseda Charter School ensures that staff perspectives are valued, incorporated into decision-making, and leveraged to strengthen instructional programs, school policies, and student outcomes.

**LSLC:** As described above: Reseda Charter's Local School Leadership Council (LSLC) serves as the school's primary site-based governing body, providing shared decision-making and oversight in key areas that impact student success. The LSLC is composed of 16 members, that meets monthly and is responsible for establishing the annual school calendar, school-day schedule, and bell schedule based on input from educational partners and with the goal of improving student outcomes. The council also engages in ongoing discussions related to student performance, school climate, equity, instructional priorities, and overall school direction to ensure that policies and decisions reflect the needs of the entire school community.

The LSLC operates under a collaborative, distributive leadership model composed of the principal, certificated staff, classified employees, parents/community members, and a student representative. This structure ensures that multiple stakeholder perspectives are included in school-level decision-making. The council prioritizes cooperation and consensus in its work; when consensus cannot be reached, decisions are determined by majority vote. Through this shared governance process, the LSLC helps ensure transparency, equity, and alignment between school practices and student needs.

**SSC:** Reseda Charter’s School Site Council (SSC) is composed of 12 members, including the principal, four classroom teachers, one out-of-classroom employee, three parents, and three students. Members and officers are elected annually. The SSC serves as a key decision-making body responsible for overseeing categorical budgets and programs, including Title I and the Title I Parent and Family Engagement Budget. SSC meets monthly (with a minimum of six meetings per its bylaws) to evaluate, review, revise, and approve the School Plan for Student Achievement (SPSA), which allocates funding for professional development, staffing, intervention, supplemental instructional materials, and technology.

The SSC also reviews recommendations brought forward by the English Learner Advisory Council (ELAC) and provides formal responses to ensure the needs of English learners are considered in school planning and resource allocation.

In addition, Reseda Charter’s School SSC plays an essential role in fostering collaboration with parents and the broader school community by ensuring meaningful opportunities for engagement in the planning and evaluation of school programs. The council helps ensure that all state and federal requirements related to categorical funding, parent involvement, and accountability are met.

Overall, SSC oversees the use of these funds, both directly and indirectly, as it supports academic standards reflected on the California Dashboard through data-driven instructional decisions, while also promoting meaningful parent and family engagement, ensuring that all students have the resources and support needed to succeed academically and socially.

**ELAC:** Reseda Charter’s School English Learner Advisory Council (ELAC) is a school-level advisory body composed primarily of parents/guardians of English learners. Members and officers are elected annually and meet once a month. ELAC provides input and recommendations to school leadership and the School Site Council (SSC) regarding programs and services for English learners. Responsibilities include advising on the school’s English Learner needs assessment, reviewing data related to English learner progress, supporting the development of the School Plan for Student Achievement (SPSA) as it pertains to English learners, and promoting meaningful parent engagement. ELAC also helps ensure families are informed about the importance of regular school attendance and available resources to support student achievement.

**ILT:** Reseda Charter’s School Instructional Leadership Team (ILT) serves as the central hub for driving instructional excellence and schoolwide improvement. Members include administrators, coordinators, instructional coaches, and department chairs, who work collaboratively to ensure alignment between identified student needs and daily instructional practice.

Throughout the year, the ILT leads ongoing cycles of inquiry and improvement using the PDSA (Plan-Do-Study-Act) framework. Beginning with an annual review of schoolwide data, the ILT revisits the school's mission and vision to identify a problem of practice and develop a theory of action.

In response, the ILT guides the development and implementation of targeted strategies across content areas. The ILT monitors the effectiveness of these strategies through collaborative analysis of i-Ready diagnostics, common formative assessments, five-week grade reviews, and instructional rounds. Feedback from these reviews informs timely instructional adjustments and professional development, ensuring that teaching practices are evidence-based, responsive, and aligned to student needs. Through this structured, data-driven approach, the ILT strengthens the school's organizational capacity, improves student outcomes, and promotes a culture of continuous instructional improvement.

### **Student Stakeholder Involvement**

#### Principal's Advisory Council

At Reseda Charter School, students play an active role in shaping schoolwide decisions that directly inform the development and annual updates of our LCAP. They serve as key members of the School Site Council (SSC), Local School Leadership Council (LSLC), and the Principal's Student Advisory (PSA), ensuring student perspectives are represented at every level of decision-making.

Within the SSC, students provide input that helps guide Title I budget priorities and goal setting, ensuring that resources are allocated to support student learning and success. Through the LSLC, students share feedback on scheduling, testing, and resource allocations that impact school programs and student achievement. In the PSA, student representatives from each grade level meet regularly with the principal to raise concerns, address current issues, and propose initiatives that strengthen school culture, climate, and overall educational experience.

Beyond formal councils, Reseda Charter School gathers student input through surveys, classroom discussions, and feedback opportunities, allowing all students to share their perspectives on instruction, school programs, and learning supports. This input informs instructional decisions, professional development priorities, and initiatives designed to enhance the overall educational program.

These structures and processes ensure that students serve as genuine partners in guiding both the LCAP and the school's educational program, providing meaningful feedback that shapes policies, resource allocation, and instructional practices to better meet the diverse needs of the student body.

