



**Los Angeles Unified School District
Charter School Application**

Petition for Conversion to Affiliated Charter

**Submitted by Hesby Oaks Leadership Charter
March 2012**

"The task of leadership is not to put greatness into people, but to elicit it, for the greatness is there already."-- **John Buchan**

Hesby Oaks Leadership Charter

Table of Contents

New Petition Intake Checklist	3
Letter of Intent	4
Charter Briefing Page	5
Introduction	6
Affirmations and Assurances:	8
Charter Petition	9
Element 1: The Educational Program.....	9
Element 2: Measureable Student Outcomes	54
Element 3: Method by Which Student Outcomes will be Measured	58
Element 4: Governance	64
Element 5: Employee Qualifications.....	73
Element 6: Health and Safety	81
Element 7: Means to Achieve Racial & Ethnic Balance.....	82
Element 8: Admission Requirements.....	86
Element 9: Annual Financial Audits	88
Element 10: Suspensions and Expulsions.....	91
Element 11: Employee Benefits	103
Element 12: Student Attendance	105
Element 13: Employee Rights.....	106
Element 14: Dispute Resolution Procedures.....	107
Element 15: Exclusive Public School Employer.....	109
Element 16: Procedures to be Used if the Charter School Closes	110

Hesby Oaks Leadership Charter

New Petition Intake Checklist

AFFILIATED NEW PETITION INTAKE CHECKLIST

Name of Charter School: _____ Submission Date: _____

The following charter petition components were turned in:

COMPONENTS		Y	N	Comments
1.	Title Page (Date Stamp)			
2.	Table of Contents			
3.	Letter of Intent			
4.	Charter Briefing Page (verify school name)			
5.	Initial Screening Checklist (with page numbers filled in)			
6.	Petition that includes: a. Description of all 16 elements b. Council By-Laws (If Applicable) c. Description of how categorical block grant will be used d. Original signature page(s): 50% permanent teachers e. Lottery Form			
7.	Resume only of Principal Note: Resume must include: contact information, affiliations, education and professional experience for the last 10 years			
8.	School Governance Council Resolution designating the school's: (Signed by Council's secretary) a. Lead petitioner(s), b. Director/Principal c. On-site Financial Manager (cannot be the Director/Principal)			
9.	CD that contains everything except the due diligence forms ✓ Petition (in Microsoft Word format, not PDF) ✓ All appendices (PDF acceptable) ✓ Description of how categorical block grant will be used			
ICSD INTERNAL PURPOSES ONLY				
10.	Intake reviewed by:		Date:	

Letter of Intent

**LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION**

LETTER OF INTENT TO APPLY FOR AN AFFILIATED CHARTER SCHOOL

Name of proposed charter school: Hesby Oaks Leadership Charter

General location of proposed charter: 15528 Otsego Street, Encino, CA 91436

Projected Grade Levels-Year 1: K-8

Projected Grade Levels-Year 5: K-8

Projected Enrollment-Year 1: 520

Projected Enrollment-Year 5: 520

Lead Petitioner Information:

Name: David Hirsch

Address: 15530 Hesby Street, Encino, CA 91436

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Other members of the Charter Development team

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Annette Ward
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**Kelly MacDonald
Anna Florez
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Kathy George**

Certification:

X I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

X I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

**David Hirsch
PRINT NAME**

SIGNATURE

**2/27/2012
DATE**

Charter Briefing Page

- Name of organization applying for charter: Hesby Oaks Leadership Charter
- Projected Grades: K-8
- Projected Enrollment: 520
- Location Address: 15530 Hesby Street, Encino, CA 91436
- Facility Status/Location: Hesby Oaks School
- Prop 39: Not applicable for affiliated charers
- Does the location meet Board Policy: Not applicable for affiliated charters
- Board of Directors: Not applicable for affiliated charters
- Description of Mission:

Hesby Oaks Leadership Charter is committed to a cohesive elementary through middle school experience by inspiring children to become compassionate, nurturing leaders. We are committed to empowering students in pursuit of life-long learning. We strive for academic excellence through high expectations, innovative and interactive instruction, and a strong community partnership. These tools enable students to become successful in high school and ready for college, career, and citizenship.

- Description of Vision:

Our vision for Hesby Oaks Leadership Charter is complete autonomy of time to plan and implement curricular lessons that appoint project-based learning. Our vision is to use the Common Core State Standards integrated with common language and scaffolding from kindergarten through eighth grade. Our vision is to create an environment in which students are independent producers of knowledge, not consumers. Our students will be problem-solvers, researchers, and originators. Teachers will have time and monetary resources to improve on practices through professional development. As an affiliated charter, we will pride ourselves on being a subdivision of the Los Angeles Unified School District that promotes leadership.

- Source/Core of Money: Categorical Block Grant
- Has your charter applied to any other jurisdiction for approval? No
- Any sister charters? No
- What innovative elements of your charter could be considered “best practices” and replicated by other schools?

According to Wolfgang Althof and Marvin W. Berkowitz in their article in the *Journal of Moral Education*, “Any democratic society must concern itself with the socialization of its citizens. This begins in childhood, and schools are critical to this process.” At Hesby, we see great value in leadership opportunities and character education in the classroom. Hesby Oaks Leadership Charter, as an inclusive community, fosters independence of thought, intellectual integrity, personal responsibility, and social morality. We understand that leadership and strength of character go hand-in-hand. We have thoughtfully developed many programs to build leadership within the classroom, throughout the school, and into the community.

Hesby Oaks Leadership Charter

Introduction

Purpose

The Hesby Oaks Leadership Charter and all participants are united in its goal of becoming an affiliated charter school in the Los Angeles Unified School District.

The purpose of the Hesby Oaks Leadership Charter affiliated charter school petition is threefold:

- First, it allows the collaborative efforts of its stakeholders including parents, business partners, and teachers to focus on the overall well-being of the student body.
- Secondly, it provides a focus through which the school offers a rigorous, enriched education program for a wide range of student needs, based on leadership development.
- Thirdly, an affiliated charter designation will enable Hesby Oaks to implement a curriculum that not only meets, but exceeds the academic standards established by the District. The Charter School curriculum will incorporate leadership development, higher order thinking skills, project-based learning, differentiated instruction, and multimedia literacy across the instructional setting to intrinsically motivate students to develop a life-long love of learning. Through the use of innovative tools and strategies in the classroom, students will grow in their ability to effectively utilize their resources and in their understanding of their place in a global community.

Hesby Oaks Leadership Charter plans to exceed the academic standards established by the District through teacher-led professional development. Our plan is to meet in committees for specialized improvement where we will focus for longer periods of time on teaching strategies, pedagogy, methodologies, differentiation, and project-based learning. Planning will include each committee's agreement on a rigorous, enriched educational program with various governance opportunities. Our vision is to promote leadership as a key element for life success, in which students will grow in their ability to access information and understand their place as visionaries in the global community.

As stated in our name, our emphasis will be on leadership, reinforcing collaboration within our small learning community. Our span school bridges the gap between elementary and middle school children by focusing on student community service, leadership roles in and out of school, and grade-level leadership projects. Grade-level projects will promote lifelong learning and offer opportunities that support college, career, and citizenship readiness. Projects include, but are not limited to, the following leadership proficiencies: confidence, how to influence others effectively, problem-solving, decision making, expression of ideas, and show a sense of purpose and direction.

By departmentalizing with effective teacher-led committees, the correct use of money, and a strong focus on leadership, we will continue to build a solid school community promoting life-long learning.

Our populace is continually challenged to do more with less due to declining federal, state, and district budgets. As an affiliated charter, we have the prospect of directing the budget to fit our various needs.

Hesby Oaks Leadership Charter

- Increase technology in the classrooms: including, but not limited to new computers for all the classrooms, iPads in grades K-3, and SMART Boards in grades 4-8.
- Software to enhance and supplement the core curriculum.
- Instructional aides to work with the diverse student populations to ensure success for all students.
- Fund all GATE activities, including conferences for teachers, supplies and GATE testing to identify students.
- During school and after school intervention for students not meeting the State Content Standards or Common Core State Standards.
- Class size reduction teacher to lower class sizes in Middle school or Elementary School.
- Funds to support Middle School electives.
- Teacher X time for tutoring students who need assistance in Math and Language Arts.
- Increase the IMA account, which supplies the school with paper and supplies for the students and teachers.
- Purchase or lease a new copy machines to replace the existing machine.
- 8-hour library aide.
- Substitute days for professional development and teacher release time.
- Funds to pay for presenters for staff professional development.
- Supplies and materials that supplement the core curriculum.

Hesby Oaks Leadership Charter

Affirmations and Assurances:

Hesby Oaks Leadership Charter shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A) –
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the 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.

Hesby Oaks Leadership Charter

Charter Petition

Element 1: The Educational Program

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

School Information

School Name: Hesby Oaks Leadership Charter
 Address: 15530 Hesby Street, Encino, CA 91436.
 Phone number: (818) 528-7000 fax (818) 907-0788
 Contact person: David Hirsch
 Number of Rooms: 22
 Charter term: 2012 to 2017
 Operational Capacity: Determined by the District based on availability of classrooms
 Grade Configuration: K-8
 Admission requirements: School will follow standard District policy and guidelines on admission (See also Element 8 Admission Requirements)
 Instructional Calendar: August -June
 Bell Schedule:

Elementary:

Grade	Schedule	Recess	Lunch
Kindergarten	8:00 AM- 2:20 PM	10:15 – 10:35 AM	11:30 AM -12: 10 PM
1 st -3 rd	8:00 AM- 2:20 PM	10:15 – 10:35 AM	11:40 AM – 12:20 PM
4 th -5 th	8:00 AM- 2:20 PM	10:15 – 10:35 AM	12:00 – 12:40 PM

Middle school Monday, Wednesday, Friday Regular Schedule:

Period 1	8:00 AM – 8:57 AM	57 minutes
Period 2	9:02 AM - 9:59 AM	57 minutes
Nutrition	9:59 AM – 10:14 AM	15 minutes
Period 3	10:19 AM – 11:16 AM	57 minutes
Period 4	11:21 AM – 12:18 PM	57 minutes
Lunch	12:53 PM – 1:50 PM	30 minutes
Period 5	12:53 PM – 1:50 PM	57 minutes
Period 6	1:55 PM – 2:52 PM	57 minutes
Advisory	2:52 PM – 3:02 PM	10 minutes

Middle School Tuesday PD Block

Block A	8:00 AM – 9:30 AM	90 minutes
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Hesby Oaks Leadership Charter

Nutrition	9:30 AM – 9:45 AM	15 minutes
Block B	9:50 AM – 11:20 AM	90 minutes
Lunch	12:53 PM – 1:50 PM	30 minutes
Block C	11:55 AM – 1:25 PM	90 minutes
Advisory	1:25 PM – 1:32 PM	7 minutes

Middle School Thursday Block

Block D	8:00 AM – 9:30 AM	90 minutes
Nutrition	9:30 AM – 9:45 AM	15 minutes
Block E	9:50 AM – 11:20 AM	90 minutes
Lunch	11:20 AM – 11:50 AM	30 minutes
Block F	11:55 AM – 1:25 PM	90 minutes
Advisory	1:30 PM – 3:02 PM	92 minutes

If space is available, traveling students will have the option to attend.

Description of the school

Hesby Oaks Leadership Charter is a K-8 span school located in Encino, California. It is situated in a residential neighborhood adjacent to the 405 and 101 Freeways. We are part of Local District 1 in the Los Angeles Unified School District. The school reopened in 2006 as a span and we currently have 519 students.

Special Education services are provided to 8% of our students through the resource program, Asperger’s Program for Middle School Autistic children, speech and language development, occupational and physical therapy, deaf and hard of hearing services, and a part time psychologist. A part time assistant principal instructional specialist is on campus 1-2 days a week.

A part time middle school counselor works with the middle school students. We have 28 students that attend Hesby Oaks Leadership Charter through the Permits with Transportation program (PWT).

Our teachers participate in ongoing professional development through weekly banked time meetings followed by middle school planning meetings, and grade level collaboration during psychomotor time.

We have two Nationally Board Certified teachers on staff and two teachers currently applying for the program. These teachers assist new teachers and staff members on high-quality teaching practices and offer curricular support to all.

The Parent Organization and community are very active at Hesby Oaks Leadership Charter supporting school programs and events. Our booster club, Hesby Involved Parents (HIP), provides our students with homework assistance after school, field trips, curricular programs, teacher assistants, part time counselors, additional personnel to enhance the instructional program, and a fully operating media lab being installed this spring. Hesby Involved Parents will

Hesby Oaks Leadership Charter

also pay for a computer teacher to operate the lab. Parent volunteers donate a tremendous amount of time and resources to the classrooms on a daily basis.

Enrichment classes are provided after school by Enrichment Educational Experiences and Parker-Anderson, which are fee based programs, as well as Beyond the Bell.

The school community works together to establish and promote the culture of the school through various events. Hesby Oaks Leadership Charter annually hosts Back-to-School Night, Open House, Math/Science or Social Studies/Literacy Night, Movie Nights, Literacy Week Activities, Young Authors' Fair, Community Service Programs, and school dances. Our families are invited to be a part of all school events, which creates a stronger community-based learning environment.

We are an Arts Prototype Program School, which provides training for teachers and instruction by professionals in theater, dance, or the visual arts to our K-5 students. We also have an orchestra for students in grades 3-8. We have a weekly psychomotor program that provides physical education instruction to K-5 students while teachers meet with their grade level for collaborative planning.

We are improving the technology in the classrooms through the latest hardware and software available. Our new Hesby Involved Parents sponsored media lab houses 41 computers. We have 10 iPads for teachers' use in K-3 and special education classrooms. iPads are used for enrichment of the instructional program and assessment, such as DIBELS Data System. Teachers and students in 4th -8th grade classrooms use SMART Boards to enhance curriculum.

The Library Media Center contains 10 computer stations and a roving cart with laptops to aide students in doing research. The library is state of the art with a full reference section, fiction and non-fiction books, multi-cultural collections and resources that inspire all students K-8. It also includes a puppet stage, a rocking chair for storytelling, and a quiet place used throughout the day.

Our Parent Center has an outdoor patio and provides a place for parents to meet, prepare materials for the school and classroom, receive trainings, conduct workshops, and plan fundraising events.

The school uses a variety of data, including, but limited to, individual student academic assessment results, CELDT scores, CST test results and progress reports. The teachers meet with individual parents during conference week to make parents our partners in their student's success. The principal and counselor meet with students in danger of failing in middle school. Our middle school has programs that help those students in danger of not meeting culmination goals including G.O.A.L. (Great Opportunities to Achieve Learning), which is designed as an after school program for students that need homework assistance. Middle School teachers trade off staying after school on Mondays, Wednesdays, Thursdays, and Fridays to meet with those students in G.O.A.L. The Parachute Program is designed for eighth grade students who are not on track to culminate and gives them a way to earn the privilege of culmination. Teacher mentors help students make up work and provide a binder for missing work. The at-risk students must check in daily and weekly with mentor teachers, their parents, and the administration. The

Hesby Oaks Leadership Charter

middle school meets with parents six times during both semesters at the 5, 10, and 15 week marks to discuss the academic progress of their students.

Hesby Oaks Leadership Charter parents speak a variety of languages and often help to translate information for parents. Our staff has several teachers and aides that can translate to parents. The district often prints materials in several languages and will provide an interpreter on request. Our school utilizes its categorical resources and services to support the District's Core curriculum for students with special needs by coordinating the EL, Gate, and Special Education funds.

Hesby Oaks Leadership Charter is governed by a School-Based Management team. We have a waiver in order to establish a hiring committee composed of all stakeholder groups to hire classified employees, teachers, and administrators. We also have a waiver to combine Common Planning time with the Professional Development time on Tuesdays for the middle school.

Students the school proposes to serve

Currently, our school accepts children who live within our local school boundaries and a limited number of permits, on a space-available basis. We consistently exceed the established district Academic Performance Index (API) benchmarks with an API of 907.

Our school is comprised of 70% White, 16% Hispanic, 6% Black, 5% Asian, 1% American Indian and 2% Filipino. 16% of the students receive a free/reduced lunch for a total of 47 students. Hesby Oaks Leadership Charter serves a large gifted population, comprising 26% of our school populace. Our gifted students are clustered in classrooms in grade levels K-5, while the middle school has one GATE/Honors class and one class for general education students.

Upon completing 5th grade, students feed into our middle school that is on the same campus. The 8th graders that culminate will enter several public and non-public schools. The majority of public schools they will attend are Birmingham Charter, SOCES, Daniel Pearl, Taft, El Camino, and Calabasas, Cleveland, and High Tech High School.

**DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE
(Surrounding Schools Data)**

LAUSD SCHOOLS	# OF STUDENTS	Multi-Track School?	Prog-ram Improvement?	School-wide Growth Target? Met	Met all Subgroup Growth Targets?	API SCORE	API State Ranking	Similar Schools Rank	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1 Hispanic	% Major Ethnicity #2	% Major Ethnicity #3 Asian
Encino EL.	502	N	N	Y	Y	936	10	9	28%	8%	9%	52%	24%	7%
Lanai EL.	527	N	N	Y	Y	944	10	2	5%	13%	8%	85%	4%	7%
Lemay El.	392	N	N	Y	N	863	7	9	80%	10%	27%	10%	79%	2%
Mulholland MS.	1,707	N	Y	Y	N	705	2	4	77%	16%	21%	6%	84%	2%
Portola MS.	1,904	N	Y	Y	N	840	8	7	47%	12%	8%	45%	35%	10%
CHARTER SCHOOLS														
Ivy Bound Math/Sci/Tec	229	N	N	Y	Y	905	10	10	29%	10%	3%	51%	43%	1%

Mission and Vision

Our School Mission

Hesby Oaks Leadership Charter is committed to a cohesive elementary through middle school experience by inspiring children to become compassionate, nurturing leaders. We are committed to empowering students in pursuit of life-long learning. We strive for academic excellence through high expectations, innovative and interactive instruction, and a strong community partnership. These tools enable students to become successful in high school and ready for college, career, and citizenship.

Our School Vision

Our vision for Hesby Oaks Leadership Charter is complete autonomy of time to plan and implement curricular lessons that appoint project-based learning. Our vision is to use the Common Core Standards integrated with common language and scaffolding from K-8th grade. Our vision is to create an environment in which students are independent producers of knowledge, not consumers. Our students will be problem-solvers, researchers, and originators. Teachers will have time and monetary resources to improve on practices through professional development.

Goal #1- Proficiency for All

Hesby Oaks Leadership Charter met 2011 API criteria with a score of 907. The School Governance Board, parents, and staff will use targeted Professional Development and intervention to address the needs of diverse learners to accelerate academic proficiency using a Limited Contract teacher and after school intervention.

Teachers and Paraprofessionals will be involved in professional development that identifies strategies focusing on the following:

- Differentiation, SDAIE strategies, and scaffolding are used to ensure instruction meets the needs of all students including gifted and talented students, students with disabilities, and English learners (both English Learners and Standard English Learners) Examples include: Thinking Maps, Think/Pair/Share, advanced graphic organizers, explicit instruction in academic vocabulary, cooperative learning, project-based learning, and conversations actively engaging student learning.
- Using technology to improve instruction, such as computers, SMART Boards, and Tablets.
- Strong classroom management techniques as outlined in the District's Discipline Foundation Policy.
- Maximum use of academic engaged time.

Hesby Oaks Leadership Charter

- Common core standards creating a common language tier from K-8th grade.
- Use of instructional materials to differentiate instruction.
- Utilizing multiple forms of data to improve instruction and provide immediate intervention.
- Teachers develop lessons based on common assessments by grade level and departments, focusing on the *California State Content Standards* and the California Common Core Standards for evidence-based pedagogy for effective delivery of those standards.
- Intervention will focus on skills not acquired and be catered to each individual student.
- Analysis Data from periodic assessments, DIBELS, CST, MyData, and chapter tests.
- Best practices in differentiated and ELD instruction.

After school Intervention and a Limited Contract teacher in the Learning Lab will address the needs of diverse learners accelerating their academic proficiency.

- Students that do not meet grade level standards will receive targeted intervention in our Learning Lab from a Limited Contract certificated teacher. A Limited Contract teacher will work with students performing below and far below basic during school hours.
- Teacher's assistants will reinforce concepts in small groups under the direct supervision of the teacher.
- Supplemental materials will be purchased to support the core program and differentiate instruction.
- Afterschool intervention will be provided for students that do not meet grade level standards in ELA or Math. The goal will be to accelerate their skill set to meet with grade-level peers.
- A part time Categorical Advisor will develop strategies and work with English Learners that are not performing on grade level.

Goal #2- 100% Attendance

Our long-term student goal is to be on the District target of 71% for 2012-2013. In the 2010-2011 school year, our actual attendance was 96.0%. The District staff attendance goal is to increase by 5% or more to 85%. In the 2010-2011 school year, our staff attendance was 96.2%.

The following strategies will be used to meet and maintain attendance for students at Hesby Oaks Leadership Charter:

- Teacher reminders to be on time and attend school. The parent organizations through email and newsletters encourage parents to decrease absences.
- The SAA and Counselor call parents of students who have frequent absences.
- Continue attendance certificates at our monthly awards assembly,
- Perfect attendance awards are given at the end of the year,
- Connect Ed reminders to parents when students are tardy or absent.
- Counselor or office staff call or send home an initial truancy notice.
- Counselor will oversee school attendance plan and provide support to at-risk students and their parents.
- Attendance is reflected in teacher evaluations.

