



LOS ANGELES UNIFIED SCHOOL DISTRICT

HESBY OAKS LEADERSHIP CHARTER

A DISTRICT AFFILIATED CHARTER SCHOOL

15530 Hesby Street, Encino, CA 91436

Renewal Petition

Submitted
January 16, 2017

TERM OF PROPOSED CHARTER

JULY 1, 2017 TO JUNE 30, 2022

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Hesby Oaks Leadership Charter (also referred to herein as “Hesby Oaks”, “District Affiliated Charter School” and “Charter School”) shall:

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

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

Movses Tarakhchyan	● The contact person for Charter School is:
15330 Hesby Street, Encino 91436	● The address of Charter School is:
818-528-7000	● The phone number for Charter School is:
District 4	● Charter School is located in LAUSD Board District:
Northwest	● Charter School is located in LAUSD Local District:
K-8	● The grade configuration of Charter School is:
555	● The number of students in the first year of this Charter will be:
K-8	● The grade levels of the students in the first year will be:
August 15, 2017	● Charter School’s scheduled first day of instruction in 2017-2018 is:
555	● The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)
Traditional/Single track	● The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:
Elem-M,W, Th, F 8:00am-2:23pm; Tu 8:00am-1:21pm;	● The bell schedule for Charter School will be:

Middle-M, W, Th, F 8:00am-3:03pm, Tu 8:00am-1:36pm

July 1, 2017 to June 30, 2022

• The term of this Charter shall be from:

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

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 North-West in the Los Angeles Unified School District. The school reopened in 2006 as a span and we currently have 555 students.

Special Education services are provided to 8% of our students through the resource program, 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 full time middle school counselor works with the middle school students. We have 2 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. These teachers assist new teachers and staff members on high-quality teaching practices and offer curricular support to all.

STUDENT POPULATION TO BE SERVED

Currently, our school accepts children who live within our local school boundaries and a limited number of permits, on a space-available basis.

Our school is comprised of 73% White, 13% Latino, 4% African American, 5% Asian, 2% American Indian and 2% Filipino. 8% 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. The middle school students are mixed for science and social studies, Middle school offers accelerated math and English programs.

Upon completing 5th grade, students feed into our middle school that is on the same campus. The 8th graders 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, Cleveland, and High Tech High School.

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement: “To embrace the challenge of leadership by cultivating knowledge, empathy, and citizenship.”

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

The instructional philosophy at Hesby Oaks Leadership Charter is to prepare students to become productive members of a multicultural, 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. 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 Common Core 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.
- 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.

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.

Local Control Funding Formula (LCFF) Requirements

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

Enter school-specific provisions here, including a completed LCFF table of goals, actions, and outcomes addressing the eight state priorities. Please duplicate and complete the table template below for each school goal. Please be sure to renumber within the table as appropriate (e.g., “Goal #1”). See Application Guide for further information.

LCFF STATE PRIORITIES

GOAL #1

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

PROFICIENCY FOR ALL

All students will achieve proficiency in English Language Arts and Mathematics

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development
- Provide or obtain training opportunities for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications
- Implement personalized intervention strategies and programs, including a push-in co-teaching model of small group instruction for English Learners and students with disabilities, in order to meet individual academic needs of specific students

Expected Annual Measurable Outcomes

Outcome #1: The school will annually increase the number of students achieving proficiency in English Language Arts

Metric/Method for Measuring: Percentage of students performing at or above proficiency level on CAASPP English Language Arts assessment

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
83%	82%	81%	78%	75%	72%	All Students (Schoolwide)
25%	24%	23%	22%	21%	20%	English Learners
51%	50%	49%	48%	47%	46%	Socioeconomically Disadvantaged Students
N/A	N/A	N/A	N/A	N/A	N/A	Foster Youth
43%	42%	41%	40%	39%	38%	Students with Disabilities
61%	60%	59%	58%	57%	56%	African American Students
88%	87%	86%	85%	84%	83%	Asian Students
72%	71%	70%	69%	68%	67%	Filipino Students
50%	49%	48%	47%	46%	45%	Latino Students

92%	91%	90%	89%	88%	87%	Students of Two or More Races
82%	81%	80%	79%	78%	77%	White Students

Outcome #2: The school will annually increase the number of students achieving proficiency in Mathematics.

