

Los Angeles Unified School District
Local Options Oversight Committee

REVISED LIS PLAN SUBMISSION TEMPLATE				
Name of School:	Primary Contact Person:	Phone Number:	Email Address:	Date:
Reseda Charter High School	Melanie Welsh, Principal	(818)758-3611	melanie.welsh@lausd.net	May 1, 2020
<p><u>Local School Stabilization and Empowerment Initiative</u></p> <p>The PSC Program and the District's ongoing structural and organizational reform efforts will in all other respects continue, including ongoing discretionary identification of Focus and at-risk Watch schools, [the processing of in-district operation applications], the requirement for rigorous high-quality local school Instructional Plans, discretionary reviews and monitoring by the Superintendent of school performance under such instructional plans, and the continuation of District-determined implementation of school intervention measures pursuant to applicable law and policy including No Child Left Behind Act (NCLB) and its State counterpart, subject to the limitations of Section III-G.</p> <p>(II. Amendments to PSC Program C. Continuing District School Reform Initiatives)</p> <p>Please administer the LIS Self-Reflection Rubric to your school's stakeholders (teachers, parents, administrators, and student members of councils/student government (for secondary schools). Your school's Local School Leadership Council (sometimes called Shared Decision-Making or Governance Council) will then analyze the data collected from the rubrics to determine 3 goals for your school moving forward and write them in the spaces provided.</p>				
GOALS				
<p>1. 100% Graduation and Beyond</p> <ul style="list-style-type: none">○ By the end of June 2021, our goal is to increase the performance of all of our students on the College and Career Indicator by 3%, from 40.7% to 43.7%, moving our students from the Orange Performance Level to the Green, as measured on the CA Dashboard.○ By the end of June 2021, our goal is to increase the performance of our Socioeconomically Disadvantaged Students on the College and Career Indicator by 3%, from 37.2% to 40.2%, moving our subgroup from the Orange Performance Level to the Green Level, as measured on the CA Dashboard.○ By the end of June 2021, our goal is to increase the performance of our Hispanic subgroup Students on the College and Career Indicator by 3%, from 39.6% to 42.6%, moving our subgroup from the Orange Performance Level to the Green Level, as measured on the CA Dashboard.○ By the end of June 2021, our goal is to increase the performance of all our students on the Graduation Rate Indicator by 3%, from 86.3% to 89.3%, moving our students from the Orange Performance Level to the Green, as measured on the CA Dashboard.○ By the end of June 2021, our goal is to increase the performance of our				

Socioeconomically Disadvantaged Students on the Graduation Rate Indicator by 3%, from 85.7% to 88.7%, moving our subgroup from the Orange Performance Level to the Green Level, as measured on the CA Dashboard.

- By the end of June 2021, our goal is to increase the performance of our **Hispanic subgroup Students** on the Graduation Rate Indicator by 3%, from 85.6% to 88.6%, moving our subgroup from the Orange Performance Level to the Green Level, as measured on the CA Dashboard.
- By the end of June 2021, our goal is to increase the performance of our **Students with Disabilities** subgroup on the Graduation Rate Indicator by 3%, from 71.1% to 74.1%, moving our subgroup from the Orange Performance Level to the Green Level, as measured on the CA Dashboard.
- By the end of June 2021, our goal is to increase the performance of our **English Learner subgroup Students** on the Graduation Rate Indicator by 3%, from 66.3% to 69.3%, moving our subgroup from the Red Performance Level to the Yellow Level, as measured on the CA Dashboard.
- By the end of June 2021, our goal is to increase the performance of our **White subgroup Students** on the College and Career Indicator by 3%, from 34.7% to 37.7%, moving our subgroup from the Orange Performance Level to the Green Level, as measured on the CA Dashboard.

2. English Language Arts

- As measured by the CA Dashboard, **students in grade 11** will decrease the distance from standard on the Spring 2021 ELA SBAC assessments, by at least 10 points, moving from 26 to 16 points below standard, moving the student group from the Orange Performance Level to Yellow.
- As measured by the CA Dashboard, students in the **Hispanic subgroup** will decrease the distance from standard on the Spring 2021 ELA SBAC assessments, by at least 10 points, going from 37.4 to 27.4 points below standard, moving the student group from the Orange Performance Level to Yellow.
- As measured by the CA Dashboard, students in the **Socioeconomically Disadvantaged subgroup** will decrease the distance from standard on the Spring 2021 ELA SBAC assessments, by at least 10 points, going from 30.1 to 20.1 points below standard, moving the student group from the Orange Performance Level to Yellow.
- As measured by the CA Dashboard, **students in the White subgroup** will decrease the distance from standard on the Spring 2021 ELA SBAC assessments, by at least 10 points, going from 23.7 to 13.7 points below standard, moving the student group from the Orange Performance Level to Yellow.
- As measured by the CA Dashboard, **students in the English Learner subgroup** will decrease the distance from standard on the Spring 2021 ELA SBAC assessments, by at least 10 points, going from 103.4 to 93.4 points below standard, moving the student group from the Red Performance Level to Orange.
- As measured by the CA Dashboard, **students in the Students with Disabilities subgroup** will decrease the distance from standard on the Spring 2021 ELA SBAC assessments, by at least 10 points, going from 99.5 to 89.5 points below standard, moving the student group from the Red Performance Level to Orange.