Hesby Oaks Leadership Charter

Goal #3- Parent and Community Engagement

One objective of Hesby Oaks Leadership Charter is strong community and parent involvement. We work as a collaborative team to increase parent and community involvement. *Below are some of the methods to continue a strong community-based learning environment:*

- Students and parents are involved with teachers in creating academic and social goals. This may include, but is not limited to reflective student portfolios and student-led conferences.
- On-line grading systems for parental view and on-line communication with parents.
- Use of our school website for updates and e-Blasts for weekly news.
- Back-to-School Night and Middle School Orientation the first month of school as a means of initiating parents to the expectations of the teacher and grade level.
- Monthly teacher newsletters update families of class curriculum.
- Connect Ed through e-mails and cell phone messages.
- Math-Science Night, English-History Night, and Young Authors' Fair bring parents, students, and community members together for engaging academic performance.
- Workshops during HIP meetings discuss ways that parents can communicate/collaborate with the teachers about school and what is expected from their child throughout the school year.
- Open House each spring displays students' progress and accomplishments during the school year.
- During ELAC and Governance Board meetings and in the Parent Center, parents have input on school plans including the Single Plan.
- Announcements at Parent and HIP meetings.
- HIP page on website.
- Parent Center postings and announcements.

Goal #4- School Safety

Hesby Oaks Leadership Charter is dedicated to keeping a safe, organized, and structured learning environment. The suspension rates went down in 2010-2011. This was due to a counselor working with the Middle School students. The teachers have more students taking responsibility for their behavior. We went from 24 days lost to suspensions to 3 days.

Below are methods Hesby Oaks Leadership Charter uses to keep a safe, organized, and structured learning environment:

- School-wide behavior support plan: "Be Safe, Be Responsible, and Be Respectful".
- School-wide behavior assembly at beginning of year by the principal in order to introduce the school rules and the Pillars of Character.

Hesby Oaks Leadership Charter

- The School Governance Board is made up of 5 parents, the principal, the UTLA Chapter Chair, three teachers, a classified employee, and the Middle School student council president (non-voting member). The Governance Board meets 9 times a year.
- School counselor to work with students with severe behavioral issues.
- Anti-bullying and behavior assemblies for grades 4-8.
- School-wide behavior support plan using the positive message of “Be Safe, Be Responsible, and Be Respectful”.
- School Report Card section on student safety is addressed at faculty, School Governance Board, ELAC and HIP meetings.
- School Governance Board and discipline committee will meet to address students with severe disciplinary issues that impede and disrupt the school and classroom.

Goal #5- School Achievement Goals

Based on 2010-2011 data, Hesby Oaks Leadership Charter has developed goals to improve the instructional program of all students to meet the academic performance index and adequate yearly progress growth targets. The goals are:

- Eighth grade Algebra students will increase proficiency by 10% on the CST.
- Third grade will increase in students performing proficient and advanced by 5% in ELA and Math.
- The percentage of parents who complete the School Experience Survey will increase by 20%.
- 100% of 8th grade students reaching culmination.

Definition of Educated Person in the 21st Century

The instructional philosophy at Hesby Oaks Leadership Charter is to prepare students to become productive members of a multi-cultural, globally-oriented society. An overall goal of Hesby’s instructional program is to give students the skills they need to succeed in tomorrow’s rapidly evolving world. These skills include the ability to think critically, to reason, to question, to work cooperatively, to remain intellectually flexible and to make connections across the curricula. Children of the 21st century must be involved in educational experiences that lead to meaningful, flexible and adaptable learning. A curriculum that promotes these experiences enables students to acquire knowledge and tools for ongoing learning.

Hesby Oaks Leadership Charter recognizes that learning best occurs when students actively participate in the process of learning, and can engage in experimentation, exploration, and discovery. When students can see the connections between what they learn and what happens in the real world, when they are encouraged to go beyond the standard curriculum and delve more deeply into various subjects, when students are challenged to use critical thinking and problem-solving skills, their education becomes a means to inspire them to reach their full potential.

Additionally, ongoing professional development of the teaching and administrative staff encourages and enhances the best teaching practices, innovation and creativity in teaching and differentiating among all learners at the school. Professional development at Hesby Oaks Leadership Charter is determined by parent and teacher response to needs assessment surveys.

Hesby Oaks Leadership Charter

The Curriculum Committee helps to identify students' instructional needs in order to determine appropriate topics for professional development. Information from workshops is then shared among the staff at Hesby Oaks.

We, at Hesby Oaks Leadership Charter, recognize that learning best occurs in a safe, nurturing environment when . . .

- Students actively participate in the process of learning.
- Students have their individual areas of strengths broadened and developed.
- Students have their individual areas of need identified, improved, and eliminated.
- Students engage in experimentation, exploration and discovery.
- Students see the connection between what they learn and the real world.
- Students work well individually and cooperatively as members of a group.
- Students are encouraged to go beyond the standard curriculum and delve more deeply into the various subject areas.
- Students are provided with direct instruction using the principles of learning.
- Students are presented with challenges in problem solving and critical thinking.
- Students develop skills and attitudes for being lifelong learners.
- Teachers have high expectations for all students.
- Teachers work collaboratively to identify student strengths and areas for improvement in mastering the California Content Standards for each subject area.
- Through professional development, teachers will work together to implement and integrate Common Core State Standards.
- Teachers use differentiated instruction to address each child's needs and potential.
- Teachers use formative and summative data to drive instruction.
- Teachers believe that learning is the focus not lesson presentation.
- Teachers continue to grow through professional development, self-reflection, and remain lifelong learners.
- The Principal has high expectations concerning student behavior, academic development, and the levels of student self-esteem and satisfaction.
- The Principal has high expectations for teacher and staff professionalism, teacher effectiveness in ensuring that learning takes place for all students, and the levels of teacher and staff self-esteem and satisfaction.
- The Principal supports the efforts of the students and teachers.
- The Principal, as the academic leader, empowers school community members to identify, articulate, and address a shared vision for the school's educational program.
- The Principal ensures that quality learning is taking place in addressing the State Standards through a rigorous program using formative data, teacher input, and current best practices.
- The Principal is a lifelong learner improving his/her skills through professional development, experience, and reflective practices.
- Parents are informed weekly through Hesby Involved Parents (HIP) email blast, the school website and teacher newsletters about the school's educational program.
- Parents are actively involved with the school.
- Parents understand how to assist and be active participants in their child's learning.

Hesby Oaks Leadership Charter

- Parents support the school's efforts to continually improve to meet the changing needs of their children.
- Parents actively participate in school governance and serve on school committees.

A Typical Day at Hesby Oaks Leadership Charter

Throughout the week, a visitor will see students learning music, art, theatre, cooking, public speaking, entrepreneurship, computer skills, physical education, health, taking care of our environment, community and social values. These are crucial elements of the education at Hesby Oaks Leadership Charter. In every classroom, teachers can be seen guiding and facilitating student learning by modeling, creating rubrics and criteria charts with students, and using direct instruction. Throughout the day, students work on differentiated activities while teachers observe, conference with individual students, or work with small groups. Instructional Aides, Resource Specialists and parents assist and support learning by working with small groups and individual students. Visitors will also experience the positive, friendly culture of Hesby Oaks Leadership Charter. Even though students range in ages 5 to 14, one will still see students participating in peer mentoring programs that take place in and out of the classroom. Older students help with younger students' academic struggles, while younger students help middle school students feel valued and helpful. Hesby Oaks Leadership Charter is a community of learners that support each other throughout their educational journey, from kindergarten through eighth grade.

In elementary school, the morning consists of two large blocks of instruction. Throughout the day, teaching is differentiated and project-based learning is infused to meet the needs of all students.

Language Arts: Lower grades begin with phonemic awareness, phonics and/or reading fluency activities with the whole class using games or kinesthetic activities. Students engage in listening, sharing, talking and doing to help all access the material. This is followed by guided and independent seatwork and/or small group work. In lower grades, reading comprehension is taught when teachers read from big books and students read from anthologies and authentic literature.

Vocabulary skills, grammar, building background knowledge and comprehension strategies are some of the skills taught. Upper grade students read literature and stories from anthologies employing various strategies for comprehension. Reading instruction takes place as whole group, small groups, or with partners. Spelling, vocabulary, and grammar skills are taught in context of the reading and with games and activities. All students participate in whole and small group discussion of text, integrated projects based on strategies and skills, and take alternative and curriculum-based assessments. In all of the grades, writing often begins with a mini-lesson to

Hesby Oaks Leadership Charter

teach new skills or reinforce previous skills and progresses to independent practice where students write to respond to literature, compose creative essays using expository, narrative, persuasive and descriptive presentations. Students progress through the stages of the writing process through drafting, editing, rewriting. Students in upper grades often meet to reflect on their writing and edit with a partner. Lower grade students have opportunities to read their work to the class, taking comments and questions.

Math: Math instruction is guided by state and district guideline. Teachers use literature, visuals, and manipulatives to introduce concepts in all of the grades. Hands-on materials are used heavily in the lower grades to engage students in concrete activities and make abstract concepts tangible. Students practice new skills using workbooks, games, computation drills, computer technology and other activities/investigations in groups or individually. They record and share their strategies in math journals. Math is taught in whole group as well as in workshop style, with rotating groups of homogeneous skill levels. These groupings meet the various developmental levels and are continually changing. Teachers use pre-assessments to determine skill levels, using differentiation strategies such as utilizing curriculum compacting and tiered assignments through menus and choice boards.

Social Studies and **Science** take place after lunch in elementary classrooms.

Social Studies: In all grades, themes are explored through literature, expository text, or computer programs and websites. Project based learning is employed with a variety of projects at the conclusion – posters, plays, maps and models, diaries, etc. Upper grade students practice note-taking, analyzing primary and secondary sources for bias, creating graphs, charts, timelines, determining fact versus opinion, and other skills practiced by historians. As an affiliated school with Gilder Lehrman, all Hesby students use a variety of primary and secondary sources to create products authentic to the discipline including expository essays, documentaries, and historical fiction.

Science: All grade level use hands-on experimentation, exploration, investigation, and observation in the study of the sciences (earth science, life science, physical science) as well as direct instruction of concepts and vocabulary. Students use graphic organizers to organize and scaffold information. Technology and literature are used to reinforce and build on concepts. Students create notebooks and portfolios to log thoughts, questions, and discoveries.

Throughout the week, a visitor will also see students learning music, art, physical education, and health. Students learn about taking care of their environment and social values as a leader in the community as these are crucial elements of the education at Hesby Oaks Leadership Charter. In every classroom, teachers can be seen guiding and facilitating student learning by modeling, creating rubrics and criteria charts with students, using direct instruction. Throughout the day, students work on differentiated activities while teachers observe, conference with individual students, or work with small groups. Instructional Aides, Resource Specialists and parents assist and support learning by working with small groups and individual students.

Instructional Program and Curriculum

Instructional Framework

Hesby Oaks Leadership Charter has a total of 519 students. The elementary school consists of twelve self-contained classrooms with a total of 308 students. The population of the middle school is 211 students with a class size on average of 36. Sixth grade classes are cored while the 7th and 8th grade classes are looped with one teacher per content area. In the elementary grades there are clusters of gifted and high ability learners in each class with each teacher highly trained in differentiation and Gifted and Talented pedagogy. In the middle school, each highly trained teacher has one general education section of their content area and one that is GATE/Honors in the same core subject. In addition, all special education students are mainstreamed.

Hesby Oaks Leadership Charter differentiated curriculum meets and exceeds the California State Standards and Common Core State Standards. This curriculum is aligned with our overall mission of empowering students with leadership towards college, career, and citizen readiness. We believe that powerful learning that addresses the needs of our community population is best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. The charter has a specific focus on project-based learning with other methodologies including, but not limited to, cooperative learning, interdisciplinary teaching, inquiry-based learning, experimentation, intervention, performance activities, technology-based presentations, and projects. We believe that integrating these methodologies will help our students to become analytical, as well as creative leaders in our ever-changing society.

Hesby Oaks Leadership Charter's curriculum is based on the Common Core State Standards, California State Standards and associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, and physical education. The curriculum will meet all state and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program, which utilizes teacher-centered instruction, but is primarily student-centered instruction. Systematic direct-instruction, guided practice and the application of skills through an expansive reading selection ensures that all students are exposed to District mandated standards. Subsequently, addressing multiple intelligences through the use of experiential and open-ended inquiry-based learning produces self-motivated and well-balanced learners. We believe that integrating these modalities will help our students to become analytical, as well as creative thinkers.

Hesby Oaks classes include identified gifted students, high-ability students, special education, and general education students. Research shows positive results for full implementation of differentiated instruction in mixed-ability classrooms (Rock, Gregg, Ellis, & Gable, 2008). In one three-year study, Canadian scholars researched the application and effects of differentiated instruction in K–12 classrooms in Alberta. They found that differentiated instruction consistently yielded positive results across a broad range of targeted groups. For instance, all special-needs students are mainstreamed and differentiation is supported through Resource assistance and SDC Autism (Leal, Dorothy; Smith, Sean, Shank, Marilyn; Turnbull, Ann; & Turnbull, Rud, 2002). Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted instruction (McQuarrie, McRae, & Stack-Cutler, 2008). Differentiation at Hesby Oaks is driven by data, including personalized

Hesby Oaks Leadership Charter

learning environments (Kafka, 2008; US Department of Education, 2001, Oxley, 2001; Patterson, 2006; Tomlinson, 2010), assessment feedback (LAUSD MyData website), and current educational research.

Hesby Oaks has substantial, long-term documented evidence verifying that proposed instructional programs have been and will continue to be successful with the charter targeted population based on our previously stated Academic Performance Index.

The LAUSD Local District Superintendent in cooperation with the school decides whether the school will implement the periodic assessments during the school year. Hesby Oaks Leadership Charter shall have flexibility in instructional programs and choice of curricular materials. The curriculum will be implemented through the use of a variety of materials, including state or District-adopted and staff-selected textbooks and core selections that are aligned with the State Framework and California State Standards, as well as supplementary materials. Furthermore, the Local District Superintendent in cooperation with Hesby Oaks Leadership Charter decides the degree, extent and nature of the implementation of new District adoptions and periodic assessments meeting the needs of the affiliated charter school students. To the extent that Hesby Oaks Leadership Charter elects to implement new curriculum, the District will allocate to Hesby Oaks Leadership Charter the financial resources for adopting curriculum materials to the extent as District allocations to regular District schools, and shall fund District adoptions only to the extent as similar allocations to those given to other District schools.

Teaching Methodologies

Hesby Oaks Leadership Charter's proposed teaching methodologies K-8th grade are framed around differentiated and experiential, or inquiry-based instruction, through thematic units in a cooperative and whole group setting.

Supporting these methodologies, Hesby Oaks teachers will utilize departmentalized instruction to provide professional development by grade-level experts and instructional leads. All our methodologies will be supported by authentic assessments utilizing district, teacher-created, performance, and publisher assessments.

The teachers of Hesby Oaks Leadership Charter, as well as the leadership team, will use current research and student data to drive instruction, using best teaching practices while utilizing rigorous conceptual learning at each grade-level. Standard methodologies include:

Academic Rigor- Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.

Clear Expectations- Teachers clearly define and articulate state standards in "student-friendly" language to ensure academic goals are attained.

Collaborative Groupings- Teachers create small groups in order for students to interact with their peers. Students share their thinking processes to maximize collaborative learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.

Hesby Oaks Leadership Charter

Criteria Charts/Rubrics- These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives.

Direct Instruction- Teachers use carefully planned direct instruction to teach standards-based lessons.

Guided & Independent Practice- Teachers provide students with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught.

Small Group Instruction- Teachers create small groups to target students who need extra instructional time as well as preview and review.

Differentiated Instruction- Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding state standards.

Higher-Level Thinking- Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of Bloom's Taxonomy, such as synthesis, analysis, and evaluation.

Integration of the Arts- Teachers and curriculum specialists use drama, dance, music and visual arts to enhance their students' thinking and learning experiences.

Experiential Learning - Learning by doing. Students relate to the curriculum through participating in drama, field trips, labs, simulations, and experiments. It is through these involvements that a student processes, analyzes, and conceptualizes knowledge. Project-based learning is an instructional strategy that challenges students to discover answers to their questions through real world investigations and communicating their findings through 21st century technology. Adhering to the proposed instructional framework and teaching methodologies ensures Hesby Oaks Leadership Charter's instructors can successfully meet the needs of all students which include these subgroups: GATE, "Twice-Exceptional", Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, and the Socio-Economically Disadvantaged.

How Learning Best Occurs

Hesby Oaks Leadership Charter recognizes that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals. Teachers, parents and community members need to create an environment and culture that is inherently reflective of our school, home and community. Learning best occurs when all stakeholders fulfill their joint, collaborative responsibility to provide this culture of educational excellence for every child. Working together creates an atmosphere focused upon the importance of education, which in turn inspires shared learning. Hesby Oaks Leadership Charter

will serve as an academic arena to develop a desire for lifelong learning in all children. The school shall provide a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences. Well-qualified teachers, support personnel, and diverse classrooms will provide optimal opportunities for each child to be reached and supported in their educational development. Classroom instruction will take into account the multiple modalities of learning, culture, prior knowledge, and the varying abilities among students. Finally, learning best occurs when all stakeholders believe in a growth mindset (Tomlinson, 2012) for students or the belief that all children are capable of higher level thinking and academic achievement regardless of their life circumstances.

Scope and Sequence

The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach are outlined below. *All California State Standards will be addressed with cross grade-level and cross-content planning, as well as aligned to the Common Core State Standards so students receive consistent instruction.*

Language Arts

- A rigorous curriculum that exceeds the state content standards for language arts K-8.
- Develop students' reading, writing, listening and speaking skills to support academics across the disciplines.
- Develop critical reading skills.
- Supporting reading using the Macmillan-McGraw Hill California Treasures Language Arts Program in K-5, and Prentiss Hall Literature – Timeless Voices, Timeless Themes in grades 6-8.
- Enhancing reading using Literature Circles, Socratic Seminar, and Core Literature.
- Common Core's Reading, Writing and Speaking standards through Science and History.
- Critique, justify, and theorize in compositions/writing across disciplines.
- Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across curriculum.
- Apply vocabulary development in written and oral format.
- Demonstrate critical thinking skills specific to Bloom's Taxonomy.
- Use the latest technology as a tool for presentation and project exhibits, and digital portfolios.
- Construct creative writing stories and poetry.

Mathematics

- Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes. A rigorous curriculum that exceeds the state content standards for mathematics.
- Enhance mathematics using Scott Foresman EnVision Math, Hands-on Equations, Marilyn Burns, Touchmath, Kim Sutton, and Marcy Cook.

Hesby Oaks Leadership Charter

- Develop understanding of the concepts of number computation, patterns, functions, geometry, measurement, logic, statistics, and probability.
- Use real-life examples to apply math skills to daily problem solving situations.
- Recognize relevant information and review applications by checking work.
- Discern operations necessary to solve word problems.
- Connect math across the disciplines (music, dance, science, art, technology, and history).
- Develop students' skills using mathematical tools (protractors, calculators, computers, rulers, compasses).

Science

- Enhance science lessons using Foss Kits, Delta Education Science Program, and California Treasures Wonders Series.
- Hypothesize and develop experiments utilizing the scientific method.
- Use hands on experiments to further research and prove/disprove conjectures.
- Integrate science and writing by using the language of the discipline.
- Understand the need for eco-friendly products and life-changes to better our local and global community.
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels and make cross-curricular/discipline connections.
- Apply math, graphing and technology skills to collect, organize and analyze data to draw conclusions.
- Use real life examples to apply science skills to daily problem solving situations.
- Help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.

History and Social Studies

- A rigorous curriculum that exceeds the state content and Common Core State Standards for history and social studies.
- Students will understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.
- Through critical thinking skills, students will relate over time historical events and be able to find parallels and patterns.
- Students use USC's Four Worlds framework for analyzing the politics, economy, society, and culture of ancient, medieval, and modern history.
- Students will interpret geographical and historical information to draw conclusions.
- Understanding cause and effect of historical events.
- Use of depth and complexity icons and concepts to encourage thematic inference and in-depth learning.
- Using role-play and interactive units to gain first hand experiences and bring history alive.
- Analyze a variety of primary and secondary sources to create authentic products.

Hesby Oaks Leadership Charter

- Students K-8 will understand the ten NCSS themes of Social Studies at developmentally appropriate levels:
 - Culture
 - Time, Continuity, and Change
 - People, Places, and Environments
 - Individual, Development and Identity
 - Individuals, Groups, and Institutions
 - Power, Authority, and Governance
 - Production, Distribution, and Consumption
 - Science, Technology, and Society
 - Global Connections
 - Civic Ideals and Practices

Additional Enrichment Instruction

It is proven that students can learn at a higher rate by applying test-based knowledge paired with hands on experiences with science, the arts, technology and media. Students exposed to the arts learn to think creatively and to solve problems by imagining various solutions and rejecting outdated rules and assumptions. Questions about the arts do not have only one correct answer. An arts education exposes children to the incomparable. Hesby Oaks Leadership Charter's current "arts-based" enrichment and physical education programs are financially supported Hesby Involved Parents.

As a separate entity from Hesby Oaks Leadership Charter, Hesby Involved Parents shall maintain liability insurance sufficient to cover any and all HIP sponsored activities and shall present a certificate of insurance as evidence of such insurance coverage on at least an annual basis to the Districts Division of Risk Management & Insurance Services. Hesby Oaks Leadership Charter will conform to and operate under the District's Donation Policy.