Metric/Method for Measuring: Percentage of students performing at or above proficiency level on CAASPP Mathematics assessment.

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
71%	70%	69%	67%	65%	63%	All Students (Schoolwide)
55%	54%	53%	52%	51%	50%	English Learners
46%	45%	44%	43%	42%	41%	Socioeconomically Disadvantaged Students
N/A	N/A	N/A	N/A	N/A	N/A	Foster Youth
43%	42%	41%	40%	39%	38%	Students with Disabilities
30%	29%	28%	27%	26%	25%	African American Students
80%	79%	78%	77%	76%	75%	Asian Students
72%	71%	70%	69%	68%	67%	Filipino Students
42%	41%	40%	39%	38%	37%	Latino Students
78%	77%	76%	75%	74%	73%	Students of Two or More Races
74%	73%	72%	71%	70%	69%	White Students

Outcome #3: The school will annually increase the number of 2nd grade fluent English students demonstrating proficiency in early literacy.

Metric/Method for Measuring: Percentage of students performing at or above proficiency level on the DIBELS assessment.

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
95%	94%	93%	92%	91%	89%	All Students (Schoolwide)
95%	94%	93%	92%	91%	89%	Reclassified Fluent English Learners
98%	98%	98%	98%	98%	98%	Socioeconomically Disadvantaged Students
N/A	N/A	N/A	N/A	N/A	N/A	Foster Youth
98%	98%	98%	98%	98%	97%	Students with Disabilities
98%	98%	98%	98%	98%	98%	African American Students
100%	100%	100%	100%	100%	100%	Latino Students

Outcome #4: The school will annually increase the English Learner Reclassification Rate

Metric/Method for Measuring: Percentage of students performing at or above proficiency level on CELDT assessment

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
29%	29%	29%	29%	29%	27%	English Learners
29%	29%	29%	29%	29%	27%	English Learners-Less than 5 Years
No LTEL students	No LTEL students	No LTEL student	No LTEL students	No LTEL students	No LTEL students	English Learners-More than 5 Years

LCFF STATE PRIORITIES

GOAL #2

Related State Priorities:

100% ATTENDANCE

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- *Present perfect attendance awards*
- *Encourage self care*
- *Health lessons and proper nutrition*
- *Teachers have low absentee rate*
- *Parents are contacted when students are absent*
- *For specific subclasses, provide additional counseling services specifically to serve them.*

Expected Annual Measurable Outcomes

Outcome #1: The percent of students attending 173-180 days each school year (96% attendance rate)

Metric/Method for Measuring: Daily attendance

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
<i>>=1% above</i>	<i>>=1% above</i>	<i>>=1% above</i>	98%	97%	96%	All Students (Schoolwide)
<i>>=1% above</i>	<i>>=1% above</i>	<i>>=1% above</i>	98%	97%	96%	English Learners
<i>>=1% above</i>	<i>>=1% above</i>	<i>>=1% above</i>	98%	97%	96%	Socioeconomically Disadvantaged Students
N/A	N/A	N/A	N/A	N/A	N/A	Foster Youth
<i>>=1% above</i>	<i>>=1% above</i>	98%	97%	96%	95%	Students with Disabilities
<i>>=1% above</i>	<i>>=1% above</i>	<i>>=1% above</i>	98%	97%	96%	African American Students

Outcome #2: Percentage rate of Students Missing 16 days or more each school year

Metric/Method for Measuring: Daily attendance

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
1%	1%	1%	1%	2%	3%	All Students (Schoolwide)
1%	1%	1%	1%	2%	3%	English Learners
1%	1%	1%	1%	2%	3%	Socioeconomically Disadvantaged Students
N/A	N/A	N/A	N/A	N/A	N/A	Foster Youth
1%	1%	1%	2%	3%	4%	Students with Disabilities
1%	1%	1%	1%	2%	3%	African American Students

LCFF STATE PRIORITIES

GOAL #3

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

PARENT , COMMUNITY AND STUDENT ENGAGEMENT

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- *ConnectEd about School report card*
- *Hold four or more parent meetings per year about the educational process*
- *Provide opportunities for parents to be involved in their child's classroom activities.*