3. Mathematics

- As measured by the CA Dashboard, **students in the English Learner subgroup** will decrease the distance from standard on the Spring 2021 Math SBAC assessments, by at least 10 points, going from 138.8 to 128.8 points below standard, moving the student group from the Orange Performance Level to Yellow.
- As measured by the CA Dashboard, **students in the Students with Disabilities subgroup** will decrease the distance from standard on the Spring 2021 Math SBAC assessments, by at least 10 points, going from 161.5 to 151.5 points below standard, moving the student group from the Red Performance Level to Orange.
- As measured by the CA Dashboard, **all 11th grade students** will decrease the distance from standard on the Spring 2021 Math SBAC assessments, by at least 3 points, going from 77.1 to 74.1 points below standard, moving the student group from the Yellow Performance Level to Green.

4. English Learner Programs

- By the end of June 2021, we will increase the **percentage of ELs** making progress towards English language proficiency by 3%, going from 59.5% to 62.5%.

5. 100% Attendance, Suspensions, School Safety, and Other Supports

- As measured by the CA Dashboard, students in the African American subgroup will decrease the distance from standard on the Suspension rate, by at least 2%, going from 3.6% to 1.6%, moving the student group from the Orange Performance Level to Yellow.

Waiver 4 – Assessment autonomy

The flexibility to choose and/or develop local interim benchmark assessments, tests, and pacing plans, aligned with and equivalent to District requirements (e.g., Gifted and Talented Education (GATE), algebra placement) and *complying with any State and Federal requirement*.

Describe how your school used Waiver #4 to guide, measure and monitor your progress towards continuous improvement since becoming a LIS school.

Since our LIS plan approval in 2013, Reseda Charter High School (RCHS) has administered, graded, and analyzed locally created periodic common assessments, in lieu of the district mandated interim assessments. These assessments adhere to the Common Core State Standards (CCSS), and are designed by subject-alike departmental teams. Some of our improvement initiatives have been working and have helped us to achieve measurable growth in Math and ELA student outcomes over the past several years. These successful components and practices, which we plan to continue, include:

- Teachers planning backwards by viewing the benchmark items students were tested on and providing lessons that aligned with the interim assessments.
- Teachers examining data, looking for patterns and trends in conjunction with incoming students from local middle schools to determine students' strengths and weaknesses as they begin their ninth grade at Reseda Charter HS.
- Administering the SBAC interim assessments in Math and ELA classes at least once per semester to monitor student progress and inform next steps for instruction. In addition, utilizing the English Language Arts department utilized interim assessments through CommonLit.org and Shmoop online platforms, as these tests gave teachers more valuable data to inform instruction.

How does your school plan to continue to use the Assessment autonomy for continuous school improvement?

Using the Assessment autonomy, Reseda Charter HS will focus its resources on implementing the following new and revised strategies for improvement:

- Teachers will continue to backwards plan by viewing the benchmark items on which students will be tested and providing lessons that will align with the interim assessments.
- Teachers will continue to examine data, looking for patterns and trends in conjunction with incoming students from local middle schools to determine students' strengths and weaknesses as they begin their ninth grade at Reseda.
- Administer SBAC Interim Block Assessments in Math and/or English, at least once per semester to monitor student progress and inform next steps for instruction.
- Leverage PSAT data available in Khan Academy to inform instructional practices and intervention in math and ELA classes.
- Two instructional leaders (administrators) will provide professional development and instructional support focused on numeracy and mathematics, as well as literacy across the content areas.
- Teachers will continue to provide opportunities for students to tackle cognitively demanding tasks with low thresholds and high ceilings.

- Regular use of classroom discourse so students have opportunities to communicate and justify their thinking and evaluate and respond to the thinking of others.
- Look for patterns, using underlying structures to make sense of unfamiliar problem types and non-routine problems in math courses.
- In professional development meetings throughout the year, teachers will learn and be able to incorporate the following strategies into daily instruction: academic vocabulary, note taking, discussion groups, think-pair-share, jigsaw, etc.