Enrichment programs are fully incorporated into the appropriate grade-level curriculum for all levels, K-8, and meet and exceed the established California Content Standards. Qualified specialists to teach these programs, which include art, physical education, and the media lab, are currently being hired through a collaborative process involving HIP with input from the principal. This collaboration continues each year, when the administration, faculty, and HIP schedule instruction in these specific areas into the school day so that every student in the school has the opportunity to participate.

Technology

Technology Vision Statement

Hesby Oaks Leadership Charter is committed to integrating the best technologies available in order to enrich instructional programs and foster the highest possible academic and social achievement in our students. Hesby Oaks Leadership Charter understands that the latest technology can be a critical tool, used to cultivate an ability to identify and reach diverse learning styles, intelligences, strengths, and weaknesses, while creating an environment for

Hesby Oaks Leadership Charter

effective differentiation. Hesby Oaks Leadership Charter understands the need to use the latest technology as another tool to enhance the learning of the digital natives we teach. We recognize that students need a variety of skills for success in today's world, such as critical thinking, creativity, problem solving, communication and collaboration. Hesby Oaks Leadership Charter students use multiple media and various technologies, and know how to judge their effectiveness, and assess their results. In this atmosphere, students are given equitable access to technologies to go beyond the basic mastery of skills, providing opportunity to explore and expand one's own learning in order to gain expertise. Hesby Oaks Leadership Charter's goal is to maintain an updated, state-of-the-art media lab, which provides training for students, teachers, aides and interested parents. We are improving the technology in the classrooms through the latest hardware and software available. We have a computer lab with 41 computers, 10 iPads for K-3rd grades and special education classrooms, and SMART Boards for 4th -8th grades. The Library also offers technology with 10 computer stations and a roving cart with laptops. A computer instructor funded through the Hesby Involved Parents gives each classroom once weekly instruction: 30 minutes for grades K-1, 45 minutes for grades 2-5, and 1 hour for grades 6-8. There will be a media lab teacher to supervise after-school lab accessibility for all students. Six computers have been added to the library. Hesby Oaks Leadership Charter anticipates taking full advantage of all the benefits that the latest technological advancements bring to education.

Hesby Oaks Leadership Charter's goal is to use the latest technology to enhance knowledge and communication within the community and to connect people and information globally. Students at Hesby Oaks Leadership Charter engage in computer activities individually and cooperatively, to increase their knowledge and awareness of the world around them, and to lead them on the path to becoming life-long learners. Computer instruction is based on the components interwoven into the Common Core Standards as part of every student's technology goals. These goals will support the effective use of the latest technology to improve student academic achievement and prepare them for their future. Curricular focus areas include keyboarding and word processing skills, computer graphic skills, and the use of spreadsheets, databases, critically evaluating internet resources, using the internet to produce and publish writing, as well as to interact and collaborate with others. A variety of software is used to teach these skills and at the same time promote abstract and logical thinking, computation, and problem solving strategies. The overall goal of computer instruction is to support and extend the regular classroom curriculum, and to help all students to achieve computer literacy.

The technology program will continually be developed in order to provide:

- Differentiated math instruction for grades K-8 through online resources and publisher-provided software.
- Age-appropriate, school-wide internet access for research and for interschool and school-home communication using e-mail, class websites, and blogs.
- Access to multimedia devices such as scanners, digital cameras, projectors and Smart Boards for school activities and projects.
- Staff and student training in the use of software such as PowerPoint, tools such as web-based blogs, classroom and student created collaborative websites, as well as training for parents who volunteer in the computer lab.
- Ongoing implementation of new technology, guided by the Technology Committee, consisting of the computer instructor, school administrator, teachers and parents.

Hesby Oaks Leadership Charter

- A software library for teachers.
- Technical support to maintain equipment and maximize functionality.
- Ongoing staff training in the effective use of Smart Boards as well as other current technology tools.

Integration of computer instruction with classroom curriculum spearheaded by the technology committee working in conjunction with the teachers.

The expected technology skills for each grade level are:

Kindergarten:

- Name parts of a computer.
- Can properly turn computer on/off.
- Use keyboard & mouse, menus and basic shortcuts.
- Follow established procedure when asking for help.
- Can visually compare own screen with instructors'.
- Open basic programs.
- Draws/paints a picture with graphics program.
- Saves a document with assistance.
- Opens & closes windows.
- Access internet sites.
- Types first & last names with initial capital letters.
- Begins to recognize home row keys (A,S,D,F,G,H,J,K,L).

First Grade:

- Knows the difference between an application & a website.
- Type 5-10 wpm with 85%+ accuracy.
- Knows the home row keys (but does not necessarily master its use).
- Word processes a sentence with proper capitals, spacing, ending punctuation.
- Recognizes home row keys (A,S,D,F,G,H,J,K,L;:).
- Takes pictures using Mini-DV Camera.
- Is introduced to various search engines.
- Understands not to click on every website ad.

Second Grade:

- Word process a paragraph with proper capitals, punctuation, indentation, and centering of title.
- Know drawing program basic tools (pencils, brush, line, fill bucket, eraser).
- Create Slide show from photos and/or drawing imported with teacher assistance that conveys and experience shared or a concept learned.
- Create a PowerPoint presentation (less than 5 slides) from template.
- Types user name and password independently when needed.
- Be able to type a URL in the address bar, example www.starfall.com.

Hesby Oaks Leadership Charter

- Identifies active links on a website, follows them, uses back button.
- Type 8-15 wpm with 85%+ accuracy.
- Knows how to type symbols (i.e."#", "\$", "%").
- Differentiate between Shift key and Caps Lock.

Third Grade:

- Competently uses *Microsoft Word*.
- Masters capitalizing, punctuation, indenting, centering.
- Uses spell check.
- Uses basic formatting tools.
- Uses quotation marks in dialogue.
- Performs basic cut/paste within application, and between applications; imports pictures.
- Writes a Friendly Letter with proper formatting.
- Creates a 4-6 slide PowerPoint adding at least one image.
- Saves to a specified folder or location.
- Understands and follow rules of Internet Safety.
- Types 10-20 wpm with 85%+ accuracy.

Fourth Grade:

- Masters word processing (tools, pallets, shortcuts, spell check, save, print).
- Write multiple paragraph compositions.
- Saves to designated location or media independently; opens saved files from location.
- Uses Excel Spreadsheets (Data, Table, Sum, Average, Graphs).
- Switches between active applications using System Tray, Dock, etc...
- Uses the internet competently, safely; evaluates/judges sites for legitimacy, appropriateness.
- Types 15-25 wpm with 85%+ accuracy.
- Restarts computer and diagnoses to mastery of specific skill.
- Uses presentation software such as PowerPoint, Keynote, iMovie, etc.
- Inserts & formats images into documents and presentations.
- Serves as peer tutor to others to mastery of specific skills.

Fifth Grade:

- Creates video project independently, including shooting video, transferring content to computer, basic editing, publishing.
- Navigates internet independently/safely; teach others how to perform common web-based mtasks.
- Explain anatomy of web URL (suffixes, folder hierarchy).
- Performs efficient searches for specific information in articles, images, events.
- Publish projects independently (incorporating skills above).
- Types 20-30 wpm with 85%+ accuracy.

Sixth through Eighth Grades:

- Effectively have mastered all K-5 media and technology skills.

Hesby Oaks Leadership Charter

- Use presentation skills to creatively present information using tools such as Power Point, Prezi, or other visual media tools to integrate visuals and research.
- Evaluate web resources to determine their scholarly worth in use for research based projects.
- Create appropriate and usable graphs for use in presentations or research
- Use and apply appropriate basic principles of graphic design, typography, color theory, and layout using digital resources.
- Integrate offline and online resources effectively.
- Use collaborative web based sites to publish and comment on work done by peers.
- Understand the requirements to be a responsible digital citizen including, but not limited to: digital communication, digital commerce, digital etiquette, digital security, digital access, digital laws including “fair-use” and copyrights, digital rights & responsibilities, and digital literacy.

Music

- Third through eighth grade students may enroll in Orchestra based on citizenship and academics. Orchestra classes are held weekly, resulting in two concerts yearly.
- Students Kindergarten through Fifth implement Share the Music, McGraw Hill.
- Thematic musical plays based on grade-level standards.
- Yearly holiday program featuring multicultural holiday songs.
- Weekly morning assemblies featuring patriotic songs.
- Treasures Language Arts based CD's.

Physical Education

- The physical education program provided to grades K-5 is aligned to the state standards, which the teachers implement. Students in grades 6-8 participate in physical education daily with a credentialed physical education teacher. The program is designed to develop:
 - Motor skills, knowledge, and attitudes needed for participation in various sports activities.
 - A level of physical fitness as determined by the California Fitness Test.
 - A positive self-image.
 - Socially desirable behavior and appropriate conflict resolution with peers.
- Students will be introduced to a variety of sports such as basketball, volleyball, softball, soccer, and track. Students will be taught basic skills, rules and strategies of a variety of sports and demonstrate leadership by games being student-led.
- The physical education program is an important component to providing our students with a healthy mind and body. This program also enhances the concepts of team sports and good sportsmanship while incorporating fairness in competition. At Hesby Oaks Leadership Charter, we understand the importance of integrating the theory of physical education with organized and structured play.
- Access to a regular physical education program can enhance all aspects of development including academic performance, kinesthetic knowledge, motor skills and self-esteem.

Hesby Oaks Leadership Charter

These benefits can be achieved through quality physical education programs. For optimum results, programs should be regular, frequent, developmentally appropriate, success-oriented, and instructed by trained physical education teachers (*McKenzie, Sallis, Faucette, Roby, and Kolody, 1993*).

Media Lab

- Our Media Lab is a 21st Century resource utilized by all grade levels, K-8. The lab is funded by Hesby Involved Parents. Whole class access to computers enables our teachers to effectively integrate technology used by students to better understand concepts being taught. (*“Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on afterthought or an event.” Heide-Hayes Jacobs, Educational Consultant 2007.*)

Leadership

School-Wide Community Service

Hesby Oak Leadership Charter’s philosophy is dedicated to encouraging and empowering students to be productive leaders and citizens. Through community service, students learn how each person can make a difference. Hesby Oaks Leadership Charter’s Community Involvement Committee will engage students and their families in activities aimed at helping others. School-wide community service activities include, but are not limited to, food drives, a holiday toy drive, clothing donations, beach clean-up days, assembly and distribution of homeless survival kits with The Giving Spirit, battery/cell phone collections and recycling, and book drives. The student council treasurers oversee the collection, accounting and distribution of the funds generated through student organized and created fundraising. Students lead and promote events, organize collections and distribute the proceeds throughout the year.

Hands-on experience is provided to help with environmental issues. Students participate in recycling projects, including separating their own lunchtime trash. School activities include constant reminders such as skits during weekly morning assemblies about the ways children can help preserve our resources, including promoting trash-free lunches. Hesby Involved Parents hosted a reusable lunch bag and grocery bag fundraiser. The middle school Environmental Science elective class also assists by sending students to make weekly rounds to collect recyclable materials from the entire school. To encourage families to use reusable grocery bags, they hosted a plastic bag contest with the classroom that collected the most plastic bags (as determined by weight), winning a class ice-cream party. Student Council officers include “Environmental Gurus”; appointed positions held by students who plan activities to promote campus clean-up, recycling, and additional efforts toward Hesby Oaks Leadership Charter’s effort to “go green.” Examples of these green habits include conserving electricity, water and fuel. Hesby Oaks Leadership Charter encourages conserving energy by carpooling and walking to school. We also conduct an annual electronic waste drive. Hesby Oaks Leadership Charter responds to national and global events. For example, student council quickly organized a fundraiser for victims of Japan’s earthquake in 2011.

Hesby Oaks Leadership Charter

Leadership Roles and Opportunities: School Wide

Student Council

Both the elementary and middle school have a student council. The councils meet as one school student council, as well as separately. Together, they plan and lead school fundraisers, service projects, spirit days, and school-wide activities. This helps the children learn how to effectively communicate with and lead others, as well as building community. The core of the student council philosophy involves empowering students to become effective speakers and good listeners to the ideas of others. As ideas are shared, students develop deeper and more meaningful connections with one another, increasing their capacity for empathy and for holding multiple perspectives. Also, through the councils, students connect their personal experiences and perceptions with the content in many areas of the curriculum. Student Council members are trained in Emergency Preparedness and work with teachers and staff during emergency drills. Student Council members emcee various events including weekly morning assemblies throughout the year.

The Student Council has selected Fridays as Hesby Oaks Leadership Charter Spirit Day. Students and staff proudly dress in “Hesby Wear,” clothing featuring the Hesby Oaks Leadership Charter logo, to promote school spirit. All students are given a Hesby Oaks Leadership Charter t-shirt at the school’s annual Turkey Trot event. Student Council representatives count the number of students (and staff) wearing a Hesby Oaks shirt on Fridays. The class with the highest percentage of participating students displays a banner on their classroom door for the week.

Additional School-Wide Leadership Opportunities

- Classes of elementary students meet with classes of middle school students on a monthly basis. During these meetings, students participate together in a wide range of community and team building activities.
- Seventh and eighth grade students work with elementary teachers and students as teacher assistants on a daily basis. Through these opportunities, the older students are able to put into practice leadership skills and younger students are able to learn from their older peers.
- Third through fifth grade classes participate in activities with kindergarten through second grade classes. These activities include community service projects and academic based activities.
- Additional yard supervision on the kindergarten and 1st grade playground, as well as in the lunch area is provided by 4th and 5th grade students on a daily basis. These older students serve as role-models for the younger children, as well as giving them opportunities to handle conflict resolution and positive reinforcement.
- Student groups organize and run fundraising events for trips like Model United Nations or the 8th grade Washington, DC trip.
- Seventh and 8th grade students facilitate book sharing groups of mixed-age students during Hesby Oaks Leadership Charter’s annual “Young Authors’ Fair”.
- Older students are trained in audio-visual technology and help to set up and run student productions, assemblies and classroom events.

Hesby Oaks Leadership Charter

- 6th, 7th, and 8th grade students volunteered to create the Citizens' Brigade to foster a positive, bullying-free learning environment through student created initiatives

Leadership Roles and Opportunities: In the Classroom

According to Wolfgang Althof and Marvin W. Berkowitz in their article in the *Journal of Moral Education*, "Any democratic society must concern itself with the socialization of its citizens. This begins in childhood, and schools are critical to this process." At Hesby Oaks Leadership Charter, we see great value in leadership opportunities and character education in the classroom.

Hesby Oaks Leadership Charter, as an inclusive community, fosters independence of thought, intellectual integrity, personal responsibility, and social morality. We understand that leadership and strength of character go hand-in-hand. Open dialogue is encouraged among all stakeholders (students, staff, and parents), which enhances the understanding and appreciation of differences and promotes personal and social development. By fostering both positive social values and personal growth, the learning environment will have a beneficial effect on the community at large. This empowers the children to be proactive agents of change, embracing the scope of human diversity.

Each month a different pillar of character is focused on school-wide: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Teachers gear instruction, facilitate discussions, and provide learning opportunities centered around the pillar for the month. Posters are strategically placed throughout campus emphasizing the behaviors related to the month's character trait.

In order to recognize individual effort and achievement, Hesby Oaks Leadership Charter holds a monthly awards assembly. During this assembly, three awards are given: "Student of the Month" awards are given to students who show strength in leadership and/or academics; "The Principal's Award" is given to students who show improvement (in academics, behavior or work habits); and the "Character Counts" award is given to a student who is nominated by his/her classmates to have demonstrated the character trait of the month.

Additional Classroom Leadership Opportunities

- Teachers give students "classroom jobs". Students are responsible for leading the flag salute, making announcements, updating the class calendar, updating class websites, and more.
- Much of student learning takes place in cooperative groups. This enables students to take leadership roles, brainstorm, and problem solve as a team.
- Behavior management systems that promote leadership, self-esteem, and critical thinking skills.
- Classroom Student Council representatives attend weekly student council meeting and relay information to his/her class. Fourth and 5th grade representatives are the liaisons to kindergarten and 1st grade classrooms.

Grade-Level Leadership Projects

Hesby Oaks Leadership Charter

At Hesby Oaks Leadership Charter, we foster leadership and community service at every grade level in an age-appropriate, developmental manner. In order to further work toward this goal, we plan on developing grade-level community projects. Based on teacher-directed lessons, cooperative group discussions, and student inquiry, each grade level will determine an issue or problem in the community. They will then learn about their chosen topic by researching and reaching out to community leaders. Finally, they will problem solve and determine what can be done by grade-level to help the community find a solution. This sort of project-based learning based on community issues will empower Hesby Oaks Leadership Charter students and make them active members of the community.

Younger grades will work primarily on campus, but as students get older, they will branch out into the community for service opportunities away from school. By 8th grade, they will be earning community service hours before culmination.

The affective/social goals of Hesby Oaks include:

- Providing a comfortable, integrated social climate for all students and their families.
- Providing an opportunity for students with special needs to be included with their typical peers.
- Teaching skills for developing positive interpersonal behavior (such as cooperation, conflict resolution, peer mediation, anger management, decision-making, and problem-solving) and having students participate in social skills groups within the classroom and across grade levels.
- Promoting learning in social and community ethics and values, which takes place in all classrooms through both formal and informal instruction. This includes a combination of approaches such as direct instruction, large group and small group discussion, role playing and journal-writing.
- Encouraging each child to feel an integral part of his/her school and community by developing a strong recognition of the valuable role that he/she, as an individual, plays.
- Fostering healthy self-esteem through encouraging students to think positively about themselves, to accept differences in others, to think independently, and to develop an understanding of who they are as individuals.
- Helping every child learn to celebrate his/her uniqueness and to recognize his/her strengths.

How the Curriculum Addresses California Content Standards

MIDDLE SCHOOL CURRICULUM

Grade 6		Grade 7		Grade 8	
FALL	SPRING	FALL	SPRING	FALL	SPRING
English A	English B	English A	English B	English A	English B
World History and Geography: Ancient Civilizations A	World History and Geography: Ancient Civilizations B	World and Geography: Medieval and Early Modern Times A	World and Geography: Medieval and Early Modern Times B	U.S. History & Geography: Growth and Conflict A	U.S. History & Geography: Growth and Conflict B
Math A	Math B	Algebra Readiness A	Algebra Readiness B	Algebra 1A	Algebra 1B
Science 6A	Science 6B	Science 7	Health 7	Science 8A	Science 8B
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
Elective	Elective	Elective	Elective	Elective	Elective

All components of the Hesby Oaks Leadership Charter curriculum will conform to math and language arts frameworks for California public schools, as well as incorporate the Common Core State Standards. All instruction will be standards-based and assessed by the California Standards Tests as scheduled by the Department of Education and the Los Angeles Unified School District. Hesby Oaks Leadership Charter determines the extent to which they will implement district-adopted curriculum and periodic assessments.

Textbooks

Hesby Oaks Leadership Charter currently uses district-approved state-aligned textbooks for all core subjects and will continue to do so for the 2012-2013 school year. In the future, Hesby Oaks Leadership Charter may consider using other publishers that benefit the needs of the target population. The Curriculum Committee will decide whether to implement the District periodic assessments or whether teachers will create assessments to monitor student progress. Department chairs, in concert with department members may suggest the use of department-created assessments in lieu of District-provided assessments. The Curriculum Committee will then vote to use the recommended assessments. Hesby Oaks Leadership Charter shall have flexibility in instructional programs and choice of curricular materials. All assessments and curricular materials will be aligned with adopted Common Core and California state standards.

Hesby Oaks Leadership Charter

Textbook/Program List

Grades K-5

Subject	Title	Publisher
English/Language Arts	Treasures	McGraw-Hill
Mathematics	Envision	Pearson
Social Science	History-Social Science for CA	Scott Foresman
Science	Inquiry-Based	FOSS
Art	Art Connections	McGraw Hill
Music	Share the Music	McGraw Hill
Health	Health and Wellness	McGraw Hill

Grade 6

Subject	Title	Publisher
English/Language Arts	Literature – Timeless Voices, Timeless Themes: Copper	Prentice Hall
Social Science	History Alive – Ancient World	Teachers’ Curriculum Institute
Mathematics	California Math Course 1	McDougal Littell
Science	Holt California Earth Science	Holt, Rinehart, and Winston
Health	Teen Health Course 1	Glencoe

Grade 7

Subject	Title	Publisher
English/Language Arts	Literature – Timeless Voices, Timeless Themes: Bronze	Prentice Hall
Social Science	Medieval World and Early Modern World	McDougal Littell
Mathematics	Math Course 2	McDougal Littell
Science	Holt California Life Science	Holt, Rinehart, and Winston
Health	Teen Health Course 2	Glencoe

Grade 8

Subject	Title	Publisher
English/Language Arts	Literature – Timeless Voices, Timeless Themes: Silver	Prentice Hall
Social Science	Creating America: Beginnings Through World War I	McDougal Littell
Mathematics	Algebra 1	Glencoe
Science	Holt California Physical Science	Holt, Rinehart, and Winston

Qualified Teachers

How the School Will Recruit Teachers Qualified to Deliver the Proposed Instructional Program

Teachers will be recruited in accordance with District policy, procedures and collective bargaining agreements. Teacher staff will be asked to submit an application in accordance with Personnel Commission and District policies.

Professional Development

Ongoing Professional Development

Regular professional development and training is essential to the competence and overall effectiveness of all teachers and support personnel. Teacher and their aides participate in ongoing professional development to ensure that they have the skills to carry out the instructional program. The Professional Development Team, a subgroup of the Curriculum Committee, meets three times a year to plan professional development and trainings that will meet the needs expressed by the staff. These needs are determined in the following manner:

- Grade level meetings are held to gather information from teachers.
- After looking at data gained from various sources such as teacher observation, analysis of test scores on District math and reading tests, standardized tests and student work samples, each grade level makes suggestions to the committee.
- The committee then makes arrangements for experts in the fields needed to make presentations or lead trainings. Members of the staff who have expertise in a specific area of the curriculum, as well as specialists from educational community at large are utilized.