Expected Annual Measurable Outcomes

Outcome #1: Percentage of students who feel a part of their school (question on School Experience Survey)

Metric/Method for Measuring: LAUSD School Survey

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
100%	100%	99%	98%	96%	95%	All Students (Schoolwide)

Outcome #2: Percentage of parents completing the School Experience Survey annually

Metric/Method for Measuring: LAUSD School Survey

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
88%	86%	84%	82%	80%	76%	All Parents (Schoolwide)

Outcome #3: Percentage of parents trained on academic initiatives by providing a minimum of four workshops at each school annually

Metric/Method for Measuring: LAUSD School Survey

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
100%	100%	100%	100%	100%	100%	All Parents (Schoolwide)

LCFF STATE PRIORITIES

GOAL #4

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

ENSURE SCHOOL SAFETY

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- *Supervision throughout the day*
- *Campus Aide*
- *Lunch time library access*
- *Games available to all students in different locations*
- *Positive reinforcement*
- *Use of a character development program: 7 Habits of Highly Effective People*
- *Leadership by peers*
- *Clear expectation of behavior in classrooms*
- *Open door policy with parents*
- *SSPT*
- School will provide parent education evenings to disseminate information and create partnerships with parents and families

Expected Annual Measurable Outcomes

Outcome #1: Single Student Suspension Rate

Metric/Method for Measuring: Data entered into MiSiS

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
<i>Maintain 0</i>	<i>Maintain 0</i>	<i>Maintain 0</i>	<i>Maintain 0</i>	<i>0</i>	<i>1</i>	All Students (Schoolwide)
<i>Maintain 0</i>	<i>Maintain 0</i>	<i>Maintain 0</i>	<i>Maintain 0</i>	<i>Maintain 0</i>	<i>0</i>	English Learners
<i>Maintain 0</i>	<i>Maintain 0</i>	<i>Maintain 0</i>	<i>Maintain 0</i>	<i>Maintain 0</i>	<i>0</i>	Socioeconomically Disadvantaged Students
<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	Foster Youth
<i>Maintain 0</i>	<i>Maintain 0</i>	<i>Maintain 0</i>	<i>Maintain 0</i>	<i>Maintain 0</i>	<i>0</i>	Students with Disabilities
<i>Maintain 0</i>	<i>Maintain 0</i>	<i>Maintain 0</i>	<i>Maintain 0</i>	<i>Maintain 0</i>	<i>0</i>	African American Students
<i>Maintain 0</i>	<i>Maintain 0</i>	<i>Maintain 0</i>	<i>Maintain 0</i>	<i>0</i>	<i>1</i>	White Students

Outcome #2: Number of Instructional Days Lost to Suspension

Metric/Method for Measuring: Percentage of students performing at or above proficiency level on CAASPP Mathematics assessment

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
Maintain 0	Maintain 0	Maintain 0	Maintain 0	0	5	All Students (Schoolwide)
Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	0	English Learners
Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	0	Socioeconomically Disadvantaged Students
N/A	N/A	N/A	N/A	N/A	N/A	Foster Youth
Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	0	Students with Disabilities
Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	0	African American Students
Maintain 0	Maintain 0	Maintain 0	Maintain 0	0	5	White Students

Outcome #3: Expulsion Rate

Metric/Method for Measuring: As verified by MiSiS

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
Maintain 0	Maintain 0	Maintain 0	Maintain 0	0	1	All Students (Schoolwide)
Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	0	English Learners
Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	0	Socioeconomically Disadvantaged Students
N/A	N/A	N/A	N/A	N/A	N/A	Foster Youth
Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	0	Students with Disabilities
Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	0	African American Students
Maintain 0	Maintain 0	Maintain 0	Maintain 0	0	1	White Students

Outcome #4: Percentage of students who feel safe on school grounds”

Metric/Method for Measuring: LAUSD School Survey

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
100%	100%	100%	100%	99%	97%	All Students (Schoolwide)

LCFF STATE PRIORITIES

GOAL #5

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

PROVIDE BASIC SERVICES

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- *Credentialed teachers*
- *Classroom aides*
- *Provide safe environment*
- *Provide clean environment*
- *Provide all students with access to standards-aligned instructional material*
- *Provide positive teaching and learning environment*