#### **Parent and Community Engagement:**

Reseda Charter School actively engages parents and community members in school decision-making and continuous improvement. Families are consulted regularly to inform the development and annual update

of the Local Control and Accountability Plan (LCAP) and to provide input on the school's educational program.

Parents and community members participate in multiple forums throughout the year, including Coffee with the Principal, Back to School Night, Open House, Parent Conferences, and meetings with the Local School Leadership Council (LSLC), School Site Council (SSC), English Learner Advisory Council (ELAC), and Parent Teacher Student Association (PTSA). These opportunities allow families to provide feedback, share concerns, and collaborate with school leadership to guide schoolwide priorities and ensure that programs meet the diverse needs of all students.

To strengthen family engagement and support student success, Reseda Charter School offers a variety of workshops. The Community Representative and Categorical Programs Adviser host 1–2 monthly Parent Portal workshops to help families navigate the Parent Portal and Schoology, which provides student information on attendance, grades, testing information, and Special Education services. Reseda Charter School also works with “Sterling Behavioral Services” a program that provides high quality mental health services to children, teens, and their families. Additional workshops, offered in partnership with district and community agencies, cover topics such as academic data monitoring, social-emotional support, bullying prevention, study skills, cybersecurity, growth mindset, college readiness, grade-level transitions, and graduation planning. Workshops also provide strategies for parents to actively support their child's learning and engagement. Families are supported in completing the annual School Experience Survey (SES), contributing feedback that directly informs school planning and LCAP development.

Parents access student and school information through the LAUSD Parent Portal (online or via the app) and communicate with teachers through Schoology, which provides updates on assignments, grades, and course expectations. The school website and the Parent Center's monthly calendar, shared via Blackboard Connect, provide current information on events, bell schedules, athletic activities, faculty pages, student handbook updates, and available support services, ensuring families are informed and able to participate fully in school life.

Through these multi-faceted engagement strategies, Reseda Charter School ensures that parent and community input is valued, incorporated into school planning, and used to strengthen instructional programs, school policies, and student outcomes.

Stakeholders consistently emphasized the need for stronger academic support, consistent instructional practices, timely interventions, improved attendance, student belonging, and equitable access to resources. Student feedback led to expanded interventions, schoolwide literacy efforts, and increased leadership and voice opportunities. Family input highlighted tutoring, mental health supports, and improved communication and attendance systems, resulting in enhanced counseling services, outreach, and family engagement. Staff feedback prioritized professional development, collaboration, and data-driven instruction, reflected in coaching, literacy across content areas, and targeted support for English

Learners and other high-need groups. Community input reinforced the importance of positive school climate and wellness supports, leading to strengthened PBIS, restorative practices, and SEL initiatives. Together, this feedback ensured that LCAP goals, actions, and expenditures align to the needs of our educational partners and focus on improving outcomes for all students.

## **TITLE IX, SECTIONS 504 AND 508, AND UNIFORM COMPLAINT PROCEDURES**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Sections 504 and 508 of the Rehabilitation Act of 1973 (“Section 504” and “Section 508”), the Americans with Disabilities Act, and the District’s Uniform Complaint Procedures.

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

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

## **RESPONDING TO INQUIRIES**

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

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

## **NOTIFICATION OF THE DISTRICT**

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

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

### **STUDENT RECORDS**

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

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

### **PARENT ENGAGEMENT**

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

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

## **FEDERAL PROGRAM COMPLIANCE**

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

## Element 5 – Employee Qualifications

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

### EQUAL EMPLOYMENT OPPORTUNITY

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

### STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

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

### Certificated Personnel

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff

from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning a certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available or when an administrative transfer is necessary as determined by the Region administrator (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

### **Classified Personnel**

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission.

## Element 6 – Health and Safety Procedures

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

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

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

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

### GENERAL PROVISIONS

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

### HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District Affiliated Charter School, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and

emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures. Emergency Preparedness Plans should include considerations and planning for students with special needs, including but not limited to those with medical, physical, communication, and/or intellectual disabilities. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

## **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

As a District Affiliated Charter School, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening, as applicable. Charter School will ensure that students with individualized education programs (“IEPs”) will continue to access their IEP special education program and related services, regardless of vaccination status. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

## **SAFE PLACE TO LEARN ACT**

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

## **SUICIDE PREVENTION**

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of Education Code section 215.

## Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learners, including redesignated fluent English proficient Pupils Balance

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

### COURT-ORDERED INTEGRATION

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

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

## Element 8 – Admission POLICIES AND PROCEDURES

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

### **GENERAL PROVISIONS**

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

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

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

## **Student Recruitment**

### Recruitment & Enrollment Process

The 6-12 Charter School uses an affiliated charter lottery process to ensure a fair and transparent enrollment system.

#### 1. On-Time Application Window (Fall)

Each fall, the school opens an on-time application window. During this period, any student may apply, regardless of residence or current school affiliation. All applications submitted during this window are considered “on-time” and are included in the annual lottery.