These sessions are scheduled on Professional Development Banked Time Days and are designated by LAUSD to be held on Tuesday afternoons. Instructional aides also receive training in programs such as health and safety, conflict resolution, and strategies for working with students effectively. These sessions are held during the school day and are guided by teacher leaders.

The staff also uses banked time days to look at and receive training in new innovative programs to improve and revitalize our instructional program. All staff is encouraged to attend workshops and trainings that are held off campus and given by experts in their fields. Teachers attend math, writing,

Hesby Oaks Leadership Charter

science, history, GATE and differentiation conferences. The staff also attends District-sponsored professional development.

The administrator is responsible for providing feedback, assistance and guidance to teachers regarding new programs and professional development learning. Professional developments are a combination of District-mandated topics (such as DVR training, DIBELS Training (K-3), Earthquake Safety, First Aid & Blood-borne Pathogens), as well as sessions planned with staff input. Hesby Oaks teachers keep abreast of the most current educational research on best practices and teaching strategies. Some topics include: Treasures Common Planning Time, Reflective Staff Development, Creating a School-wide Vision, developing Student Leadership, Pillars of Character, Service Learning, along with Conflict Resolution, Common Core State Standards, Habits of Mind & Self-Directed Learners, GATE & Differentiation, ELD portfolios and SDAIE Strategies, Writing Process & Bookmaking, Cross Grade Articulation, and transition to Common Core State Standards.

Academic Calendar and Daily Schedule

Timeline for implementation

Hesby Oaks Leadership Charter will continue to follow the traditional school LAUSD calendar and adhere to state and district requirements for instructional minutes as set forth in E.C. 47612.5. Hesby Oaks Leadership Charter favors a time-banking system of instructional time keeping. The present bell schedule for regular, minimum, shortened and professional development banked days have provided the required number of instructional minutes as required by state law which includes one professional development banked day per week, beginning the first week of school and ending the last week of the school year. Upon approval, non-banked days will be lengthened to accommodate for these extra banked days. Time-banking provides the staff with invaluable time to meet as a group to discuss all pertinent educational issues and participate in professional development. These extra minutes also provides time to meet at grade level to address formative data, interventions, and ongoing lesson unit coordination, as well as allow for cross-grade articulation. Furthermore, it has allowed the time necessary for Hesby Oaks Leadership Charter Governance Board and Standing Committees to meet regularly, to ensure full stakeholder participation in school policy-making. Bell schedules and reporting forms will be submitted to the District each year.

The middle school utilizes a blended traditional and block schedule to ensure student success. (Merenbloom, Elliot Y.; Kalina, Barbara A., 2006) Three days a week, the middle school follows a traditional schedule of six classes of 57 minutes including a 10 minute homeroom at the end of the day. This homeroom at the end of the day supports all students at Hesby Oaks Leadership Academy by enabling teachers to support student organization through ensuring agenda books are signed, homework recorded, and all papers packed to go home. Twice weekly, students follow a block schedule meeting with three classes on Tuesday and three on Thursday with an additional Advisory period. These block periods enable teachers to go deeper into critical thinking, standards-based activities and experiments. The Advisory includes Silent Sustained Reading, study-hall, and rotating activities including buddies with elementary grades, character lessons, and across grade level (6-8) House meetings. This Advisory ensures teachers can provide additional support for students currently not meeting the metrics of success. As missed homework is also an impediment to reaching culmination and grade level requirements, this increases homework completion to ensure reaching

Hesby Oaks Leadership Charter

stated objectives for culmination. The buddies with elementary and cross-middle school Houses build community and support our leadership mission. Character lessons lead to citizenship readiness.

Kindergarten Schedule

8:00 – 8:15	Attendance/Writing Journals
8:15 – 9:00	Language Arts or Independent Work Time (IWT) or Small Group Instruction
9:00 – 9:15	Oral Language/Word Study
9:15 – 9:30	Phonemic Awareness/Phonics/High Frequency Words
9:30 – 10:00	Reading
10:00 – 10:30	Recess
10:30 – 11:30	Math/Calendar
11:30 – 12:10	Lunch
12:15 – 1:00	Science/Social Studies (Mon) or Language Arts
12:45 – 1:30	Music or Science/Social Studies or P.E.
1:00 – 1:30	Best Behavior/Clean up
1:30 – 2:20	P.E. (Mon)
1:30 – 2:15	Art or Health or Library
2:20 Dismissal time for M, W-F (Tuesday's dismissal time is 1:20)	

First Grade Schedule

8:00-8:30	Morning Business/Calendar
8:30-10:15	English Language Arts (ELA)
10:15-10:35	Recess
10:35-11:40	ELA Cont. (I.W.T), E.S.L.
11:40-12:20	Lunch
12:20-12:30	Read Aloud
12:30-1:15	Math
1:15-2:00	Science/Social Studies/Health/Art
2:20 Dismissal time for M, W-F (Tuesday's dismissal time is 1:20)	

Second Grade Schedule

8:00 - 8:20	Carpet time: Calendar, songs, morning business
8:30 - 10:15	Treasures Language Arts Program
10:15 - 10:35	Nutrition/Recess
10:35 - 11:40	Math
11:10 – 11:45	Library (Thurs)
11:40 - 12:20	Lunch/Recess
12:20 - 12:30	Read Aloud
12:30 – 1:15	Treasures Writing (Mon, Tues), Lang Arts Review (Wed-Fri)
1:15 – 2:20	Science/Social Studies (alternating weeks - Mon)
12:45 – 1:30	P.E. (Wed, Fri)
1:30 – 2:20	Treasures writing or Health (Wed)
1:15 – 2:20	Art (Thurs)

Hesby Oaks Leadership Charter

1:30 – 2:20 Art or 5th grade Book Buddies

2:20 Dismissal time for M, W-F (Tuesday's dismissal time is 1:20)

Third Grade Schedule

8:00 - 8:15 Morning Business/Homework

8:15 - 9:30 Math/ESL

9:30 - 10:15 Writing/Language Arts

10:15 - 10:35 Recess

10:40 - 11:40 Reading Workshop

10:45 – 11:30 Psychomotor with coaches (Friday)

11:40 - 12:20 Lunch

12:25 - 12:45 S.S.R. (Silent Sustained Reading)/Read Aloud

12:45 - 1:00 Weekly Schedule/Homework

12:45 – 1:30 Psychomotor with coaches (Monday)

12:45 – 1:45 Projects (Friday)

1:00 - 2:00 Monday-Health

Tuesday- Art

Wednesday- Social Studies

Thursday- Science

1:50 – 2:20 Library (Friday)

2:00 - 2:20 Physical Education

2:20 Dismissal time for M, W-F (Tuesday's dismissal time is 1:20)

Fourth Grade Schedule

8:00-8:15 Class Business, Flag, Hesby Pledge

8:15-8:35 Morning Meeting: community building

8:35-9:35 Math

9:35-9:55 Vocabulary & Spelling

9:55-10:15 Read Aloud

10:15-10:35 Recess

10:35-12:00 Oral Language, Reading Comprehension, Fluency, Writing, Grammar

12:00-12:40 Lunch

12:40-1:30 Social Studies and/or Science

1:30-2:15 Art, PE, Health

2:15-2:20 Evaluation & Homework

2:20 Dismissal time for M, W-F (Tuesday's dismissal time is 1:20)

Fifth Grade Schedule

8:00-8:15 Morning Business

8:15-9:40 Math

9:40-10:15 Language Arts

10:15-10:35 Recess

10:35-12:00 Language Arts

12:00-12:40 Lunch

Hesby Oaks Leadership Charter

12:40-12:55	Silent Reading/Read Aloud
12:55-2:05	Social Studies and/or Science and/or Health
2:05-2:20	Daily Wrap Up
2:20 Dismissal time for M, W-F (Tuesday's dismissal time is 1:20)	

Middle School Schedules:

Mon, Wed, Fri Regular Day Schedule

Period 1	8:00 a.m. - 8:57 a.m.	(57 minutes)
Period 2	9:02 a.m. - 9:59 a.m.	(57 minutes)
Nutrition	9:59 a.m. - 10:14 a.m.	(15 minutes)
Period 3	10:19 a.m. -11:16 a.m.	(57 minutes)
Period 4	11:21 a.m.-12:18 p.m.	(57 minutes)
Lunch	12:18 p.m. -12:48 p.m.	(30 minutes)
Period 5	12:53 p.m. - 1:50 p.m.	(57 minutes)
Period 6	1:55 p.m. - 2:52 p.m.	(57 minutes)
Homeroom	2:52 p.m. - 3:02 p.m.	(10 minutes)

Tuesdays Professional Development Block Schedule (Sept. 27 – May 1)

Block A	8:00 a.m. – 9:30 a.m.	(90 minutes)
Nutrition	9:30 a.m. – 9:45 a.m.	(15 minutes)
Block B	9:50 a.m. – 11:20 a.m.	(90 minutes)
Lunch	11:20 a.m. – 11:50 a.m.	(30 minutes)
Block C	11:55 a.m. – 1:25 p.m.	(90 minutes)
HR(*Advisory)	1:25 p.m. – 1:32 p.m. (*1:30 – 3:02)	(7 minutes)

**Sept. 13, 20 & May8 – June 19 (92 minutes)*

Thursdays Block Schedule

Block D	8:00 a.m. – 9:30 a.m.	(90 minutes)
Nutrition	9:30 a.m. – 9:45 a.m.	(15 minutes)
Block E	9:50 a.m. – 11:20 a.m.	(90 minutes)
Lunch	11:20 a.m. – 11:50 a.m.	(30 minutes)
Block F	11:55 a.m. – 1:25 p.m.	(90 minutes)
Advisory	1:30 p.m. – 3:02 p.m.	(92 minutes)

Minimum Day Schedule

Period 1	8:00 a.m. - 8:35 a.m.	(35 minutes)
Period 2	8:40 a.m. - 9:15 a.m.	(35 minutes)
Period 3	9:20 a.m. - 9:55 a.m.	(35 minutes)
Nutrition	9:55 a.m.-10:10 a.m.	(15 minutes)
Period 4	10:15 a.m. - 10:50 a.m.	(35 minutes)
Period 5	10:55 a.m. - 11:30 a.m.	(35 minutes)
Period 6	11:35 a.m. - 12:10 p.m.	(35 minutes)
Homeroom	12:10 p.m.-12:25 p.m.	(15 minutes)

Hesby Oaks Leadership Charter

Grade	Block A	Block B	Block C	Block D	Block E	Block F
6 th	Per 1	Per 3	Per 5	Per 2	Per 4	Per 6
7 th	Per 4	Per 6	Per 5	Per 2	Per 1	Per 3
8 th	Per 5	Per 4	Per 3	Per 1	Per 2	Per 6

Equal Access

Meeting the Needs of Special Populations

Students with disabilities 504 program: Under Section 504, a plan may be developed to assist those students with disabilities who do not qualify for Special Education services but who may need accommodations that can be provided to them within the general education program. A student is considered to have a substantial limitation when the student is unable to perform a major life activity that the average student in the general population can perform. Some examples of such disabilities are: chronic asthma, physical disabilities, severe allergies, diabetes and ADD/ADHD.

Retention policy: Hesby Oaks Leadership Charter will follow the District's Standards-Based-Promotion Policy. Early in the school year, parents of at-risk students will be informed of their child's progress and the need for extra support. By the March reporting period, parents will be informed of the possibility of retention. The decision to retain a student will be based on standardized testing, performance-based testing, and teacher evaluation. At-risk students will be recommended for intervention before the school makes a final decision to retain them. Parents have the right to follow the appeals process as outlined by LAUSD.

English Language Learners

Hesby Oaks Leadership Charter adheres to California State guidelines and current legislation, for the identification and instruction of all English Language Learners. Hesby Oaks Leadership Charter is committed to providing opportunities for English Language Learners to obtain primary language support in core subjects and instruction in English as a Second Language (ESL) through Specifically Designed Academic Instruction in English (SDAIE) methods and English Language Development based on ELD state standards.

The goal of Hesby Oak Leadership Charter's programs is for all English Language Learners to achieve the following:

- Self-esteem, pride in one's language and culture, and the ability to relate positively to all cultural groups.
- Academic achievement in all subject areas.

Hesby Oaks Leadership Charter will continue to research the best methods to meet its goals, with particular emphasis on language arts. Hesby Oaks Leadership Charter will follow state guidelines for the initial and annual CELDT identification and reclassification criteria of English Language Learners; and when necessary, students will be assessed in their primary language. To meet the District's content and performance standards for English Language Learners, Hesby Oaks Leadership Charter will use the District-adopted ELD curriculum, and adhere to the daily designated ELD instructional time. Each elementary teacher at Hesby Oaks utilizes the Treasures English Language Development Program curriculum for instruction of English Learners within the individual classroom setting for 30 minutes per day. In addition, ELs will be assessed using an ELD portfolio based on their ELD level. There will continue to be a language appraisal team to evaluate student progress. This team is comprised of the school site

Hesby Oaks Leadership Charter

administrator, RSP teacher, and 3 teachers with backgrounds in bilingual methodology. Hesby Oaks follows the District guidelines for portfolio assessment and the reclassification process. The ELD standards define five levels of English proficiency and guide the ELD curriculum for English learners in all California schools. The ELD Standards identify the pathway to achieving the California English Language Arts (ELA) Content Standards. English Learners must progress a minimum of one ELD level per year to make adequate progress toward meeting ELA Standards. Adequate progress is determined by the results of a student's classroom performance in the ELD standards and the California English Language Development Test (CELDT).

In order to meet federal and state requirements, teachers must document the ongoing progress of their English Learners in the ELD standards. The District's ELD Assessment Portfolio is a state-approved tool for that purpose and must be made available for examination during district and state compliance reviews.

Grade 1-2 Reclassification Criteria

- The student has demonstrated English proficiency on the Annual CELDT by achieving an overall performance level of 4 or 5 and skill area scores of 3 or higher in Listening and Speaking.
- The Language Appraisal Team (LAT) has judged that the student will be successful in a mainstream English program based on Elementary Progress Report marks 3 or 4 in English Language Arts.
- The LAT has judged that the student will be successful in mainstream English program based on three consecutive scores of benchmark on English Language Arts periodic assessments.
- The parent has been consulted and notified that the student is eligible for reclassification using the district's *Notification of Reclassification* letter that is generated by SIS.

Grade 3-5 Reclassification Criteria

- The student has demonstrated English proficiency on the Annual CELDT by achieving an overall performance level of 4 or 5 and skill area scores for 3 or higher Listening, Speaking, Reading, and Writing.
- The teacher or LAT has judged that the student will be successful in a mainstream English program based on Elementary Progress Report marks of 3 or 4 in English Language Arts.
- The student has demonstrated basic grade-level skills on the CST by achieving scores in the Basic, Proficient or Advanced performance range on the ELA section on the test.
- The parent has been consulted and notified that the student is eligible for reclassification using the district's Notification of Reclassification letter that is generated by SIS.

Grades 6-12 Reclassification Criteria

- CELDT score 3 or higher in listening, speaking, reading and writing with a performance level of 4 or 5.
- CST ELA score of proficient and advanced.
- Teacher report card marks of “C” or better in English.

Gifted and Talented Education (GATE)

Hesby Oaks Leadership Charter is committed to addressing the needs of Gifted and Talented students.

According to District guidelines, students are identified GATE through the GATE screening committee, made up of teachers, site administrator and school psychologist (see Appendix 8 GATE criteria.) In second grade, students are given the Otis–Lennon School Ability Test (OLSAT), a test of abstract thinking and reasoning ability of children pre-K to 18. The Otis-Lennon is a group-administered (except preschool), multiple choice, taken with pencil and paper, measures verbal, quantitative, and spatial reasoning ability. The test yields verbal and nonverbal scores, from which a total score is derived, called a School Ability Index (SAI). The SAI is a normalized standard score with a mean of 100 and a standard deviation of 16. GATE recommendation is based on teacher evaluations, progress reports, and standardized test scores that demonstrate consistent, high academic achievement and fall within District requirements. GATE testing is requested on a fee for service basis. The current GATE population represents more than 26% of 4th through 8th grade students at Hesby Oaks Leadership Charter.

Students identified as Gifted and Talented receive differentiated instruction as mandated by the State of California. GATE students are clustered into individual classrooms to achieve a balanced, heterogeneous learning environment. Teachers collaborate to create a differentiated curriculum for their GATE students, including depth and complexity, accelerated pacing, individual choice, and novelty, based on California State Standards. There is a range of differentiated instructional strategies for GATE students, including multiple intelligences, jigsaw, varying organizers, varied texts, varied supplementary materials, literature circles, tiered lessons, centers, learning contracts, group and individual investigations, interest centers and inventories, varied homework, compacting, multiple ways of assessment and use of Bloom’s taxonomy.

All teachers of GATE students receive the mandated 16 hours per year of GATE training, at a minimum. Training includes district-sponsored GATE conferences and workshops, the annual California Association for the Gifted (CAG) Conference, on-site professional development, and grade-level planning focused specifically on differentiating for the needs of gifted learners.

Parent meetings are held throughout the school year to disseminate information and address parent concerns and questions. Parents and teachers are continually evaluating how well our differentiated instruction is meeting the needs of our GATE students.

Hesby Oaks Leadership Charter

Students achieving substantially below grade level expectations

Hesby Oaks Leadership Charter's goal is to maximize the learning opportunities of low-achieving pupils at every point in the system. The school is continuing its commitment each year to spend school budget funds for teacher assistants, which further reduces the adult-student ratio, giving more assistance to those most in need. Valley Alternative High School, as part of their career program, has partnered with Hesby Oaks to train high school students (2 times per week) to work with elementary students in the classroom. Hesby Oaks Leadership Charter also has a very active commitment on the part of parents and community members to volunteer their time in the classroom on a regular basis.

Flexible grouping is another way that the school facilitates better learning for low-achievers. By working closely with students at all ability levels, low-achieving and at-risk students gain new knowledge, learn strategies for solving problems, and develop a better perspective on the value of learning. They are motivated to work harder and to develop a feeling of personal responsibility for their own learning. Hesby Oaks Leadership Charter recognizes that there are many factors that may affect a student's performance, and the school has made considerable efforts to identify students at academic risk and respond effectively to their specific needs. In addition to providing programs for students eligible for special services, the school also supports programs to give students it identifies as low-achieving or at-risk the individualized help they need for classroom success, in compliance with the intent of No Child Left Behind, and in an effort to close the achievement gap.

Identification: Low-achieving and at-risk students are students who achieve below the 36th percentile on the CST test, but do not qualify for special education services, and students whose achievement potential is not being realized. Hesby Oaks Leadership Charter's teachers are trained to analyze student test data and rank students by proficiency level in English Language, Arts and Math. The use of additional diagnostic tools enables them to assess and classify the needs of all students at the beginning of the school year, to identify those who may need extra instructional support. Teachers continue to use multiple measures based on California State Standards to evaluate student progress throughout the year.

Special Programs: When Hesby Oaks Leadership Charter identifies a student at academic risk, the school makes available several special resources. If adequate funding is available, small intervention language arts and math classes are held after school to help identified low-achieving students.

Hesby Oaks Leadership Charter provides additional intervention for those at academic risk. The school's innovative Learning Lab, a program run by a Limited Contract credentialed teacher with an individual or small group of students for intensive skills intervention several days each week. Classroom teachers meet with the Learning Lab teacher on a regular basis to plan the most effective program and to ensure that the students have access to core curriculum. The credentialed Learning Lab teacher is contracted for services and is paid out of Title 11 7n178 - NCLB -T2a teacher quality funds. A Middle School math tutor comes weekly to assist student at-risk, paid for out of Hesby Involved Parents funds.

Hesby Oaks Leadership Charter

Hesby Oaks Leadership Charter's teachers meet regularly to share ideas and brainstorm solutions to meet the needs of each child on a regular basis. Teachers collaborate in grade level and across grade levels to analysis data, plan curriculum, share best practices, plan intervention and analyze student's response to the intervention. Middle School teachers meet weekly to implement the G.O.A.L. program. G.O.A.L. (Great Opportunity to Achieve Learning) is based on the philosophy of not wanting to punish students for not doing homework like a traditional detention hall; G.O.A.L. is a system to empower students to do better, review concepts and to get organizational assistance. Core teachers take turns once a week for an hour after school (except banked Tuesdays) for any students that did not finish homework. It is a place for them to finish work, receive late credit and get further assistance to gain a greater understanding of class concepts. G.O.A.L. is a study hall environment run by middle school classroom teachers. It is a voluntary program where parents sign consent forms. If students do not show up to G.O.A.L., there are consequences: 1) warning, 2) parent phone call, 3) daily checklist, and 4) referral to the office.

The Learning Lab:

As part of Hesby Oaks Leadership Charter's continuing school-wide effort to close the achievement gap and enhance cultural relevancy, the Learning Lab provides direct, individualized or small-group instruction to at-risk students who do not qualify for Special Education services.

These students perform below the proficiency level (based on the California Standards tests) in decoding, fluency, and/or comprehension skills. Qualified reading specialists assess each student in order to identify his/her strengths and weaknesses. They then use this information to design specific learning goals, instruction and/or classroom accommodations. One of the hallmarks of this program is the close partnership between the Learning lab and teachers. This ensures that its recommendations are implemented in the classroom for the benefit of all students.