Expected Annual Measurable Outcomes

Outcome #1: Percentage of teachers that are appropriately credentialed for the students they are assigned to teach

Metric/Method for Measuring: CA credentials as verified by LAUSD

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
100%	100%	100%	100%	100%	100%	All Students (Schoolwide)

Outcome #2: Percentage of Teachers completing the Teacher Growth and Development Cycle (TGDC)

Metric/Method for Measuring: As verified by LAUSD

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
20%	20%	20%	20%	20%	20%	All On-Roster Teachers

Outcome #3: Percentage of school-based staff attending 96% or above

Metric/Method for Measuring: As verified by LAUSD

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
95%	92%	89%	86%	83%	80%	All Employees

Outcome #4: Percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements

Metric/Method for Measuring:

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
100%	100%	100%	100%	100%	100%	All Students (Schoolwide)

Outcome #5: Percentage of facilities that are in good repair

Metric/Method for Measuring: LAUSD School Survey

2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	Baseline	APPLICABLE STUDENT GROUPS
100%	100%	100%	100%	98%	96%	All Students (Schoolwide)

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

Goal #1- Proficiency for All

The School Governance Board, parents, and staff will use targeted Professional Development, differentiation, and intervention to address the needs of diverse learners to accelerate academic proficiency.

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, Turn and Talk, explicit instruction in academic vocabulary, cooperative learning, inquiry-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.
- Common Core Standards and New Generation Science Standards creating a common language tier from K-8th grade.
- Utilizing multiple forms of formative assessment data to improve instruction and provide immediate intervention.
- Teachers develop lessons based on common assessments by grade level and departments, focusing on the California Common Core Standards and New Generations Science Standards for evidence-based pedagogy for effective delivery of those standards.
- Analysis Data from formative assessments, DIBELS, CAASPP, MyData.
- Best practices in differentiated and ELD instruction.
- 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.

Goal #2- 100% Attendance

Our long-term student goal is to continue to meet the District target. In the 2015-2016 school year, our actual attendance was 96.0%. The District staff attendance goal is to increase by 5% or more to 85%. In the 2015-2016 school year, our staff attendance was 80%.

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 organization sends emails and newsletters encourage parents to decrease absences.
- The SAA and Counselor call parents of students who have frequent absences.
- Attendance certificates at our award assemblies.
- 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 routine teacher evaluations.

Goal #3- Parent, Community, and Student Engagement

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.
- Classroom websites to involve students and parents.
- Connect Ed through e-mails and phone messages.
- Young Authors' Fair and Career Day bring parents, students, and community members together for engaging activities.
- 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 parents have input on school plans
- 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.

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

- School-wide positive behavior support plan.
- Monthly assemblies that address the challenges and successes of student behavior.
- The School Governance Board is made up of 5 parents, the principal, the UTLA Chapter Chair, three teachers, a classified employee, and The Governance Board meets 9 times a year.
- School counselor will reinforce on-going positive behavior plans with students.
- School Report Card section on student safety is addressed at faculty, School Governance Board, ELAC and HIP meetings.

Goal #5- School Achievement Goals

Based on 2015-2016 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 SBAC.
- Third grade will increase in the number of students meeting/exceeding standards by 5% in ELA and Math.
- The percentage of parents who complete the School Experience Survey will increase by 20%.
- The percentage of 8th grade students reaching culmination will increase to 100%.

Curriculum and Instruction

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

The scope and sequence of skills taught across the grade levels and the different subjects the school plans to teach are outlined below. *Common Core, California State Standards, and Next Generation Science Standards will be addressed with cross grade-level and cross-content planning.*

Language Arts

- Promote a rigorous curriculum that meets the Common Core for language arts K-8.
- Develop students' reading, writing, listening and speaking skills to support academics across the disciplines.
- Develop critical reading skills.

- Support reading using a Balanced Literacy model with support from the Macmillan-McGraw Hill California Treasures Language Arts Program in K-5, and Prentiss Hall Literature – Timeless Voices, Timeless Themes in grades 6-8.
- Enhance reading using Literature Circles, Socratic Seminar, and Core Literature.
- Meet 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 DOK.
- Use the latest technology as a tool for presentation and project exhibits as well as digital portfolios.
- Construct opinion, informational, and narrative writing through Writers’ Workshop.