Should content area specific departments choose the option to design or utilize any new common assessment platform, they would ensure that the assessments follow the same general format as the SBAC interim assessments, providing students the opportunity to become more familiar with task items, prompts, and question format that are aligned to the Common Core standards and state standardized tests. The results of benchmark assessments will be used to inform the Instructional Cabinet and Local School Leadership Council (governing council) decisions regarding instructional progress and goals.

Members of each department will use regular professional development time to analyze state standards and the most recent SBAC Claims and Target reports, create and/or modify local pacing plans, write common assessments, analyze student results, and design interventions. Additionally, changes, modifications, and improvements to instructional techniques based on common assessment results would be addressed during PD. A common assessment would be administered approximately every 5 weeks.

Waiver 5 - Local Schedule and Strategies autonomy

The authority and option to set their own school schedule for both staff and students, including modified daily instructional days/minutes, the school schedule of activities and events and special schedules such as those designed to accommodate additional prep time for elementary teachers. All of the above are subject to District-mandated annual number of school days and minimum annual instructional minutes, calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction. *(All State and Federal mandates remain applicable, as well as court orders and consent decrees.)*

Describe how your school used Waiver #5 to guide, measure and monitor your progress towards continuous improvement since becoming a LIS school.

Reseda Charter High School uses waiver #5 to design and implement our innovative schedules, currently a 4 x 4 block schedule which provides all students the opportunity to take 8 classes a year. This allows for both enrichment as well as credit recovery. With the increased flexibility of an innovative block schedule in grades 9-12, 9th and 10th graders have the benefit of year-long blocks of ELA and math coursework through embedded tutorial ELA and math courses to provide just-in-time remediation of prerequisite concepts and skills that are needed to access the grade level content and result in mastering the core standards. In this block schedule model, students are able to complete two years of math content without having to combine or take the courses simultaneously, as is the only option in a traditional schedule. Additionally, support is available for all core academic subjects. Furthermore, enrichment will be offered within the school day to provide extension/gifted activities for students to promote creativity and critical thinking skills.

Reseda Charter High School's block schedule allows students to concentrate on only four classes at one time. To support this schedule, which combines attributes of a mester system with a 2 x 8 block schedule, and to ensure students are receiving the full benefit of this schedule, the following attendance policies have been put into place: a clear attendance policy that is communicated to parents and students; educating stakeholders that absences have a negative impact on proficiency of core competencies and completion of coursework toward graduation; a Pupil Services and Attendance (PSA) counselor to support system-wide student attendance; a regularly implemented attendance incentive program and campaign; and the "In Class Today" protocol to target student absences, such as the use of sending postcards home to parents that become conversation pieces with families and promote positive engagement with the school.

We are continually working to increase our A-G rate, utilizing the A-G progress monitoring reports in MyData, MISIS, and Focus dashboards to inform decisions. In addition, we continue to monitor grades on a mester by mester basis on A-G progress.

Students who are not meeting adequate progress toward the completion of graduation course requirements are enrolled in one of our various credit recovery options. Students may elect to retake the course during the school day, after school through adult school, on Saturdays, or during the summer. For students on track to graduate and looking for additional course options, Virtual Learning online Edgenuity courses are available. Virtual courses are conducted with an online, highly qualified content area teacher within the virtual program. A

school certificated staff member serves as a mentor for each student by providing support and monitoring progress. Students can work at their own pace.

Reseda Charter High School students may accelerate their academic progress with CTE & community college classes or recover failed courses in order to graduate with their peers. Students who require intervention or class recovery will be able to integrate these classes during the regular school day instead of after school, summer school, or adult school. In addition, CTE career pathway courses, Dual Language courses, and AB 288 Dual Enrollment college courses are effectively embedded into the Innovative Block Schedule.

In addition to our innovative schedule design, we have banked time within the schedule to allow us 32 professional development Tuesdays, rather than the 14 District required PD days.

How does your school plan to continue to use the Local Schedule and Strategies autonomy for continuous school improvement?

Using the Local Schedule and Strategies autonomy, Reseda Charter HS will focus its resources on implementing the following new and revised strategies for improvement.

In order to increase the percentage of students prepared for postsecondary education, RCHS' Innovative Block Schedule that allows for built-in time for struggling learners, credit recovery during the school day and additional course options will continue to be implemented to increase the student graduation rate. In addition, students will have access to all college and career measures.