#### 2. Lottery Process

After the on-time application window closes, a public lottery is conducted to fill available seats. The lottery is run using a priority system with four buckets, processed in the following order:

##### **Priority #1:**

Current Reseda Charter School students who live within LAUSD boundaries and have a sibling already attending the school.

##### **Priority #2:**

All students who live within LAUSD boundaries.

##### **Priority #3:**

Current Reseda Charter School students who live outside of LAUSD boundaries and have a sibling already attending the school.

##### **Priority #4:**

All other students.

The lottery proceeds through each priority bucket in order. Available seats are offered to students within the highest priority group first. The public lottery is held in person and uses a generated, online name randomizer for name selection. If seats remain after completing a priority group, the lottery continues to the next priority level.

### 3. Seat Acceptance Timeline

Families who are offered a seat through the on-time lottery process have until **mid-spring** to formally accept their enrollment offer. If a family declines or does not respond by the deadline, the seat becomes available to the next eligible student.

### 4. Late Application Window

After all on-time applicants have been processed and offered available seats, the school may offer remaining seats to students who applied during the **late application window**.

### 5. Waitlist Process

Students not immediately offered a seat are placed on a waitlist. Waitlist order is determined by:

- Lottery priority category
- Application submission timing (time-stamped)

Applications are time-stamped upon submission, and waitlist placement reflects this timing within each priority group.

### Middle School Coordinator – Recruitment & Transition

The Middle School Coordinator plays a critical role in student recruitment, family engagement, and the successful transition of incoming students into Reseda’s Charter School affiliated charter middle school program.

#### Recruitment & Outreach

The Coordinator actively recruits incoming 5th grade students and their families from local elementary schools. This includes:

- Building and maintaining partnerships with feeder elementary schools
- Coordinating and attending school visits, parent meetings, and community events
- Delivering presentations to students and families about Reseda’s Charter School middle school programs

- Sharing information about academic pathways, enrichment opportunities, extracurricular programs, and student supports

The Coordinator ensures families clearly understand the benefits of Reseda’s Charter School program and how it supports students academically, socially, and emotionally.

#### Education on the Affiliated Charter Application Process

A key responsibility of the Coordinator is guiding families through the affiliated charter application process. This includes:

- Explaining the on-time and late application windows
- Reviewing lottery priorities and timelines
- Assisting families with completing and submitting applications
- Providing reminders about important deadlines
- Answering questions about enrollment eligibility and requirements

The Coordinator ensures families have accurate information and feel confident navigating the process.

#### Campus Tours & Program Promotion

The Coordinator organizes and leads on-campus tours to showcase the middle school experience. During tours, families are introduced to:

- Classroom environments and instructional programs
- Specialized academic pathways and electives
- Student life, athletics, and enrichment opportunities
- Support services and counseling programs

Tours are designed to highlight the strengths of the program and help families envision their child’s success at Reseda Charter School.

#### Transition & Onboarding Support (Spring)

In the spring, once lottery results are finalized and seats are accepted, the Coordinator supports families through the transition process. Responsibilities include:

- Hosting orientation sessions for students and parents
- Communicating important enrollment steps and required documentation
- Facilitating transition activities that help students feel prepared and connected
- Serving as a primary point of contact for incoming families

The Coordinator works to ensure a smooth and welcoming transition, helping students feel confident and excited about beginning middle school at Reseda Charter School.

### **Application Procedures**

#### **Resident Boundary Students**

Resident attendance boundary students go directly to the school main office to enroll.

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

#### **Non-Resident Boundary Students**

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

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

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

## 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 Reseda Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.

- Other LAUSD Students

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

- **California Students**

- Siblings

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

- Other California Students

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

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

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on

Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the Parent Center, or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, the lottery proceeds through each priority bucket in order. Available seats are offered to students within the highest priority group first using a generated, online name randomizer for name selection. If seats remain after completing a priority group, the lottery continues to the next priority level.

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

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

### **SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM**

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

## **MAGNET PROGRAM**

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

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

## **HOMELESS AND FOSTER YOUTH**

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

## **NON-DISCRIMINATION**

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

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

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

## DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

## Element 9 – Annual Financial Audits

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

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

## Element 10 – Suspension and Expulsion Procedures

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

### GENERAL PROVISIONS

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

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

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

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

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

## STUDENTS WITH DISABILITIES

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

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

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

## NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections

49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

### OUTCOME DATA

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

### READMISSION

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

### GUN-FREE SCHOOL ZONE ACT

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

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

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

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries,

unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

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

## **ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

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

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

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

## **ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES**



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 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

## **ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES**

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing*

*of any net assets and for the maintenance and transfer of pupil records. If the charter school leases or rents its facility from a related party or subsidiary, as identified in its audited financial statements according to generally accepted accounting principles in the United States, or owns its facility, the charter school shall include a statement describing its plans for the use of the facility in its final audit.” (Ed. Code § 47605(c)(5)(O).)*

## CLOSURE ACTION

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

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

## REVOCATION OF THE CHARTER

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

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

- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

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

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

### **CLOSURE PROCEDURES**

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

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

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

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

## Additional Provisions

### FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations. Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

### FISCAL MATTERS

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

### LOCAL CONTROL AND ACCOUNTABILITY PLAN

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