Student Success Team (SST)

Hesby Oaks Leadership Charter uses several modalities in reaching our community of students who are not quite meeting grade-level standards. Teachers are highly trained to employ multiple strategies to engage and challenge students to meet or exceed the required standard. Teachers are also highly innovative in making necessary accommodations and modifications to meet the needs of students who are not able to meet the expected standard taught in class.

Once the teacher has accumulated enough evidence to show that a particular child is not responding to the accommodations made to be successful, the teacher then submits the paperwork for a more formal parent-teacher conference to discuss the strengths and weaknesses of the student. The team is made up of the child's teacher, an administrator, the resource specialist, school psychologist, but the most important of these is the parent. These meetings are designed to assist the teacher with strategies he/she has not yet tried, and to thoroughly discuss

the history of the child's learning abilities. The parent is an integral part of this assessment since they are most often the one who can provide the crucial insight.

During the meeting, notes are compiled, and based on prior and current test scores, writing and processing abilities, and social-emotional needs, the committee determines if the child requires special education services. The team will decide if the child needs to be assessed and/or make recommendations for strategies in the classroom.

The goal of the SST is to secure an academic, safe and emotionally sound environment for all children to succeed. The parents fully understand that it is the school's philosophy to nurture the potential of all students by any means possible.

Meeting the Needs of Low Socioeconomic Status Students

Hesby Oaks Leadership Charter provides support to meet the needs of low socio-economic status students through development of technology skills for 21st century learning and through a variety of enrichment opportunities. Four days a week after school in the library, Homework Club is offered at no cost. Students do their homework in a quiet environment, with adult support when necessary. After-school enrichment classes are offered through Parker-Anderson Enrichment, and student scholarships are available through Hesby Involved Parents. Enrichment Educational Experiences, the school's onsite after school program, provides students with art, music, drama, science, language arts, chess, dance, physical education clinics and a homework/study hall hour. Again, Hesby Involved Parents gives needs-based scholarships to qualifying students. The Beyond the Bell Branch of the LAUSD operate after school programs offering academic assistance, enrichment activities and recreational activities in a safe, supervised environment from the release of the school day until 6:00 p.m. each school day. Medical, vision, dental, and mental health services are available through District-sponsored programs.

LAUSD-Specific Language:

Special Education

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

Conversion Affiliated Charter

Charter School Special Education Responsibilities

- **General Requirements**

Hesby Oaks Leadership Charter will adhere to the provisions of the IDEA and California special education laws and regulations to assure that all students with disabilities are

Hesby Oaks Leadership Charter

accorded a free appropriate public education (“FAPE”). Hesby Oaks will also ensure that no student otherwise eligible to enroll in Hesby Oaks will be denied enrollment on the basis of their special education status.

Hesby Oaks Leadership Charter will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in Hesby Oaks Leadership Charter.

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

Hesby Oaks Leadership Charter 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. Hesby Oaks Leadership Charter will maintain copies of assessments and IEP materials for District review. Hesby Oaks Leadership Charter will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

Hesby Oaks Leadership Charter shall keep daily attendance for each student, which shall be reported and certified according to District policies and procedures.

Hesby Oaks Leadership Charter 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). Hesby Oaks Leadership Charter will participate in internal validation review (DVR).

Hesby Oaks Leadership Charter is responsible for the management of its, personnel, programs and services. Hesby Oaks Leadership Charter will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

Hesby Oaks Leadership Charter will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at Hesby Oaks Leadership Charter.

- **Transferring Students**

For students transferring to Hesby Oaks Leadership Charter from District schools or District affiliated charter schools, Hesby Oaks Leadership Charter will provide those related services required by the students’ IEPs immediately upon the students’ enrollment.

Hesby Oaks Leadership Charter

For students transferring to Hesby Oaks Leadership Charter from other school districts, Hesby Oaks Leadership Charter shall provide related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law.

- **Assessments**

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

Upon a parent's request for assessment, Hesby Oaks Leadership Charter will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If Hesby Oaks Leadership Charter determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If Hesby Oaks Leadership Charter concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. Hesby Oaks Leadership Charter 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. Hesby Oaks Leadership Charter will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

- **Alternative Placements**

In the event that Hesby Oaks Leadership Charter is unable to provide an appropriate placement or services for a student with special needs, Hesby Oaks Leadership Charter will contact the District to discuss placement and service alternatives. Charter schools are expected to provide services to all enrolled students with disabilities (mild to severe).

- **Least Restrictive Environment**

Hesby Oaks Leadership Charter will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. Hesby Oaks Leadership Charter's general program of instruction

Hesby Oaks Leadership Charter

for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in Hesby Oaks Leadership Charter. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

- **Staffing Requirements**

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

Hesby Oaks Leadership Charter will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. Hesby Oaks Leadership Charter will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

- **Student Discipline/Inclusion**

Hesby Oaks Leadership Charter will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, Hesby Oaks Leadership Charter will convene a manifestation determination IEP that includes District representation as set forth in the District's Policies and Procedures Manual. Hesby Oaks Leadership Charter will collect data pertaining to the number of special education students suspended or expelled.

Hesby Oaks Leadership Charter is committed to achieving population balance that includes students with disabilities. Hesby Oaks Leadership Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-13%. Hesby Oaks Leadership Charter's outreach efforts should be geared toward aligning with the District-wide average. Hesby Oaks Leadership Charter may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will provide Hesby Oaks Leadership Charter with MCD reports indicating range of services and number of students served at individual Charter Schools.

- **Procedural Safeguards/Due Process Hearings**

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to Hesby Oaks Leadership Charter if the District determines that such action is legally

Hesby Oaks Leadership Charter

necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

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

- **Complaints**

The District will investigate and respond to all special education complaints the District receives pertaining to Hesby Oaks Leadership Charter including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. Hesby Oaks Leadership Charter 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.

- **Funding of Special Education**

Hesby Oaks Leadership Charter 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 charter school students that 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. Hesby Oaks Leadership Charter will contribute their fair share of SELPA-wide unfunded special education costs from their general-purpose block grant monies.

- **District Responsibilities Relating to Charter School Special Education Program**

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

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

LAUSD-Specified Language

***Modified Consent Decree Requirements**

All Charter Schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders

Hesby Oaks Leadership Charter

imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

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

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

The District is currently in the process of developing an Integrated Student Information System (ISIS) as required by the MCD. Although most charter schools are not currently utilizing the District's current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

Element 2: Measureable Student Outcomes

“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.” Ed. Code 47605 (b)(5)(B)

Hesby Oaks Leadership Charter’s Measuring Student Outcomes Plan

Description of Desired Vision for Hesby Oaks Leadership Charter K-8 Students

Hesby Oaks Leadership Charter’s desired curriculum will include an integrated, inquiry-based K-8 curriculum aligned with California state content standards in the areas of language arts, science, math, social studies, physical education and technology, as well as using the California-adopted Common Core State Standards. Cross-curricular, project-based learning will be enhanced using music, art, and theater instruction. There will be a strong emphasis on hands-on and discovery learning. Hesby Oaks Leadership Charter’s program will embrace the following key elements:

- Standards are essential: Clear content standards for what students learn at benchmark grade levels are a crucial aspect of making sure we are meeting the academic needs of all students. They also serve as a guide for teachers, administrators, parents, and students to know what specific knowledge and skills the students must master.
- Challenging Curriculum: Gifted and Talented Education state standards allow students to access a rigorous curriculum that is aligned with state standards. The goal of Hesby Oaks Leadership Charter is to provide challenging curriculum for all students that will meet and exceed District and State expectations.
- Teachers Matter: Teachers are held to high standards at Hesby Oaks Leadership Charter, and students need teachers who have mastery over their subject areas, a passion for teaching, and are skilled in the art of teaching. Strategies for significant, meaningful, and on-going teacher professional development using the selected curricula will also be included in Hesby Oaks Leadership Charter’s program. (See Element 1)

Anticipated Skills and Knowledge for Hesby Oaks Leadership Charter K-8 Students

Students are best served when subject areas are not taught in isolation, but are integrated in meaningful ways to help students acquire high levels of subject matter knowledge, critical thinking, problem-solving, creativity, communication, and collaboration skills and become successful and responsible citizens of the 21st century. (*Preparing Students for College, Career and Citizenship: A California Guide to Align Civic Education and the Common Core State Standards for English, Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*, 2011)

- Language Arts: Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students will build knowledge, gain insights, explore possibilities, and broaden their perspective. Students will be able to read, write, listen, and speak effectively. Students will be able to

Hesby Oaks Leadership Charter

incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, they will actively read and listen and be able to locate and interpret information. Students will be able to coherently write in a variety of genres, including but not limited to: narrative, persuasive, response to literature, and research. Students will be able to gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking, as well as through media.

- **Mathematics:** Based on the Common Core State Standards, students will make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others. Students will model real-life problems with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, as well as look for and express regularity in repeated reasoning.
- **Science:** Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as physical, life, earth, and ecology. Students will formulate their own hypothesis and write experiments utilizing the scientific method, as they engage in hands-on critical thinking experiments.
- **History and Social Studies:** Students will demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights, origins, functions, and governments of various populations and cultures. Students will cite specific textual evidence to support assertions based on primary and secondary sources, determine central ideas and themes, integrate visual images (graphs, charts, photographs), distinguish fact from opinion, and to read and comprehend increasing difficult historical texts.
- **Technology:** Students will use word processing, video recording, photography, and other applications to creatively produce and demonstrate mastery of the standards. Students will also be familiar with various applications such as, spreadsheets, Photoshop, PowerPoint, and Prezi. Students will understand the use of current technology and apply knowledge to real world situations.
- **Arts:** Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, and dance. This will be promoted through an academic curriculum and intertwined with enrichment instruction by specialists.
- **Physical Education:** Students will build a healthy and balanced body and mind through various intramural sports activities/drills that follow the physical education standards with dedicated time for psychomotor skills development.

Skills for Lifelong Learners

- **Leadership, Collaboration, and Cooperation:** Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level.
- **Goal Setting:** Students will learn to set their own short-term and long-term academic and social goals, in keeping with their abilities and based on a high level of expectation inherent in the school community.
- **Critical Thinking and Problem Solving:** Students will learn to be effective problem solvers and will develop critical-thinking skills.

Hesby Oaks Leadership Charter

- Self-Discipline: Students will learn to control their behavior at all times and will respect and uphold the values of the community.
- Citizenship: Students will learn and practice their civic rights and responsibilities and will have an appreciation of their impact on the immediate community and the larger world. Students will understand democratic values and principles including equality, fairness, working toward a common good, and civic virtue.

Specific and Realistic Achievement Targets

Academic Performance Index/Adequate Yearly Progress/CST scores

As an LAUSD neighborhood school with affiliated charter status, Hesby Oaks Leadership Charter's achievement shall be measured and scrutinized in the same manner as any typical elementary school that is part of LAUSD using the CST as a measure to determine growth and achievement. Hesby Oaks Leadership Charter will comply with all No Child Left Behind Act (NCLBA) requirements of teachers and paraprofessionals. Periodic benchmark assessments are used to evaluate student learning in both English Language Arts and in Mathematics. The California Department of Education provides API reports as part of its Accountability Progress Reporting (APR) system. The APR system provides an integrated approach to reporting results for state and federal accountability requirements and includes information about Hesby Oaks Leadership Charter and numerically significant subgroups. Hesby Oaks Leadership Charter will rely on the State of California to provide API information for this charter implementation.

- API Score: Hesby Oaks Leadership Charter has achieved consistent growth in its API score over the last 5 years and will continue its growth with this new charter school plan.

Year	API Score
2011	907
2010	891
2009	885
2008	884
2007	874

- CST Goals: Our elementary school CST goal is 82% in English and 88% in math. Our middle school CST goal is 84% in English and 68% in math. We continue to exceed District annual targets.
- AYP: Our goal is to meet AYP during the charter term.

Frequency and Methods by which Students are Assessed

- California Content Standards and Common Core State Standards: Hesby Oaks Leadership Charter believes that assessment is on-going and affords teachers an opportunity to develop daily lessons that meet the needs of all students based on their delineated strengths and weaknesses. Looking toward the future with the upcoming Common Core State Standards in mind, we are committed to ensuring that each child reaches or exceeds proficiency level in all core subjects.
- Analyzing Data: Prior to the new school year, each teacher receives a class list of the incoming pupils. We analyze their data from the prior year and formulate instructional

Hesby Oaks Leadership Charter

agenda based on the perceived needs of each student. Throughout the school year, MyData is utilized to provide ongoing analysis of students' performance to revise and remediate learning to enable all students to achieve proficiency, as determined by District standards. In an effort to have all students become successful, the principal will compile a running record, or longitudinal study, of students at risk, or scoring Basic, Below Basic, or Far Below Basic. This list called the "watch list" will be used by teachers to assist in team planning during grade level meetings, to help support the student's learning, to apply appropriate teaching methodologies and to be a guide in monitoring progress throughout the student's elementary experience. It is the goal of our instructional program to have the students score well enough on the CST to be removed from our "Watch List". The principal keeps records of all students' test scores, and meets with those students who are below and far below basic levels. Classroom teachers, Learning Lab teacher, and extended learning tutoring teachers will keep the principal updated on student progress.

- **Periodic Assessments:** Hesby Oaks Leadership Charter shall determine their development, implementation or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Hesby Oaks Leadership Charter may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District. Standardized Assessments may include, but are not limited to; STAR (yearly), CELDT (yearly), DIBELS (3x/year with progress monitoring for students identified as at risk), District Quarterly Math, English, Science, and Social Studies Assessment (every 6-8 weeks depending on grade level). These assessments give teachers a common measure of student performance. Teachers and administrators can make decisions regarding instructional programming based on how students are performing in relation to other students who take the same test.
- **Authentic Assessments:** These assessments are ongoing and can better evaluate students individually over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios, journals, work samples, homework, teacher-created tests, teacher observations, checklists, anecdotal records, and publisher-provided criterion-referenced tests. Project-based learning is emphasized, also known as performance assessments, they allow for meaningful application of essential knowledge and skills.
- **Informal Assessments:** In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project assignments to help identify immediate areas of concern and to guide instruction.

Element 3: Method by Which Student Outcomes will be Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured.”Ed. Code 47605 (b) (5) (C)

Testing

Hesby Oaks Leadership Charter agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Hesby Oaks Leadership Charter will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

Student outcomes are measured through diagnostic, formative and summative data. Teachers begin each year by assessing the skills students possess at the beginning of the year. These beginning of the year tests are a combination of teacher-created materials, LAUSD-adopted materials as well as commercially available materials. The results are evaluated by the classroom teachers during grade level meetings and analyzed with emphasis on the grade-level standards performance on the CST. The action, or response, is identified as a way to map the curriculum units for the upcoming school year. This information will be used in addition to performance on additional teacher created tests, commercially available tests, publisher tests, portfolio assessments, rubrics, projects and IEP goals to determine student progress three times per year on the progress report in elementary and eight times a year in middle school.

In an effort to have all students become successful, the principal will compile a running record, or longitudinal study, of students at risk, or scoring Basic, Below Basic, or Far Below Basic on the CST. This list called the “watch list” will be used by teachers to assist in team planning during grade level meetings, to help support the student’s learning, to apply appropriate teaching methodologies, and to be a guide in monitoring progress throughout the student’s elementary and middle school experience. It is the goal of our instructional program to have the students score well enough on the CST to be removed from our “Watch List”.

Language Arts benchmark assessments are given and scored to assess student progress in ELA. These benchmark assessments are used at varying intervals depending upon the individual student’s achievement. For struggling students, each benchmark assessment is completed according to the prescribed schedule. For elementary students meeting benchmarks, only every second assessment is completed as a monitor for continued academic success. Middle school students complete three periodic assessments per school year in each core subject area.

Students who score Basic, below Basic, or Far Below Basic are placed on the “watch list” and are given remediation in that subject. In addition, all of Hesby Oaks uses district materials, additional teacher-created and commercially published unit tests to monitor student achievement and to inform instructional practice at the completion of individual units. Results of these assessments, possible intervention and re-teaching topics are discussed at grade-level meetings.

Assessments data (culled from MyData) will be used to inform instruction and professional development on an ongoing basis. Individual teachers monitor data weekly, with the administration, as well as the curriculum and leadership committee review, monitor, and analyze

Hesby Oaks Leadership Charter

data during periodic assessment. Teachers additionally meet with their grade level and the administration for each periodic assessment. This process is utilized to identify students who need additional support. The curriculum committee is directly involved with the administration, and the leadership committee to identify and align curriculum materials, instructional materials, interventions, and periodic and formative assessments aimed at meeting the California Content Standards in each subject area. The Governance Board will also monitor the success of programs and utilization of resources based on data to inform decisions for school improvement and school needs. Working together in a yearly process of review and revision, the educators of Hesby Oaks Leadership Charter will ensure their efforts are focused on data-driven instruction. As part of this process, Hesby Oaks Leadership Charter will consider new texts and program adoptions of LAUSD along with its own in identifying how best to meet the unique and changing needs of our students. This will include participating in District trainings and in-services and the use of District instructional guides, and periodic assessments as determined by Hesby Oaks Leadership Charter. The Local District Superintendent, in cooperation with Hesby Oaks Leadership Charter's Curriculum Committee, will decide the degree, extent, and nature of implementation of new District adoptions, and periodic assessments in meeting the needs of our students.

Hesby Oaks Leadership Charter met 2011 API criteria with a score of 907. In 2012, Hesby Oaks Leadership Charter will continue to strive to meet all Annual Measurable Objectives. In terms of the number of students scoring Proficient or Advanced, the school's goal is to exceed the target benchmarks established by the State for the significant subgroups (School-wide and Caucasian). In addition, Hesby Oaks Leadership Charter's goal is a participation rate on the CST that exceeds the District's minimum requirement.

Based on 2010-2011 data, Hesby Oaks Leadership Charter developed goals to improve the instructional program of all students to meet the academic performance index and adequate yearly progress growth targets. The goals are:

- Eighth grade Algebra students will increase proficiency by 10% on the CST.
- Third grade will increase in students performing Proficient and Advanced by 5% in ELA and Math.

Frequency & Methods by Which Standards are Assessed

Periodic Assessments

Hesby Oaks Leadership Charter shall determine their development, implementation or use of periodic assessments according to the needs of its students, within the limits permitted in the Education Code. Hesby Oaks Leadership Charter may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective local district.

Hesby Oaks Leadership Charter knows that formal and informal assessments are an ongoing opportunity for teachers, parents and students to identify areas of strength and weakness. We are committed to ensuring that each child exceeds his or her proficiency level in all academic areas.

Hesby Oaks Leadership Charter

Standardized assessments include, but are not limited to: CST (yearly), CELDT (yearly), *Treasures* data (every 6-8 weeks in elementary grades) if still using this program or current District assessment, District Quarterly Math Assessments (every 6-8 weeks in elementary grades), and District Science Assessments (4th and 5th grade – 3 times a year). Middle school students complete English, Math, Science, and Social Studies assessments three times per school year. Students at Hesby Oaks Leadership Charter will demonstrate their knowledge and skills through an array of assessments; including, but not limited to teacher created and commercially available performance assessments, diagnostic assessments, formative and summative assessments. The students will also be expected to demonstrate proficiency on District and state assessments including the CST.

As of 2009, Hesby teachers, staff and administration have access and utilize MyData, a web-based tool of student data for LAUSD educators that includes state test scores, student grades, attendance, periodic assessments, English Language Learner data, and more. This tool will aide Hesby Oaks Leadership Charter teachers and staff in ensuring that student outcomes are consistent with the charter's instructional program thus improve teaching and learning. This access to a wealth of student and school data allows Hesby teachers and staff the ability to make decisions regarding instruction and ensures that the staff is meeting the specific learning needs of each student.

After the Hesby Oaks Leadership Charter staff engages in a thorough review of data, differentiation strategies for at-risk to high achieving students is determined. At-risk students are monitored from year to year, by methods including, but not limited to, longitudinal studies, and Student Success Team meetings and follow-up. Vertical articulation between each grade level is used to help identify attainment of skills and readiness for the next grade.

Performance assessments are ongoing and evaluate the child over time and in a variety of settings. Performance assessments may include, but are not limited to: portfolios, journals, work samples, home work, teacher-devised tests, teacher observations, checklists, anecdotal records, and projects.

In conjunction with standardized and performance assessments, teachers will also use daily informal assessments from observation, anecdotal records, class work, and project assignments to help identify immediate areas of concern and to plan future instruction.

In-house Benchmark Assessments

Methods, by which student progress is measured, include authentic and standardized assessments:

- **Authentic Assessments:** Authentic assessments based on the California State Standards are ongoing and can better evaluate the child over time and in a variety of settings. Teacher developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, short-term and long-term projects, learning contracts.
- **Standardized Assessments and how data will be used:** California Standards Test (CST), California English Development Test (CELDT), District-adopted reading program

Hesby Oaks Leadership Charter

Assessments/Fluency, District Math Assessments, District Science Assessments for grades four and five, and District Language Arts, and District Social Studies in seventh and eighth. Students at Hesby Oaks Leadership Charter will demonstrate their knowledge and skills through an array of assessments; including but not limited to teacher created and commercially available performance assessments, diagnostic assessments, formative and summative assessments. The students will also be expected to demonstrate proficiency on District and state assessments including the CST.

LAUSD-Specific Language

***Testing**

Hesby Oaks Leadership Charter agrees to comply with and adhere to the state requirements for participation and administration of all state-mandated tests. As a District affiliated charter school, Hesby Oaks Leadership Charter will test with the district and adhere to the district testing calendars and procedures for all state-mandated assessments.