The master schedule will be analyzed and adjusted, as necessary, to meet student needs. For example, RCHS recently changed student schedules in order to have 11th grade students take their ELA classes in the spring semester, rather than the fall semester, to better prepare them for the summative SBAC.

We will continue to set aside time for counselors to meet outside their regular contracted time to plan the master schedule and program students in sheltered classes and specially designed programs for ELs.

We will continue to evaluate the master schedule and provide appropriate sections of sheltered and LTEL classes.

- Go over marks analysis to determine correct placement of students in sheltered and general education classes.
- Assess student proficiency and divide students into groups for LTEL electives: beginning, intermediate, advanced levels.
- Provide and expand extended learning opportunities, including tutoring, credit recovery classes, online classes, and remediation electives, before, during, and after school as well as Saturdays (using Tutor Teacher X-time), which will allow for highly qualified teachers to tutor and provide intervention services to at-risk English Learners.

Professional development at RCHS will continue to occur in different venues. Every Tuesday, students are dismissed at 1:32 PM in order to provide staff with time to meet for professional development either in Small Learning Communities/Magnets, departments, or whole staff

activities. In addition to what occurs at the school site, the central or Local District offices provide department level professional development regarding student related issues, as well as in-services for administrators (monthly), counselors, and other support staff. All certificated and classified staff are involved in staff development.

Since the implementation of the Common Core standards, professional development has been modified to present current research-based strategies that will help our students attain content literacy, technology in the classroom and ISTE standards, Smarter Balanced Assessment Consortium (SBAC) testing data, and WASC collaboration.

During PD time, RCHS teachers and staff will continually revise curriculum, instruction, and assessment, and will continue to fully integrate the adopted CCSS. All other departments will focus on supporting literacy in their curriculum. As part of the continued refinement and implementation of CCSS, professional development will support changes in content areas and strategies and supports to provide rigorous differentiated instruction to our English Learners, students with disabilities, and gifted students as well as communication, collaboration, critical thinking and analysis, and the use of technology in the classroom. We continually inform programmatic decisions through design thinking and a continuous feedback loop looking at root causes, facilitating ongoing revisions to best serve all students' academic and socio-emotional needs.

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

In mathematics, we will specifically address students struggling in Algebra I which is often a gatekeeper for success for students in high school, and utilize the block schedule to place them in correct classes or interventions. New research based strategies, blended learning programs and technology will be used to provide targeted instruction and feedback to increase first time Algebra 1 pass rates.

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

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

Waiver 9 - Requirement for “mutual consent” autonomy

May have a requirement for “mutual consent” by school and applying employees with respect to filling of UTLA-represented and AALA-represented site-based openings at the school. This means no District-mandated priority placements but the school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement. Local Initiative Schools utilize a Personnel Team designated to participate in staff and principal selection, subject to the independent consent of the Superintendent or designee. All State and Federal mandates remain applicable, as well as court orders and consent decrees. (Review Section I-G in the LSSEI agreement which gives detail regarding the local selection process)

Describe how your school used Waiver #9 to guide, measure and monitor your progress towards continuous improvement since becoming a LIS school.

Waiver #9 has enabled Reseda Charter High School to strategically recruit, select, and retain highly qualified candidates who we believe can best serve our students and community. In the past six years, we have utilized the “requirement for ‘mutual consent’ autonomy” to hire a new cadre of teachers and support staff who possess advanced skills in teaching and supporting our unique population of students through academics and socio-emotional supports. This cadre includes distinguished Math for America mentor teachers, Teach for America teachers, new English Language Development (ELD) teachers with a passion and dedication to newcomer students and with BCLAD certification that enables them to teach in our one-way Spanish dual language program, CTE teachers, administrators with strong backgrounds in instructional leadership, EL Instructional Coach/Coordinator, Categorical Programs Advisor, magnet coordinator, PSA counselor, and A-G counselor, to name a few.

Since becoming an LIS school, we have seen the following progress and accomplishments:

- Increased performance by our EL subgroup in both ELA and math summative SBAC
ELA up 4.73% Math up 13% (2018-2019)
- Increased graduation rate over the last six years
- Increased A-G progress
- One third of our EL students who took the Reading Inventory Exam increased Lexile levels ranging from 100 points to 500 points
- Successful recruitment that increased number of magnet students by 10%
- RCHS Police Academy Magnet recognized as a Magnet School of Excellence
- RCHS Science Magnet recognized as a Magnet School of Distinction
- Recognized by US News & World Report as a National Silver Medalist for the third year in a row
- Had 240 students schoolwide take 447 AP exams in 2018-2019
- Implemented the following continuous improvements:
 - Aspirations Coordinator, beginning in 2018-2019, to further develop and implement our Student Aspirations Advocate Program, and solidify the implementation of the Quaglia Institute’s Student Voice and Aspirations

Framework, which is grounded on students' socio-emotional health and well-being

- PSA counselor with a strong background in social work
- Professional dancers to coach dance team period 4 and afterschool
- Former student teacher as our new English teacher, who is highly skilled in tech implementation
- Teach for America teacher for special day math
- Additional Math for America mentor teachers
- Highly qualified Biology teacher
- Highly qualified CSUN bio professor as our CTE teacher
- Addition of Computer Science teacher/pathway

How does your school plan to continue to use the Requirement for “mutual consent” autonomy for continuous school improvement?