Mathematics

- Promote a rigorous curriculum that meets Common Core Standards.
- Enhance mathematics using My Math, Hands-on Equations, Marilyn Burns, Touchmath, Kim Sutton, and Marcy Cook.
- Develop understanding of the mathematical practices.
- Use real-life examples to apply math skills to daily problem solving situations.
- Recognize relevant information and review applications by checking for reasonableness.
- Discern operations and use alternate methods necessary to solve word problems.
- Connect math across the disciplines through STEAM projects.
- 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.

- Participate in professional development addressing the Next Generation Science Standards.
- Connect science across the disciplines through STEAM projects.

History and Social Studies

- Promote a rigorous curriculum that meets the state content 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 through cross-curricular projects.
- 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.
- Understand the cause and effect of historical events.
- Use depth and complexity icons and concepts to encourage thematic inference and in-depth learning.
- Use 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.
- 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. Enrichment programs are fully incorporated into the appropriate grade-level curriculum for all levels (K-8) and meet and exceed the established Common Core State Standards. Hesby Oaks Leadership Charter’s art enrichment, physical education (K-5), and technology programs are financially supported by Hesby Involved Parents. Qualified specialists who 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 in cultivating an ability to identify and reach diverse learning styles, intelligences, strengths, and weaknesses, while creating an environment for 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 as well as 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, 105 iPads for use in K-8th classrooms and RSP classrooms. SMART Boards are available for 4th -8th grade classrooms. The Library also offers technology with 14 computer stations and roving carts with 108 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. 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 in order to increase their knowledge and awareness of the world around them and to lead them on the path to becoming lifelong 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, coding and the use of spreadsheets, databases, presentation programs as well as the ability to critically evaluate internet resources. Students will learn to do scholarly research on the Internet and use Google Classroom 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 enhance 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.
- Training for students and staff in the use of software such as Google Classroom, tools such as blogs, classroom and student created collaborative websites
- 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.
- 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.
- Properly turn computer on/off.
- Use keyboard & mouse, menus and basic shortcuts.
- Follow established procedure when asking for help.
- Visually compare own screen with instructor's.
- Open basic programs.
- Draw/paint a picture with graphics program.
- Save a document with assistance.
- Open & closes windows.
- Access Internet sites.
- Type first & last names with initial capital letters.
- Begin to recognize home row keys (A,S,D,F,G,H,J,K,L).

First Grade:

- Know the difference between an *application* and a *website*.
- Type 5-10 wpm with 85%+ accuracy.
- Know the home row keys (but does not necessarily master their use).
- Word process a sentence with proper capitals, spacing and ending punctuation.

- Recognize home row keys (A,S,D,F,G,H,J,K,L:;).
- Take pictures using Mini-DV Camera.
- Begin to know various search engines.
- Understand 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 an experience shared or a concept learned.
- Create a PowerPoint presentation (less than 5 slides) from template.
- Type user name and password independently when needed.
- Type a URL in the address bar, e.g., www.starfall.com.
- Identify active links on a website, follow them and use back button.
- Type 8-15 wpm with 85%+ accuracy.
- Know how to type symbols (i.e."#", "\$", "%").
- Differentiate between Shift key and Caps Lock.

Third Grade:

- Competently use *Google Classroom*.
- Master capitalization, punctuation, indenting and centering.
- Use spell check.
- Use basic formatting tools.
- Use quotation marks in dialogue.
- Perform basic cut/paste within applications and between applications; import images.
- Write a Friendly Letter with proper formatting.
- Create a 4-6 slide PowerPoint presentation, adding at least one image.
- Save to a specified folder or location.
- Understand and follow rules of Internet Safety.
- Type 10-20 wpm with 85%+ accuracy.

Fourth Grade:

- Write multiple paragraph compositions.
- Use Excel Spreadsheets (Data, Table, Sum, Average, Graphs).
- Switch between active applications using System Tray, Dock, etc...
- Use the Internet competently and safely; evaluate/judge sites for legitimacy and appropriateness.
- Type 15-25 wpm with 85%+ accuracy.
- Restart computer and diagnoses to mastery of specific skill.