How Data will be Used

Hesby Oaks Leadership Charter values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school's progress, and to establish future goals and interventions. Specific examples of this include:

- Teachers and administration evaluate data from combined assessments, such as California Standards Test (CST), California English Development Test (CELDT), District-adopted reading program Assessments/Fluency, District Quarterly Math Assessments, District Science Assessments for grades four and five, and seventh and eighth grade Math, Science, Language Arts, Social Studies District Periodic Assessments and teacher created assessments monthly, in order to meet each student's educational needs. Data is also used to identify and prioritize professional development priorities and as topics for discussion during grade-level planning.
- District assessment results and authentic assessments are communicated to parents (by teaching staff) throughout the school year in a variety of ways, for example, emails communication, weekly progress reports, and online grade books.
- School-wide data is also shared in a public forum at monthly governance meetings, at least four times a year in order to discuss upcoming program development and intervention priorities; and
- MyData is available to all teachers and the Governance Board for immediate access to grades, scores and attendance. Instantaneous access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can take place in a timely manner. This information will be utilized to assist administration and teachers, in critiquing and examining data and to develop an effective Professional Development program on an ongoing basis. Basic and Below Basic students will be targeted using the information on CST and periodic district assessment results. These results and data analysis will also help teachers to create focused units on areas of need and cluster students to receive extra help in the Learning Center or within small groups in the classroom.

Identification of Grading Policy

Individual classroom teachers will be primarily accountable for assessing their students' progress with regard to grade-level work and content standards. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade-level by assessments aligned to the state's standards.

Student progress toward achieving the California grade-level standards and school goals will be communicated to students' families by providing timely feedback on class assignments, homework assignments, and by means of the unsatisfactory progress report and regular conferences with the student's teachers. Teachers use online grading and teacher websites to keep parents informed of class assignments and assessments.

Proficient levels of the District and State Standards are summarized on the LAUSD Progress Report. The Elementary Progress Report uses a 4-point scoring rubric that reflects State Content Standards and classroom teachers' daily work assignments. Students earn a "4" for Advanced Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: language arts divided into reading, writing, listening, and speaking; mathematics; history and social science; science; health education; physical education; and the arts. The standards for life-long learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and fair play.

Progress is reported to the parents 3 times annually using the LAUSD Progress Report. Additionally, parent conferences and/or student-led conferences are conducted several times per year, or as needed.

The middle school Progress Report uses a 5-point scoring rubric that reflects State Content standards and classroom teachers' daily work assignments. Students earn an "A" (90 – 100%) for Advanced Levels; a "B" (80 -89%) for Benchmark Level excellent grade level or Proficient level work; a "C" (70 -79%) for Benchmark Level grade level or Basic level work; a "D" (60-69%) for Below Basic or grade level performance; or an "F" (59% or below) for work that is Far Below Grade level proficiency. Each teacher also assigns Work Habits marks, such as an "E" for Excellence (no missed assignments or tardies), and "S" for Satisfactory (1-2 missed assignments or tardies) or a "U" for Unsatisfactory (three or more missed assignments or tardies) Work habits are also measured by work and study habits, organizational skills, and the quality and completeness of work Cooperation marks are based on behavior in the classroom and students again may earn an "E" for Excellence, an "S" for Satisfactory, or a "U" for Unsatisfactory based on classroom conduct including respect, cooperation, dependability, responsibility, self-control and fair play.

Progress is reported to the parents with online grading programs, printed grade sheets, and LAUSD Progress Reports at the 5-week, 10-week, 15-week and the final report card in the Fall

Hesby Oaks Leadership Charter

and Spring semesters. After each progress report, students earning “D’s” and “F’s” meet with teachers and parents for a student-led conference to get students back on track to grade level proficiency.

Element 4: Governance

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

Petition For Affiliated Charter Status

Hesby Oaks School is a K-8 span school that proposes to be converted to an affiliated charter within the Los Angeles Unified School District and to be known as Hesby Oaks Leadership Charter. As an affiliated charter, Hesby Oaks Leadership Charter shall follow all established LAUSD policies and guidelines.

Hesby Oaks Leadership Charter School Governance Board

Hesby Oaks Leadership Charter is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Hesby Oaks Leadership Charter. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements. Any governance model in conflict with the above shall be null and void unless the appropriated parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Board composition and responsibilities.

In the event that Hesby Oaks Leadership Charter changes from affiliated charter status to independent charter status, Hesby Oaks Leadership Charter and/or its non-profit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Hesby Oaks Leadership Charter changes its status to an independent charter school, Hesby Oaks Leadership Charter shall submit a petition for material revision with articles of incorporation and bylaws for District's approval.

Hesby Oaks Leadership Charter will maintain a Governance Board that will be the chief site based decision-making body for the school under the authority of the local district superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education.

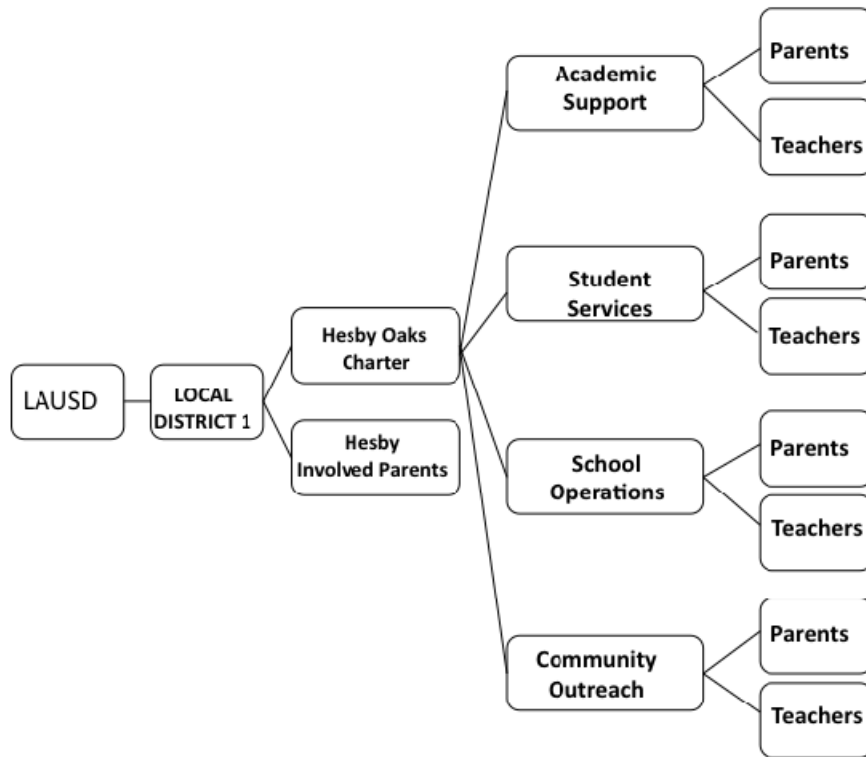
The Governance Board will be governed in its operations and its actions by the charter petition and the Bylaws of the Governance Board of Hesby Oaks Leadership Charter School, which can be revised as needed. The Governance Board will meet 9 times per year to discuss policy and make decisions on the direction for the school. All teachers, parents, and staff are encouraged to attend Board meetings. Subject to LAUSD policies and procedures, the Board will have authority for aspects of its operation including, but not limited to, the development and implementation of policies related to curriculum, personnel consistent with district policies and procedures and collective bargaining agreements, professional development, categorical block grant budget and finance, implementation of admissions, site-level scheduling, community relations, classroom usage (within district policy), use of the school site (within district policy), safety, discipline, charter revision subject to district approval, dispute resolution (within district policy), appointment of school representatives to external organizations, and interactions with

Hesby Oaks Leadership Charter

LAUSD. We will abide by LAUSD policies and procedures concerning school governance and will continue to have all school Boards operating effectively in shared decision-making. We will continue to fulfill our fiduciary responsibility and effectively lead and manage Hesby Oaks Leadership Charter.

Decision-Making Process and Organizational Chart

Hesby Oaks Leadership Charter School Governing Board will be a consensus-oriented, site-based decision-making body for Hesby Oaks Leadership Charter School. It will have the responsibility for allocating categorical block grant resources and setting the site-based policies and procedures to achieve the school's program goals, thus promoting the best educational program possible for students. The attainment of consensus among all members of the Board shall be a primary goal. If consensus cannot be reached, decisions will be made by a simple majority vote of the members present, with the exception of Bylaws changes, which must be decided by a two-thirds majority of the Board. In the event of a tie vote, further discussion and research will take place until there is a majority vote. Any stakeholder can bring new business before the Governing Board by bringing the matter to the attention of the principal, a member of the Governing Board, or the relevant committee. All standing committees will have representation from both the parent body and teaching staff and are the foundation of policy decision-making at Hesby Oaks Leadership Charter.



Compliance with All Laws Relating to Public Agencies in General, All Federal Laws and Regulations and State Codes

Hesby Oaks Leadership Charter will comply with all applicable laws relating to public agencies in general, all federal laws and regulations and state codes. As required by LAUSD, our school adheres to all applicable consent decrees and court orders including Rodriguez and Chanda Smith Modified Consent Decree. Hesby Oaks Leadership Charter accepts and understands its obligation to comply with specific sections of the Education Code: Sections 47611 and 41365, and all laws establishing minimum age for public school attendance.

Hesby Oaks Leadership Charter School and all committees will comply with the Brown Act as noted above.

Members of the Hesby Oaks Leadership Charter Governance Board, any administrators, managers or employees, and any other committees of the charter school will comply with federal and state laws, nonprofit integrity standards and LAUSD’s charter school policies and regulations regarding ethics and conflicts of interest.

The district reserves the right to appoint a non-voting single representative in the Charter School Governing Board.

Hesby Oaks Leadership Charter’s Relationship with District/County

The Hesby Oaks Leadership Charter Governing Board will work collaboratively with the Local District and District to determine the applicability of District policies and procedures to Hesby Oaks Leadership Charter. It will continue its operation as a fiscally affiliated charter school. Hesby Oaks Leadership Charter will work collaboratively with the District to ensure all programs, services, and future needs are funded.

Process for Amendments to Charter

Hesby Oaks Leadership Charter reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to the Hesby Oaks Leadership Charter Governing Board. Any material revisions to the charter must be submitted to the LAUSD Board of Education for approval. Hesby Oaks Leadership Charter will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

Articles of Incorporation and Bylaws of Nonprofit Corporation

Since we are applying to convert to an affiliated charter school, we do not need to submit articles of incorporation and bylaws of a nonprofit corporation. We have however submitted the Bylaws of the Governance Board (Appendix 4).

Selection Process of Board Members and Relevant Governance Board

Members of the Governance Board shall serve two-year terms; one-half of the teacher members and one-half the parent members will be elected each year. The middle school student representative will serve for the year that he/she is elected president of student council by middle school students.

The voting members of the Governance Board will include representatives from the school's various constituencies as follows:

6 staff members and 2 alternate teacher representatives, who shall be elected from and by the credentialed teachers employed at the school, which will include:

- The Principal
- UTLA Chapter Chair
- Three Certificated Representatives (to be elected by certificated staff)
- One Classified Representative (to be elected by classified staff)

5 parent members elected by parents of Hesby Oaks Leadership Charter School.

There shall be up to 2 alternate parent Board representatives. The "first" alternate shall be the alternate with the most votes as compared to the other alternate(s). All vacant seats shall be filled within one month by a special election called by the Chair.

1 student member (non-voting)-Middle School Student Council President.

The middle school Student Council Vice President will serve as an alternate.

Executive Committee

Hesby Oaks Leadership Charter will have an Executive Committee comprised of the principal, 1 teacher elected yearly by the teachers who are voting members of the Governance Board, and 1 parent elected yearly by parents who are voting members of the Governance Board. Vacancies on the Executive Committee shall be filled immediately.

The Executive Committee shall:

- Chair and set the agenda for Governance Board meetings
- Refer issues to the Governance Board or its Committees

The Executive Committee may not exercise the authority of the Governance Board.

The Executive Committee will normally meet weekly but may convene more or less frequently as necessary to conduct its business.

Members of the Governance Board shall excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest.

Hesby Oaks Leadership Charter

Such conflicts may arise whenever a Board member may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governance Board. Board members shall either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governance Board determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governance Board by any person.

Hesby Oaks Leadership Charter shall comply with LAUSD's policies and regulations regarding ethics and conflict of interest in their decision making process.

Role of Standing Committees

Committees shall be formed to research issues and obtain input from all affected /interested groups. They will ensure participation of all stakeholders, present findings to the Board for a decision, create a more efficient way to handle decision making, provide a more effective way of communication, and will assist in the selection of all senior members of the staff.

Committees may include but are not limited to:

- Academic Support
- Student Services
- School Operations
- Community Outreach

Standing Sub-committees fall under the umbrella of the four main committees may include but are not limited to:

- Budget and Finance
- Curriculum Development and Review
- Grant Writing
- Standards and Conduct
- Technology
- ELAC
- School Calendar/Student Activities
- Community Involvement,
- Human Resources and Personnel Selection
- Facilities and Safety

Other committees will be formed as the need arises.

Committees are advisory and will have at least 1 parent and 1 staff member as members. Additional committee members will be volunteers based on interest and expertise. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Governance Board Chair and/or the Governance Board Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Hesby Oaks Leadership Charter Governance Board Chair will appoint a chairperson. The Board, as needed, will determine committee meeting dates and times and all committees will comply with the Brown Act.

Process Which Ensures Staff, Student and Other Stakeholder Involvement

Parents play a very active role in our school, and the success of Hesby Oaks Leadership Charter depends upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at Hesby Oaks Leadership Charter, their participation will help to fulfill our promise of an enriched educational experience for all children. At least 1 elected parent representative will serve on each of the school's Governing, Executive, Standing and Sub- Committees.

As a separate entity from Hesby Oaks Leadership Charter, the parent booster club, Hesby Involved Parents will elect their own officers and representatives and set their own goals for their participation in the success of Hesby Oaks Leadership Charter. Two teachers (one elementary and one middle school) elected by certificated staff will also be part of the Hesby Involved Parents board. Hesby Involved Parents will hold monthly parent meetings that include all stakeholders. Hesby Involved Parents shall maintain liability insurance sufficient to cover any and all Hesby Involved Parents sponsored activities and shall present a certificate of insurance as evidence of such insurance coverage on at least an annual basis to the Districts Division of Risk Management & Insurance Services. Hesby Oaks Leadership Charter will conform to and operate under the District's Donation Policy (Policy Bulletin No. 1633). Hesby Involved Parents shall work collaboratively with Hesby Oaks Leadership Charter to further the educational program of the School. Hesby Involved Parents is a non-profit 501c(3) California Corporation.

By participating in the process, parents will learn and share skills related to teaching their children, planning, budgeting, management, analysis and problem solving.

Methods by Which Schools Consult with Parents and Teachers Regarding School's Educational Programs

Involvement in the Governing Board and the various Governing Board committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This will enable us to continue meeting the unique and changing needs of the students at Hesby Oaks Leadership Charter. All Governing Board and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized e-Blasts), and an agenda for each meeting will be posted publicly (at the school site and on the school's website) at least 24 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public comments" period will be added to a later agenda for an official discussion. The Governing Board and standing committees will also comply with all Brown Act requirements related to special meetings. Minutes of meetings will also be available in the school office and on the school website.

Additional Parent/Student/Staff/Community Involvement Opportunities

Parent, student, staff, and community involvement is a key element to the success of the school, with multiple opportunities for stakeholders with flexible schedules and those who work full-time. These opportunities include events such as Back-to-School Night, Open House, Young Authors' Fair, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification, Career Day, Math/Science Night, Social Studies/Literacy Night, Parent Education, a school website, and the monthly HIP meetings. Hesby Oaks Leadership Charter will announce opportunities using email blasts, via its website, and by automated phone calls (ConnectEd).

In addition to the various activities listed above, teachers have the opportunity to communicate during weekly collaboration meetings, professional development meetings, and regular faculty. Without the parents' support, Hesby Oaks Leadership Charter would not be able to achieve its current level of success. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Hesby Oaks Leadership Charter's educational program. A parent's inability to participate does not impact admission for enrollment.

LAUSD-Specific Language

Grievance Procedure for Parents and Students

As a District affiliated charter, Hesby Oaks Leadership Charter, shall comply with LAUSD's Grievance Policy and Procedure for the Parents and Students.

***LAUSD Charter Policy**

The Hesby Oaks Leadership Charter will comply with the District policy related to Charter Schools including the Affiliated Charter Schools bulletin, as it may be changed from time to time.

***Responding to Inquiries**

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

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, Hesby Oaks Leadership Charter shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

***Notifications**

Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Hesby Oaks Leadership Charter.

Audit and Inspection of Records

Hesby Oaks Leadership Charter agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

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

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

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

Hesby Oaks Leadership Charter will cooperate fully with such audits and will make available any and all records necessary for the performance of the audit upon 30 days notice to the charter school. When 30 days notice may defeat the purpose of the audit, the district may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste or the district receives fraud or abuse related to the charter school operations, the charter school will be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

Element 5: Employee Qualifications

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

Hesby Oaks Leadership Charter believes that all persons are entitled to equal employment opportunity. It does not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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 recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

Personnel

Hesby Oaks Leadership Charter shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any 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, Article XXVII of the LAUSD – UTLA CBA must be adhered to, particularly in regard to Local School Leadership Council composition and responsibilities.

As an affiliated charter school of the LAUSD, Hesby Oaks Leadership Charter will comply with all No Child Left Behind Act (NCLBA) requirements of teachers and paraprofessionals. Hesby Oaks Leadership Charter will follow all District personnel policies and practices. The school retains the right to select and evaluate teaching and administrative staff, including the coordinator, the special education teachers, the resource teacher, and the full inclusion specialist. Hesby Oaks Leadership Charter will abide by district policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendations to the Local District Superintendent for administrative candidates and the Local District Superintendent will make the final decision. All administrative positions at Hesby Oaks Leadership Charter shall be filled in accordance to District and personnel commission policies and filled by individuals with the appropriate credentials for such administrative positions. Credentialed administrators will be recommended to the Local District Superintendent for a final determination. While Hesby Oaks Leadership Charter recommends employees through an interview process and in accordance to District and personnel commission policies, the District is the employer and all candidates must be processed through the District. As an affiliated charter school, Hesby Oaks Leadership Charter will abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99 and other collective bargaining units and LAUSD. All employees shall be compensated according to District contracts and the respective collective-bargaining agreements. Staff is subject to District decisions regarding reduction in force and layoffs.

We will adhere to all court mandates and state and federal laws including the Rodriquez Consent Decree and MacMillan/McGraw-Hill California Treasures guidelines. Each self-contained classroom teacher will have appropriate credentials issued by the State Commission on Teacher Credentialing for his/her teaching assignment. Non-self-contained classroom teachers will have appropriate credentials consistent with state legislation and Title I, No Child Left Behind

Hesby Oaks Leadership Charter

legislation. The District will monitor all credentials. At the close of each school year, the principal shall evaluate the faculty consistent with District policy. Such evaluation shall include the areas of professional development, teaching performance, the integration of science, technology and enrichment and student performance as demonstrated by previously discussed district assessment methods. Hesby Oaks Leadership Charter will continue to recruit qualified bilingual personnel (teachers, paraprofessionals, office staff, etc.) consistent with District hiring policies and will staff programs, which will attract and serve LEP students.

Staff Selection

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Hesby Oaks Leadership Charter will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any Hesby Oaks Leadership Charter campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodations).

Hesby Oaks Leadership Charter staff shall consist of persons who are committed to the Hesby Oaks Leadership Charter's philosophy. Selection of Certificated and Classified Personnel (to include teachers, administrators, support personnel, office manager and staff, cafeteria manager and staff) will be conducted as follows.

- The selection process will include the following steps in accordance with District policy and collective bargaining agreements:
 - Obtain district job description.
 - Announce opening(s)
 - Recruit applicant(s)
 - Request an application, resume, references, records of experiences, credentials, licenses, etc.
 - Verify previous employment -interview candidate(s)
 - Final teacher candidates will be interviewed by the Selection Committee using questions specifically directed to the applicant's understanding, present a demonstration lesson from the curriculum of the Hesby Oaks Leadership Charter and using the methods outlined in this Charter. The selection of the top candidate will be recommended.

- District will verify:
 - Medical clearance: Proof of medical exam and TB testing.
 - Fingerprinting -applicant will submit prints that will be forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law.
 - Check for employment eligibility, including authorization to work in the United States and required child-abuse sign-off.

Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Hesby Oaks Leadership Charter will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any Hesby Oaks Leadership Charter campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

Teaching staff members shall be selected as follows:

- With regard to selection, Hesby Oaks Leadership Charter will adhere to all court mandates and state and federal laws including the Rodriquez Consent Decree and Office of Civil Rights guidelines.
- Credentialed teachers interested in filling a position will be asked to submit a resume plus three letters of recommendation from former employers or other references.
- An applicant, who is being considered for selection, will be interviewed by the Staff Selection Subcommittee of the Governance Council.
- Members of this Subcommittee will prepare questions specifically directed to the applicant's understanding of the practices indicated in the teacher criteria (see "Selection of Certificated and Classified Personnel" above).
- Final candidates will be asked to present a demonstration lesson at a particular grade level while being observed by members of the Subcommittee.
- The Subcommittee will be authorized to determine, by consensus, which applicants will be hired.
- When an applicant is selected, he or she must be processed through the District.

The Governance Council shall appoint a Staff Selection Subcommittee made up of members of the Committee, which will select the School staff. The staff shall be selected at least 3 months prior to the School opening. The Sub-committee shall consist of the principal, the school administrative assistant, a UTLA representative, 2 teachers representing the grade level with the vacancy and 3 parent representatives. Teaching staff is to be selected and should be made available by the District, subject to available funding.