Reseda Charter High School plans to continue to implement the Requirement for “mutual consent” autonomy to fill UTLA-represented site-based openings at the school. This means that we intend to continue to not accept district-mandated priority placements. However, the school will still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA agreement. When full-time certificated staff openings become available, RCHS will convene a personnel team designated to participate in the selection. The personnel team will review resumes, and decide which qualified candidates will be interviewed. However, the Principal will have the right to independently choose additional qualified candidates to be interviewed. The personnel team may include but is not limited to:

1. One SLC/magnet teacher, chosen by the appropriate SLC/magnet of the designated open position
2. One member of the department, chosen by the appropriate department of the designated open position
3. One department chair from the appropriate department of the designated open position
4. The UTLA chapter chair
5. The Principal or designated Administrator
6. A classified employee selected by the school's classified staff
7. Two parents
8. The student body president

The RCHS personnel team will attempt to reach consensus on the selection of the vacant position. If consensus is not possible, then an affirmative approval of 51% of the seated personnel team will be necessary to make a selection.

In the case of a Principal vacancy, the Superintendent or Designee will have the right to independently choose additional qualified candidates to be interviewed.

Decisions made by the personnel team regarding full-time certificated positions to be filled are subject to the independent concurrence of the Principal. However, the decision of the personnel team for a vacant Principal position is not subject to the concurrence of the current in place Principal, but is subject to the independent concurrence/consent of the

Superintendent or Designee. If any member of the personnel team is not available to fulfill their duties for any reason, the Principal and Chapter Chair may jointly agree to a replacement on a temporary basis until a permanent replacement can be elected or the person is able to resume his or her duties.

Current staff would not be affected by “mutual consent” except to the extent that they participate on the personnel team. Individual appeals to the decision or process of the personnel team will be handled in accordance with the District-UTLA Agreement.

Since RCHS met its indicated SPSA goal of increasing our graduation rate in the previous year, we will use the mutual consent autonomy to continue with our current practices:

- Since our ELs are in the Red Performance Level according to the CA Dashboard, we plan on purchasing a Secondary Coach. Our ELs will be able to achieve a higher graduation rate with the help of our Secondary Coach, who will be meeting with our ELs and guiding them through their courses and providing opportunities for course completion and academic support to help the graduate. They will be able to provide them with tools to use outside of school to assist them with work they must complete at home.
- With the purchase of a Secondary Counselor, our students with disabilities, homeless students, and English Learners will be provided with support and guidance to help them achieve graduation standards. The counselor will meet with students and review the courses and provide supporting resources, whether it's through parent conferencing, after school tutoring, credit recovery, etc.
- Also, our A-G counselor will look at student data and identify the areas of support the students need and provide support and provide teachers, coordinators and counselors with information needed to provide students with additional support.
- Purchasing Classroom Size Reduction Teachers (CSRs) will provide an opportunity for students to be in a small class size setting, where teachers can provide more support and have the ability to provide adequate support.
- Planning to continue the practices of having the A-G counselor, who has been establishing support groups and will maintain those groups next year.
- Obtaining a PSA Counselor, who has been successful in reaching out to students to improve suspension rates and implementing attendance incentive campaigns.

Although the school's educational program does not yet meet the needs of all students, some of our improvement initiatives have been working and have helped us to achieve measurable growth in EL student outcomes over the years, as noted above. These successful components and practices, which we plan to continue, include:

- The steady decrease of LTELs signifies great strides made by our students in meeting the reclassification criteria. This can be attributed to the work our EL Instructional Coach and Title III Newcomer Coach have provided to our teachers of LTEL students, supporting the LTEL program the district has structured, monitoring LTEL progress via grades, providing reading intervention to increase literacy skills, and professional development for teachers.
- We have seen gains in our English Learners who are on track to pass their A-G courses, which has been due to the collaborative work contributed by our A-G Counselor and our EL Counselor, who worked with our ELs to provide them with the right track in meeting their needs.