Description of Duties

Teachers

- Provide a quality, enriched, and integrated curriculum.
- Provide continual assessment of student progress and maintain records.
- Continually evaluate classroom performance to meet the changing needs of students.
- Provide an effective room environment that reflects and facilitates the academic program.

Hesby Oaks Leadership Charter

- Provide peer assistance to fellow teachers.
- Continue to work on professional growth.
- Actively strive for continuous and open communication with parents.
- Regular, punctual attendance.
- Professionally attired.

Selection of Administrator(s)

In addition to the above procedures, prospective administrators will be interviewed by faculty and parent representatives, and will be recommended for approval based upon a two-thirds majority vote at a governance committee meeting. The District board and the designated representatives of Hesby Oaks Leadership Charter will select the administrator(s) from the list of candidates recommended by the Governance Council. The principal will be responsible to the LAUSD Local District 1 Superintendent and Hesby Oaks Leadership Charter Governance Council.

Administrator(s):

- Ensure effective collaboration with the Hesby Oaks Leadership Charter Governance Council.
- Oversee the business practices of the school.
- Attract new resources to the school.
- Oversee the instructional program.
- Provide opportunities for professional growth.
- Facilitate communication among staff, parents and community.
- Assist with student discipline.
- Assist with scheduling when necessary.
- Spend at least 8 hours per month actively involved in the classroom.
- Regular, punctual attendance.
- Professionally attired.

Principal Essential Functions:

- Provides assistance, guidance, and supervision in instructional practices and curriculum development specific to the language, social, and academic needs of the student population, including bilingual, Special Education, and Gifted and Talented students.
- Provides leadership for and facilitates collaboration with all stakeholders on the writing of the School Plans, Self-Study, and Program Quality Reviews and on identifying goals for student achievement and standards for assessing the outcome of these goals.
- Prepares school budgets and is responsible for and monitors the expenditures of all school funds in accordance with federal, state and District guidelines.
- Develops the partnership among students, parents, community members, teachers and support staff that will enable Hesby Oaks Leadership Charter to become a learning community with high expectations and achievement for all students.

Hesby Oaks Leadership Charter

- Works enthusiastically with Hesby Oaks Leadership Charter to develop and operate the school and maintains collaborative relationships with other formal or informal educational institutions.
- Establishes an interdisciplinary instructional approach that emphasizes science and mathematics and integrates these with technology, language arts, social studies, fine arts and physical education.
- Educates all students and demonstrates improved student achievement with standards-based instruction, focused learning opportunities, and appropriate use of all resources.
- Evaluates the performance of certificated and classified personnel assigned to the school site.
- Maintains a school climate that ensures the safety, health and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; and complies with mandated child abuse reporting procedures.
- Provides staff development and training for all stakeholders to improve student achievement.
- Will be evaluated by the Local District Superintendent.

Selection of Day-to-Day Substitutes

Hesby Oaks Leadership Charter will establish and maintain a list of qualified District-approved substitutes who will be contacted as needed. All substitute teachers will be credentialed teachers.

Classified Personnel

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules, and applicable collective bargaining agreements. Unless valid reemployment lists exist, Hesby Oaks Leadership Charter will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assignment of classified staff to Hesby Oaks Leadership Charter, however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

Unless the District has assigned all employees in a classification to a specific basis, Hesby Oaks Leadership Charter will have autonomy in assigning positions to specific working basis.

Selection of Paraprofessionals

Paraprofessionals will be required to pass a basic skills/competency test. The teacher of the class that has the opening and the administrator will do interview and selection. Paraprofessionals hired after January 8, 2002, who work in a program supported with funds under NCLBA, will meet the following qualifications:

- Will have completed at least two years of study at an institution of higher education;
- Will have obtained an associate's (or higher) degree; or

Hesby Oaks Leadership Charter

- Will meet a rigorous standard of quality and can demonstrate through a formal state or local academic assessment in knowledge of, and the ability to assist in instructing, reading readiness, writing, writing readiness, mathematics, and mathematics readiness. The exceptions for paraprofessionals are for those who act as translators or whose duties consist solely of conducting parental involvement activities.

Classified and Other Personnel

- Teacher Assistants will assist with instruction and will assist the teacher with other classroom duties.
- Office personnel will perform daily school business.
- Other personnel will perform duties as described by the administrative team.

Plant Manager and Custodians

The Plant Manager and all Custodians will be employees of the district and assigned to Hesby Oaks Leadership Charter and will perform the maintenance and operations for the school.

Parent Volunteers

Hesby Oaks Leadership Charter recognizes that it will not succeed without relying upon the community and its resources. To achieve its goal of creating a superior learning environment in which students can succeed academically far beyond conventional expectations, there must be an unprecedented level of community "ownership" of the school: local residents, business people, community leaders and especially parents, must be deeply involved in setting school policy and supporting school programs. To best meet the needs of the students, families, and community, Hesby Oaks Leadership Charter will continue partnerships with many institutions. The school's primary partnerships are with the local community, its booster club, and a number of other community groups and agencies. The strengths and resources of these institutions will greatly enhance the quality and variety of programs at Hesby Oaks Leadership Charter, improving the school's ability to positively impact the students and community now and in the years to come.

Accountability

Good performance will be acknowledged, rewarded, and replicated if possible. Fair and poor performance will be immediately acknowledged and corrected. Performance measures to assist in evaluation follow:

Teachers:

- Certificated personnel will continue to be evaluated by the STULL process.
- Student Progress: annual pre and post publisher's tests to measure reading levels will reflect a minimum 1.0 grade level increase for at least 75% of the students.
- District-sponsored test scores will show an average 1 percentile point increase from the previous year.
- Other measures as developed by the School.

Hesby Oaks Leadership Charter

- Completion of required job duties.
- Initial sub-standard STULL evaluation by principal will result in additional support from staff.
 - Hesby Oaks Leadership Charter reserves the right to investigate other evaluation practices, which may include, but are not limited to: establishing goals and objectives for growth through collaboration with the principal.
 - Observation(s) by the principal indicating the progress of goals and implementation of objectives.
 - Post-evaluation conference(s).
 - Partner coaching.

Administrator(s):

- Business practices.
 - Balanced budget.
 - New financial resources.
- Instructional program.
 - School-achieved educational outcomes (in Elements 2 and 3).
 - Parental/community involvement.
- Completion of other required job duties.
 - Will be evaluated yearly by the Governance Council. Commendations as well as recommendations will be given.
 - The administrator(s) may be removed after two-thirds majority vote at a Governance Council meeting and a majority vote at a LAUSD Board meeting, with both meetings occurring within a period of 30 days.

Classified and Other Personnel:

Evaluation will be based upon adequate completion of assigned job duties and regular, punctual attendance as determined by the Staff Selection Sub-committee or administration. These measures will be evaluated annually and upgraded as necessary.

Salary Schedule

Hesby Oaks Leadership Charter will adhere to all collective bargaining agreements signed by LAUSD in establishing staff compensation.

Work Basis

Each staff member will work the number of days designated in his/her specific collective bargaining agreement.

Method for Reporting Alleged Improprieties

Current methods for reporting child abuse, acts of violence, and other improprieties will be followed as mandated by district guidelines, federal and state law, and local agencies.

Hesby Oaks Leadership Charter

Due Process

All staff members shall have due process rights, as spelled out in collective bargaining agreements, which include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing if necessary.
- Right to binding arbitration conducted by a paid arbitrator.

Benefits

Mandatory Benefits for all Staff Members:

Hesby Oaks Leadership Charter will provide the following benefits as applicable through Los Angeles Unified School District:

- Workers Compensation.
- Unemployment Insurance Medicare.
- Social Security (for non-STRS/PERS members) or other appropriate retirement plan mutually negotiated by employee and employer, as allowed by state and federal law.

Element 6: Health and Safety

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

As an affiliated charter school of the LAUSD, Hesby Oaks Leadership Charter will comply with all LAUSD policies and practices to guarantee the health and safety of pupils and staff, including, but not limited to, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils’ vision and hearing, and screening of pupils for scoliosis.

Hesby Oaks Leadership Charter will comply with all regulations as required by federal, state, county, and city laws, such as fire and safety codes. In the event that Hesby Oaks Leadership Charter changes its status to independent charter school during the term of this Charter, Hesby Oaks Leadership Charter shall submit a petition for material revision for District’s approval, including provisions for insurance and indemnification for independent charter schools pursuant to District requirements.

Insurance

Insurance coverage shall be provided to the affiliated Hesby Oaks Leadership Charter by the District under any of the District’s self-insured programs or commercial insurance policies. The District shall secure and maintain insurance to protect the Hesby Oaks Leadership Charter from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.

It shall be the District’s responsibility, to monitor the Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Hesby Oaks Leadership Charter shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.

As an affiliated charter school, Hesby Oaks Leadership Charter will adhere to the District’s Health, Safety and Emergency Plans. Hesby Oaks Leadership Charter will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with the District’s procedures.

Hesby Oaks Leadership Charter and its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Element 7: Means to Achieve Racial & Ethnic Balance

“Recognizing the limitations on admissions to charter schools imposed by EC Section 47605(d), the means by which the school will achieve a racial and ethnic balance among pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G)

Evaluation Criteria

The means by which the school(s) will achieve a racial and ethnic balance among its pupils..., as required by EC Section 47605 (b)(5)(G), at a minimum:

Includes a thorough description of the annual outreach efforts of the charter school, describing what methods the school will use to advertise and recruit students (flyers, newspaper advertisements, informational fairs, etc.)

Hesby Oaks Leadership Charter will 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further request by the district outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratio. Hesby Oaks Leadership Charter seeks to create a school population that is culturally diverse. We will maintain our cultural diversity by working collaboratively with the District to identify sending schools, as well as giving priority in the Charter application process to under-represented ethnic groups, and reaching out to the District to be a Public School Choice option location.

Hesby Oaks Leadership Charter is a multi-cultural and multi-lingual school. Our students and their families speak French, Spanish, Hebrew, Chinese, Russian, Farsi, German, Danish, Norwegian, and Tagalog. We believe in a truly integrated and culturally diverse school environment. At present (2011-2012) we maintain a 70:30 ratio (70% White, 16% Hispanic, 6% Black, 5% Asian, 1% American Indian and 2% Filipino).

Describe what geographic areas will be targeted in the outreach effort.

Outreach Efforts

Hesby Oaks Leadership Charter offers school tours during the months of January through June. The tours are advertised on the school website and information is provided about the tour dates by calling the school office.

We are always seeking new minority students and offer space to new students through the Public School Choice program.

- We currently receive Permits with Transportation (PWT) students.
- We will accept minority students to facilitate the integration guidelines.
- We accept all students within and outside our residency boundaries.

Hesby Oaks Leadership Charter

- Kindergarten Round Up in the Spring for interested families.

We have been fortunate to have a bus come to Hesby Oaks Leadership Charter from Hazeltine Elementary and Sylvan Park Elementary. This bus draws from the Van Nuys area and assists with transportation of Public School Choice students who can meet the bus at Hazeltine or Sylvan Park Elementary.

State what languages will be used to do the outreach.

Hesby Oaks Leadership Charter uses recruitment materials in various languages as provided by the district. Hesby Oaks Leadership Charter strives to provide additional information for recruitment in various languages, depending on the native languages of the families we serve.

Court-ordered Integration Funds

LAUSD receives neither Average Daily Attendance (ADA) allocations nor Court-ordered integration program cost reimbursements for charter school students. Instead, LAUSD now receives the Targeted Instructional Improvement Grant (TIIG) for its Court-ordered integration Program. LAUSD retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding to Hesby Oaks Leadership Charter

Public School Choice Traveling Students

The District and Charter School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (PSC) placement with Charter Schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001(NCLB). Hesby Oaks Leadership Charter agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's PSC program. The parties agree to separately memorialize in writing any agreed-to number of PSC placements of District students at the school.

As required under NCLB, all PSC students attending Hesby Oaks Leadership Charter shall have the right to continue attending Hesby Oaks Leadership Charter until the highest grade level of the charter. However, the obligation of the District to provide transportation for a PSC student to Hesby Oaks Leadership Charter shall end in the event the PSC student's resident District school exits Program Improvement status.

Hesby Oaks Leadership Charter will ensure that all of its PSC students are treated in the same manner as all other students attending the school. PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Hesby Oaks Leadership Charter will make reasonable efforts to invite and encourage the participation of the parents of PSC students in the activities and meetings at the school.

Determination of student eligibility for this PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's PSC process, guidelines, policies and

Hesby Oaks Leadership Charter

the requirements of NCLB. In the event demand for places at Hesby Oaks Leadership Charter under the PSC program increases in subsequent years, Hesby Oaks Leadership Charter agrees to discuss with the District the possibility of increasing the number of PSC places available at the school.

Federal Compliance

To the extent that Hesby Oaks Leadership Charter is a recipient of federal funds, including federal Title I, Part A funds, Hesby Oaks Leadership Charter has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Hesby Oaks Leadership Charter agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement.

The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Hesby Oaks Leadership Charter also understands that as part of its oversight of the school, the Charter Schools Division may conduct program review of federal and state compliance issues.

LAUSD-Specific Language

***Court-ordered Integration**

Hesby Oaks Leadership Charter 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratio.

Hesby Oaks Leadership Charter shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a

Hesby Oaks Leadership Charter

racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

Element 8: Admission Requirements

“ To the extent admission requirements are included in keeping with EC Section 47605 (b)(5)(H), the requirements shall be in compliance with the requirements of EC Section 47605 (d) and any other applicable provision of law.”

Hesby Oaks Leadership Charter will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

Admittance

Hesby Oaks Leadership Charter is non-sectarian in its educational programs, employment practices, admission policies and other aspects of school operations. Hesby Oaks Leadership Charter does not charge tuition and does not discriminate against any student on the basis of disability, gender, 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. Hesby Oaks Leadership Charter is non-sectarian in its educational programs and operations. Students are eligible to enroll under the following guidelines:

- Presently enrolled students and their siblings.
- Students from Hesby Oaks Leadership Charter attendance area neighborhood.
- Students who reside in the attendance boundary have priority over siblings of enrolled students. Siblings have priority over new permits.
- All other students, with no transportation provided, may be able to attend Hesby Oaks Leadership Charter on a “School of Choice” permit. This permit is similar to Open Enrollment, but Hesby Oaks Leadership Charter is able to issue permits based on available space within each grade level.
- Hesby Oaks Leadership Charter does not offer Child Care permits.

Integration Ratios

Applications will be monitored at all times to ensure that integration ratios are maintained at Hesby Oaks Leadership Charter. In the event that enrollment should approach/reach capacity, a lottery system will be followed, which will admit students in a feasible manner to conform to racial/ethnic balance guidelines and available space within each grade level.

Public Random Drawing for “School of Choice” enrollment

- Informational flyers, brochures, phone messages, school website, school tours, District distributed information sheets, and District organized fairs are all methods Hesby Oaks Leadership Charter will use to communicate the rules of the lottery process to all interested parties.
- The procedures are verified in a well-advertised open meeting. All interested parties are informed about the open public meeting through written information and the school website.

Hesby Oaks Leadership Charter

- “School of Choice” applications will be available in the office starting April 1st. The deadline for submitting applications is April 31st. Completed applications are turned into the Main Office ONLY. All late submissions are automatically placed on a wait list, and these applications are time-stamped.
- Should the number of pupils that wish to attend Hesby Oaks Leadership Charter reach the enrollment limit, a public random lottery will take place. The lottery will be in the first week of May. The lottery is held in an announced, designated place, and is open to the public. Attendance is not required at the lottery drawing. Parents will be informed if their child is selected. All applicants not selected will be placed on a waiting list. Parents can call after the lottery if they would like to know their child’s number in the waiting list. Students may be called from the waiting list until the second week of the new school year.
- All Charter Lists and Wait Lists will be kept on record in the Main Office. Lottery procedures will be on file with the main office, parent organizations, principal’s office and on the website. Lottery procedures may be refined or revised by the Charter Board, if necessary.

Element 9: Annual Financial Audits

Categorical Funds

Hesby Oaks Leadership Charter shall have control over the budgeting and expenditure of its categorical block grant funds, including, but not limited to, the right to maintain such funds and/or establish reserves for carry over for future school year expenditures.

As an affiliated charter, Hesby Oaks Leadership Charter shall receive a portion of categorical block grant funding from the District as part of the Targeted Instructional Improvement Grant, which will be used to support class size reduction for schools identified as Desegregated Receiver and Predominantly Hispanic Black Asian and Other (PHBAO).

Hesby Oaks Leadership Charter must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

The Hesby Oaks Leadership Charter will oversee the receipt and management of the categorical block grant and other fund allocations, and shall adhere to generally accepted accounting principles. Hesby Oaks Leadership Charter may also be subject to audits to verify the accuracy of the school's financial statements and the books and records relating to its expenditures, as well as its attendance records, accounting practices and internal controls.

Timing for Distribution of Categorical Block Grant Funds

Except as provided above, the District will continue to partially front-fund the categorical block grant allocation to the Hesby Oaks Leadership Charter. The categorical block grant is subject to adjustment in funding levels and deferrals on the part of the California Department of Education. Consequently, allocations from the categorical block grant to the Hesby Oaks Leadership Charter may also be subject to adjustment in funding levels and deferrals. In addition, Hesby Oaks Leadership Charter may also be subject to District "freezes" in a manner consistent with other District schools.

Other Sources of Funds

The District shall retain general purpose entitlement funds and any other state or federal funding, with the exception of grants separately applied for and received by the Hesby Oaks Leadership Charter, to maintain Hesby Oaks Leadership Charter in accordance with their annually adopted budget and consistent with staffing norms and support at the District norm levels. Funding from the Hesby Oaks Leadership Charter will be used to enable the school to receive norm levels at the PBHAO or desegregated receiver level, as appropriate.

Administrative Fees

The District will retain an administrative fee from the categorical block grant to cover part of oversight costs. This administrative fee is approximately 2 percent of the categorical block grant.

Payment for Other Services

Hesby Oaks Leadership Charter

Services for programs funded through the categorical block grant, such as assessments for the GATE program, will be separately charged to Hesby Oaks Leadership Charter. In addition, it will be the responsibility of Hesby Oaks Leadership Charter, from site based discretionary resources, to pay for any different or additional level of service above the norm provided to District schools generally. The District shall, upon request, provide a listing of the costs of providing such services.

Documentation

The Hesby Oaks Leadership Charter financial reports shall remain a part of the District's single report to the Los Angeles County Office of Education or other regulatory body, as applicable. Hesby Oaks Leadership Charter shall prepare and submit all required financial data and reports for inclusion in the District's report.

Per-Pupil Budgeting

Where possible, Hesby Oaks Leadership Charter will have the ability to implement the District's per-pupil budgeting model.

LAUSD-Specific Language

***Audit and Inspection of Records**

Hesby Oaks Leadership Charter agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their Charter authorization:

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

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

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

Hesby Oaks Leadership Charter

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

Hesby Oaks Leadership Charter will develop and maintain internal fiscal control policies governing all financial activities.

Element 10: Suspensions and Expulsions

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

As an affiliated charter school of the LAUSD, Hesby Oaks Leadership Charter will follow all discipline proceedings established by the District. In LAUSD, the 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 due process rights, and provides for post-expulsion placement and services as required by law.

Hesby Oaks Leadership Charter shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Hesby Oaks Leadership Charter shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

In accordance to LAUSD Discipline Foundation Policy (BUL3638.0) every student has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the adoption and implementation of a consistent school-wide positive behavior support and discipline plan. This will include teaching school rules and social- emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.

Hesby Oaks Leadership Charter will follow LAUSD policies and shall maintain the confidentiality of pupil records of all student suspensions and expulsions in locked files at the school. These files will only be accessible to the school administration and designated staff members providing services to the students. Such records shall be made available to the District upon request.

Any provisions in this charter petition, any Hesby Oaks Leadership Charter Parent Student Handbook or Parent-School Compact that conflicts with LAUSD discipline policy and procedures, state and federal laws shall be null and void.

Procedure for involving parents, students and staff in designing and implementing a discipline policy will follow the Section 47605 (b)(5)(J) of the Education Code.

- Parents, students, and staff shall review and revise our established school discipline policy, when necessary. This process will occur through our Charter Council, Student Services, and Disciplinary Committee. Discipline may include, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during school hours, parent shadows during the school day, citations, suspension and expulsion. Procedures leading up to suspension will be progressive in severity.

- Behavioral intervention programs, such as Peer Counseling, approved by our Charter Council, will guide students and staff in teaching, learning and using conflict resolution tools. Student Success Teams and Counselors will continue to provide ideas for behavior modification plans for students needing such intervention.

Suspension, Expulsion and Disciplinary Transfers

Hesby Oaks Leadership Charter has adopted the policies of the LAUSD regarding the suspension, expulsion and disciplinary transfers of students as set forth in the State Education Code, state laws and the bargaining agreement between UTLA and the LAUSD. All students, including students who reside outside of the school district area, will be subject to these policies.

Expulsion

Hesby Oaks Leadership Charter follows LAUSD expulsion policies. Pupils who are expelled from the affiliated charter school shall be given a rehabilitation plan upon expulsion as developed by the district at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission.

Suspension and Expulsion ED. Code

The procedures for suspension and expulsion from school will follow the procedures identified by LAUSD and in the California Education Code, Section 48900. Identified infractions may result in immediate suspension or expulsion per LAUSD policy and the California ED. Code Section 47605 (b) (5) (j) and in accordance with California Education Code, Sections 48900 et seq. and 48915 as well as the federal Gun-Free Schools Act of 1994. Procedures leading up to suspension will be progressive in severity and involve the active participation of students, teachers, the administrator, and parents. Teachers may suspend students from their classrooms as per LAUSD/UTLA negotiated policy. Student expulsion recommendations from the Hesby Oaks Leadership Charter will be referred to the Student Discipline Proceedings Unit of the LAUSD for processing and disposition and notification.

CALIFORNIA EDUCATION CODE SECTIONS AUTHORIZING SUSPENSIONS AND EXPULSIONS

Suspensions and Expulsions

A student may be suspended for up to no more than 5 consecutive school days. Students are subject to suspension or expulsion for offenses occurring:

- While on school grounds
- While going to or coming from school
- During the lunch period, while on or off campus
- During, or while going to, or coming from, a school-sponsored event.

Hesby Oaks Leadership Charter

Suspension and Expulsion Codes for Violence and Drugs are noted as V or D.

48900. A pupil may not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (q), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Hesby Oaks Leadership Charter

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.

(r) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision 48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. 48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision of Section 233.

(s) Made terroristic threats against school officials, school property or both. Section 48900.7.

(t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

Definition of illegal substance:

- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

Hesby Oaks Leadership Charter

- Repeated violations of school rules such as using, selling or distributing of illegal substances, bullying, initiating or contributing to violence between students, and constant deviant behavior to adult supervision or authority will be considered willful disobedience.

Definition of illegal item:

- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Gun Free Safe Schools: The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately. The term of expulsion shall be one year. Upon a finding that the student was in possession of a firearm, the governing board shall expel the student. "Possession" includes, but is not limited to, storage in lockers, purses, backpacks, automobiles. (LAUSD Parent Student Handbook 2009-2010)

Mandatory Expulsions

Under California law, a school principal is required to recommend a student's expulsion when he or she determines that the student committed one of the following while on campus or a school-sponsored activity off campus:

- Possession of a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive
- The Federal Gun-Free Schools Act also mandates the expulsion of any student who takes a firearm onto a school campus.

Due Process Rights for Students Prior to Suspension or Expulsion

Hesby Oaks Leadership Charter shall adopt the policies of LAUSD regarding suspension and expulsion of students as set forth in California Education Code, Section 48900 et seq., and the federal Gun-Free School Act of 1994, and the bargaining agreement between UTLA and LAUSD. Students and their families are notified of their rights in the Parent Student Handbook given out at the beginning of each year. All students, including students who reside outside of the LAUSD area, will be subject to these policies.

Administrators Role in Suspension/Expulsion

If suspension is necessary, the principal shall notify the parent, remind the parent that suspension is a disciplinary action and schedule a parent conference. The principal shall inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child's behavior.

Hesby Oaks Leadership Charter

No student shall be penalized for his or her parent's failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent at the school conference (E.C. section 48911). The principal may suspend a student without affording him/her an informal conference only if an emergency situation exists. The term "emergency situation" means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the designated administrator shall notify both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference shall be held at the earliest time possible, but no later than two school days after the incident takes place unless the student waives this right or is physically unable to attend. In the latter instance, the conference shall be held as soon as the student is able to attend.

Suspension Appeal Procedures

The principal is to advise the parents of the appeal procedures when they disagree with the suspension. The appeal may first be made to the school principal. If the parents wish to appeal the principal's decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated.

The results of the appeal may include, but are not limited to:

1. Sustaining the suspension in all respects.
2. Modification of penalties imposed.
3. Rescinding the suspension and expunging the suspension from the student's records.

The parents shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student's discipline records if the parents so request.

Expulsion Procedure

Only the Principal of Hesby Oaks Leadership Charter can recommend that a pupil be expelled. Whenever a student is accused of an act for which an expulsion may be recommended, the principal will conduct an incident investigation by 1) discussing the matter with district officials, 2) identifying and interviewing witnesses, 3) securing oral and written statements, and 4) reviewing appropriate student records.

The administrator will also notify law enforcement if certain acts have been committed by the student, including assault with a deadly weapon, possession of narcotics or controlled substances, possession of a weapon at school. The principal will then consult with the Student Discipline Proceedings Unit of LAUSD regarding the appropriateness of an expulsion, and additionally consult with his/her administrative supervisor. If expulsion is recommended the Principal will conduct any necessary conferences and forward all information to the Discipline Unit in accordance with District policy.

Hesby Oaks Leadership Charter

The LAUSD Student Discipline Proceedings Unit is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights. A student may be expelled without suspended enforcement and therefore not be allowed to attend any LAUSD school or program during the term of expulsion.

Hesby Oaks Leadership Charter's Progressive Discipline Policy:

Mild Behavior Issues (Classroom Intervention):

Mild behaviors are defined as those actions exhibited by students that, although disruptive to the learning environment, can be corrected through classroom teacher intervention. When addressing these behaviors, a teacher may be required to provide verbal prompts, hold an individual conference, assign class detention, contact the child's parent/guardian by phone and/or issue any applicable written notification, such as a "U". In addition, each teacher and every classroom explains standards and expectations for behavior. Students are expected to maintain school-wide standards of behavior. In addition, The Hesby Oaks Leadership Charter handbook sent home at the beginning of the school year will include the school's discipline policy and addresses the responsibility of each signatory. Notice. Examples of these types of offenses are as follows:

- Failure to bring a book or school supplies.
- Failure to complete homework(s)/assignment(s).
- Chewing gum or eating in class.
- Demonstrating poor work habits.
- Disruptive and/or disrespectful behavior.
- Tardiness.
- Arriving late to class.
- Lethargic and/or sleeping in class.
- Profanity (not directed at anyone).
- Passing notes.
- Cheating on a test.
- Plagiarism (including copying other student's work or representing another's work as their own).
- Throwing paper in class intentional misuse of classroom materials.
- Out of seat without permission.
- Wearing a hat or hood in class or inappropriate clothing in accordance to school adopted dress code.
- Use of MP3 players, computers, tablets, cell phones, voice recorders, cameras and other technologies in class without teacher consent.

Following classroom intervention, mild-level behaviors that impede an individual student's ability to successfully participate in a classroom activity, such issues relating to work habits, lack of supplies, and/or homework continue, then the teacher may refer the student to his/her counselor.

Hesby Oaks Leadership Charter

If classroom-based interventions fail to address more disruptive behaviors such as profanity, talking, throwing objects, defiance related to the confiscation of electronics and the inappropriate dress code, then the teacher may refer the student to the Principal, Assistant Principal, Dean or Counselor. Consequences for repeated violations of mild behavior issues may result earning U's in work habits and/or cooperation. Earning more than 3 U's in work habits and/or cooperation or having a suspension will result in non-participation of extracurricular school activities and field trips as determined by Hesby Oaks Leadership Charter teachers involved in the activity or field trip.

Classroom Intervention Strategies:

The following is a list of suggested strategies to be implemented in the classroom when addressing mild to moderate disruptive student behaviors. These strategies may assist with mitigating the behavior(s), and preventing them from increasing in either their frequency and/or severity.

- Keep anecdotal student record.
- Individual/private conference with the student.
- Refer to the student's cumulative record for background information.
- Check with the student's other teachers or counselor for pertinent information.
- Contact the parent by the phone and/or in writing.
- Schedule a parent conference.
- Organize and utilize a teacher-to-teacher "Buddy System".
- Have the student and parent agree to and sign a written behavior contract.

Issues to be referred to the Counseling Office:

Students should receive referrals to the Counseling Office for issues relating to the social, emotional, or psychological welfare of a student. Classroom teachers may choose to refer a student to meet with his/her counselor for any of the following reasons.

- An urgent personal, emotional and/or family problem.
- Lethargic, withdrawn behavior.
- A noticeable change in behavior.
- Excessive absences; erratic attendance resulting in missing significant amounts of instruction. (Teacher should also notify the Attendance Office)
- Persistent problems regarding the student's academic performance. (i.e. failure to complete assignments or bring materials)

Issues that should be referred to the Principal, Assistant Principal or Dean:

Students should be referred to Student Services for behavior issues of severe and/or habitual nature. For issues related to progressive discipline, classroom personnel must first address their concerns with both the student and his/her parent(s). Behaviors that warrant immediate referral often threaten the physical and/or emotional safety of the student or student body, or impede the

Hesby Oaks Leadership Charter

teacher's ability to foster a classroom environment that is conducive to learning. Examples of these types of offenses are as follows:

- Repeatedly refusing to comply with staff member instructions.
- Fighting/Assault.
- Inciting acts of violence.
- Setting off fire alarms.
- Truancy.
- Defacing school property.
- Stealing.
- Gambling.
- Possession of a controlled substance.
- Possession of a weapon.
- Verbally or physically threatening harm to a student or adult.
- Bullying. (including making terroristic threats against school officials, school property or both or engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.)
- Harassment of another student.
- Possessing or circulating pornographic material.
- Repeated dress code violation.
- Involvement in gang activity.
- In addition, teachers may choose to refer a student for offenses or behaviors that fail to be resolved through teacher or counselor mediation. Repeated infractions of mild behavior issues where a complete follow-through of classroom intervention strategies has been unsuccessful in changing behavior.
- Repeatedly interfering / infringing on ability of others to learn.

Every student referred to the Principal must be sent with a written note or referral slip. These students will then be counseled and issued a consequence with the severity of the infraction. For lesser offenses, the students may return to class within the same class period following intervention. Copies of referrals with feedback regarding the principal's actions will be returned to the issuing staff member in his/her mailboxes within two school days.

Parent Shadow – Requested by administration, principal, teacher or parent. Parent spends the day “shadowing” their child to class, P.E., nutrition, and lunch. Parent does not meet with child's teachers, only observes child in class and around campus.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, Hesby Oaks Leadership Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a

Hesby Oaks Leadership Charter

504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions:

1. Was the misconduct caused by, or directly and substantially related to the student's disability?
2. Was the misconduct a direct result of the Charter's failure to implement 504?

Outcome Data

Hesby Oaks Leadership Charter shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

Rehabilitation Plans

Pupils who are expelled from Hesby Oaks Leadership Charter shall be given a rehabilitation plan upon expulsion as developed by the Los Angeles City Board of Education at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Hesby Oaks Leadership Charter for readmission.

Readmission

Hesby Oaks Leadership Charter shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered. Hesby Oaks Leadership Charter is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not.

The LAUSD governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the LAUSD governing board shall readmit the pupil; unless the LAUSD governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

Each year the administration publishes and disseminates a Student Planner, which contains appropriate rules and policies. The District's student handbook is distributed to all students. Moreover, such rules, codes and policies are explained at: student grade level information assemblies, annual orientation meetings for parents, and letters mailed home and sent via student delivery.

Student Behavior and Dress Code

Hesby Oaks Leadership Charter's behavior codes and dress codes are approved by Hesby Oaks Leadership Charter, which is charged with the responsibility of reviewing these school codes on an annual basis.

- Hesby Oaks Leadership Charter students are responsible for their own actions and property. The possession of any illegal item, substance or object is prohibited. Students found in possession of any illegal item, substance or object may be subject to both administrative and/or legal consequence. Hesby Oaks Leadership Charter has a ZERO TOLERANCE for weapons and conducts random (unannounced) metal detector searches on campus.
- Any prohibited items that are brought to school will be confiscated and held for pick-up in the Attendance Office at the end of the school day. Students may collect the prohibited items for the first offense, and parent/guardian will have to collect prohibited for each offense thereafter. Illegal items will be referred to a law enforcement agency. Unclaimed items will be donated to charity at the end of each academic year.
- Repeated violations of school rules will be considered willful disobedience or defiance to school authority and can result in suspension and/or opportunity transfer. An opportunity transfer is a removal and transfer of a student from one District school to another. Voluntary (parent-initiated) opportunity transfers typically result in permanent transfers. Involuntary opportunity transfers (for discipline) should be temporary.
- Voluntary opportunity transfers are usually initiated by the parent or guardian and may result in a permanent transfer. On the other hand, involuntary opportunity transfers are initiated by the school when the school administrator determines that a change in environment will improve the student's behavior. An involuntary opportunity transfer may not be used to address the following: truancy or other attendance related issues, low academic achievement, tardiness, or discipline of a victim of a fight.
- Infractions that threaten the safety or personal well-being of any student or school employee can lead to suspension, opportunity transfer, a recommendation for expulsion and/or arrest for offenses included in this element.
- Students' clothing should be casual and comfortable for the purposes of health and warmth. It is always appropriate for students to present themselves well by dressing in an attractive and appropriate manner. Clothing that distracts from the instructional process and/or is unsafe, is prohibited.
- In order to ensure that every child receives the instructional hours necessary to meet the grade-level culmination requirements, it is imperative that he/she arrive to school on-time and prepared to learn. Classes begin at 8:00 a.m. daily. It is strongly recommended that each student arrive on campus no later than 7:45 a.m. so that he/she can arrive in class prior to the sounding of the tardy bell. Student records related to attendance and tardiness are maintained for the entire school year and are cumulative. Individuals who demonstrate a pattern of tardiness will be subject progressive disciplinary measures.

Gun Free Schools Act

Hesby Oaks Leadership Charter shall comply with the federal Gun Free Schools Act.

LAUSD Discipline Foundation Policy

In accordance to LAUSD Discipline Foundation Policy (BUL3638.0) every student has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the adoption and implementation of a consistent school-wide positive behavior support and discipline plan. This will include teaching school rules and social- emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.

Element 11: Employee Benefits

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

Employees of the Hesby Oaks Leadership Charter will continue to receive comprehension and benefits for their services according to the provisions of their collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance, and all other assigned compensation and benefits.

As an affiliated charter school, the following staff issues are dealt with per established District policies and procedures:

- Relationship between the teachers and the district/county bargaining unit.
- Process by which salaries, benefits, working conditions and items, e.g., calendars, holidays, vacations and workday and year will be determined.
- Labor procedures, which will be applied to employees (EERA).
- Process for resolving complaints/grievances.
- Process for ensuring due process.
- Manner by which, staff members will be covered by STRS, PERS, Social Security or Medicare.
- Process for staff recruitment, selections, evaluation, and termination.
- Procedure for processing and monitoring credentials if required.
- As employees of an affiliated charter school within the LAUSD, all Hesby Oaks Leadership Charter staff members (certificated, classified, and administrative) will continue to be covered by all federal, state, and LAUSD employee benefits and will be represented by employee unions: UTLA, AALA, Local 99, and Teamsters. Employees will continue to be covered by STRS, PERS, and PARS.

Retirement Systems

STRS

All full-time certificated employees will participate in retirement organizations of LAUSD.

PERS

Classified employees currently contributing to PERS shall continue to contribute to PERS in a manner consistent with applicable state and federal law. Employees contributing to PERS must also contribute to Social Security because PERS coordinates retirement benefits with Social Security.

Social Security

All employees who must contribute to Social Security according to Federal and State laws will continue in the same manner with employee withholding and LAUSD matching at the rates prescribed by law.

Other Benefits

As LAUSD employees, administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits and pursuant to applicable collective bargaining agreements. Hesby Oaks Leadership Charter in accordance with the CBA will adhere to the principles of progressive discipline in resolving issues with employees. In accordance with union contracts, all employees are offered support and guidance regarding job performance. All evaluations and documentation will be completed in a timely manner according to contract provisions. Before filing a formal grievance, employees are encouraged to make a reasonable attempt to resolve a dispute or complaint by means of an informal conference with the immediate administrator. However, the grievance must be filed within the time limits required under the union contract. In the case where a grievance is filed, Hesby Oaks Leadership Charter will follow procedures outlined in the LAUSD/UTLA Collective Bargaining Agreement, Article V, Section 7.0. Matters regarding employees from other bargaining units (Local 99, Teamsters) will follow the procedures outlined in their contracts. To ensure due process for all employees, all procedures will be in alignment with the respective contracts of LAUSD with UTLA, Local 99, and Teamsters.

Element 12: Student Attendance

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

Pupils who choose not to attend Hesby Oaks Leadership Charter may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Hesby Oaks Leadership Charter

Element 13: Employee Rights

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

As an affiliated charter school, all administrators, faculty and staff of the Hesby Oaks Charter School are LAUSD employees. All employees will be hired by LAUSD and maintain the same relationships to all bargaining units. All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with applicable collective bargaining agreements.

As LAUSD employees, Hesby Oaks Leadership Charter employees are subject to District decisions regarding Reductions in Force (RIF), mandated furloughs, and any other personnel decisions regarding salary, classification and assignment. As an affiliated school, the District determines the process by which salaries, benefits, working conditions, and items, i.e., calendars, holidays, vacations, workday and year are determined.

Hesby Oaks Leadership Charter shall abide by contractual agreements between UTLA, AALA, Local 99, CSEA, Teamsters and other collective bargaining units and LAUSD for resolving employee complaints, grievances, and for ensuring due process. All leaves and resignations from Hesby Oaks Leadership Charter are required to be submitted in accordance with District Policy and Collective bargaining agreements.

If, for any reason Hesby Oaks Leadership Charter closes or LAUSD closes Hesby Oaks Leadership Charter, all rights of employees are governed by District policy and applicable collective bargaining agreements.

Element 14: Dispute Resolution Procedures

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

LAUSD-Specific Language

The staff of Hesby Oaks Leadership Charter and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Hesby Oaks Leadership Charter, except any controversy or claim that is in any way related to revocation of this Charter, (Dispute) pursuant to the terms of this Element 14.

Any Dispute between the District and Hesby Oaks Leadership Charter shall be resolved in accordance with the procedures set forth below:

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

To Charter School: Hesby Oaks Leadership Charter
 c/o School Director
 15530 Hesby Street
 Encino, CA 91436

To LAUSD Board of Education: Director of Charter Schools
 Los Angeles Unified School District
 333 South Beaudry Avenue, 25th Floor
 Los Angeles, California 90017

- A written response (Written Response) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (Issue Conference). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. 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 date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Hesby Oaks Leadership Charter

- 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 Local District.

Element 15: Exclusive Public School Employer

“ A declaration whether or not Hesby Oaks Leadership Charter shall be deemed the exclusive public school employer of the employees of Hesby Oaks Leadership Charter for the purpose of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code).” Ed. Code 47605 (b) (5) (0)

The Los Angeles Unified School District is the exclusive public school employer of the employees of the Hesby Oaks Leadership Charter for the purpose of the Educational Employee Relations Act (EERA)

- All employees in Hesby Oaks Leadership Charter shall remain as employees of the Los Angeles Unified School District, with all collective bargaining contracts in effect, except for such waivers as may be requested in this document or requested at a later time. All employees at Hesby Oaks Leadership Charter shall be hired according to procedures established by the district. This includes certificated and classified personnel, and substitute teachers. As all individuals employed at Hesby Oaks Leadership Charter are employees of the district, the district shall be the sole employer for the purpose of collective bargaining.
- Hesby Oaks Leadership Charter will not discriminate against any employee on the basis of race, ethnicity, national origin, religion, gender, sexual orientation or disability. All employee programs and employment practices shall be nonsectarian in nature and substance.
- Hesby Oaks Leadership Charter may initiate the process to seek waivers from LAUSD and applicable certificated employees union regarding applicable contract provisions/rules from which the school wishes to be exempt.
- Employees wishing not to serve at Hesby Oaks Leadership Charter shall be allowed to transfer to other schools within the School District (as they remain employees of the District) according to the provisions of School District transfer policies and master contract agreements.
- Hesby Oaks Leadership Charter reserves the right to request an amendment to its charter through the LAUSD Board for approval. Hesby Oaks Leadership Charter employees are subject to district decisions regarding RIF and layoffs.

Element 16: Procedures to be Used if the Charter School Closes

Hesby Oaks Leadership Charter reverts back to a District traditional school in the event of a closure.

Revocation

The District may revoke the charter if Hesby Oaks Leadership Charter commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Hesby Oaks Leadership Charter if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Hesby Oaks Leadership Charter in writing of the specific violation, and give the Hesby Oaks Leadership Charter a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

LAUSD-Specific Language

***Closure Procedures**

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; Hesby Oaks Leadership Charter governing council votes to close the school; or the Charter lapses. In the event of such a Closure Action, or as soon as Hesby Oaks Leadership Charter informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. If the affiliated Charter School's governing council voluntarily closes the Hesby Oaks Leadership Charter, the LAUSD Board of Education will hold a public meeting officially closing the Charter School. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.
2. The Charter Schools Division will notify the California Department of Education that Hesby Oaks Leadership Charter has closed and the effective date.

Hesby Oaks Leadership Charter

3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.
4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.
5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of the Hesby Oaks Charter School will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of closure.
 - a. The process for transferring student records shall be in accordance with LAUSD procedures.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Hesby Oaks Leadership Charter's right to operate as a Charter School or cause Hesby Oaks Leadership Charter to cease operation.

***Facilities**

In the event that Hesby Oaks Leadership Charter changes its status to independent charter school, during the term of this Charter, Hesby Oaks Leadership Charter shall submit a petition for material revision for District's approval. Hesby Oaks Leadership Charter shall meet all requirements of an independent charter that occupies LAUSD facilities; Hesby Oaks Leadership Charter shall enter into facilities use agreement with the District and adhere to District guidelines including:

- Proposed Charter School Location _____
- Names of District school sites near proposed location
- Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of

Hesby Oaks Leadership Charter

LAUSD facilities with another LAUSD user group, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

As a condition to the approval of the charter petition, Hesby Oaks Leadership Charter will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

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

- Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
 - (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide

Hesby Oaks Leadership Charter

some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

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