- Use presentation software such as PowerPoint, Keynote, iMovie, etc.
- Insert and format images into documents and presentations.
- Serve as peer tutor to others working on mastery of specific skills.

Fifth Grade:

- Create video project independently, including shooting video, transferring content to computer, basic editing, publishing.
- Navigate Internet independently and safely; teach others how to perform common web-based tasks.
- Use Google Classroom to receive and execute assignments and keep an open dialogue with on-going assignments or projects.
- Explain anatomy of web URL, e.g., suffixes, folder hierarchy.
- Students are taught coding to computer language.
- Perform efficient searches for specific information in articles, images, events.
- Publish projects independently, incorporating skills above.
- Type 20-30 wpm with 85%+ accuracy.

Sixth through Eighth Grades:

- Effectively master all K-5 media and technology skills.
- Use presentation skills to creatively present information using tools such as Google Classroom Slides, 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.

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 enable 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.*)

Other Content Areas

Music

- Third through eighth grade students may enroll in Orchestra. Orchestra classes are held weekly.
- Kindergarten through fifth grade students participate in Music-Arts Prototype.
- Perform thematic musical plays based on grade-level standards.
- Kindergarten through fifth grade students (optional for sixth through eighth grades) perform yearly holiday program, featuring multicultural holiday songs.

Art

- Kindergarten through eighth grade students participate in bi-weekly Art classes provided through HIP.
- Kindergarten thru 6th grade will be focusing on fundamental drawing skills while learning color theory, tones and shading, and perspective. All grades will be using a variety of art mediums.
- 7th-8th grade students incorporate art lessons in their STEAM elective with Art teacher provided by HIP.

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 related to a variety of sports and will demonstrate leadership by playing student-led games.
- 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. 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*).

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 Student Services Committee along with our Student Leadership Council 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, 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. School activities include constant reminders such as skits during morning assemblies about the ways children can help preserve our resources, including promoting trash-free lunches. The middle school Marine Science elective class also assists by sending students to make weekly rounds to collect recyclable materials from the entire school. Hesby Oaks Leadership Charter encourages conserving energy by carpooling and walking to school. 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 and recently raised money for a school damaged by the 2016 Louisiana floods.

Leadership Roles and Opportunities: School Wide

Student Leadership

Both the elementary and middle school have student leadership opportunities. In elementary classes, students volunteer to meet during their lunchtimes once a week. In middle school, students choose an elective class that meets each day. Both elementary and middle school meet as one school leadership council once a week, as well as separately. This helps them learn how to effectively communicate with and lead others, as well as building community. The core of the student leadership 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 leadership groups, students connect their personal experiences and perceptions with the content in many areas of the curriculum. Student Leadership members are trained in Emergency Preparedness and work with teachers and staff during emergency drills. Student Leadership members emcee various events including monthly morning assemblies throughout the year. Student Leadership members work on local school

wide, community wide, as well as world-wide philanthropic events, learning how they can make positive change in the world.

Additional School-Wide Leadership Opportunities

- Groups of K-8 students meet monthly in “Husky Habitats.” Students from the Leadership Class plan, organize and implement activities to promote the Seven Habits and foster our community.
- Seventh and eighth grade students work with teachers and students as 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.
- Student groups organize and run fundraising events for trips like Model United Nations or the 8th grade trip to Washington, D.C.
- Leadership 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.

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.

Students K-8 discuss Steven Covey’s “The Leader in Me: The 7 Habits of Highly Effective People.” Students are encouraged to demonstrate their understanding of these habits routinely both in and outside the school environment.

In order to recognize individual effort and achievement, Hesby Oaks Leadership Charter hosts periodic awards assemblies. During these assemblies, students are recognized for their academic performance and achievement as well as their demonstration of a positive display of the habits.

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 promote leadership, self-esteem and critical thinking skills.
- Classroom Student Council representatives attend weekly student council meeting and relay information to his/her class. Third- 5th grade representatives are the liaisons to K-2nd grade classrooms.

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 Common Core, California Content, and Next Generation Science Standards

MIDDLE SCHOOL CURRICULUM

Grade 8		Grade 7		Grade 6	
SPRING	FALL	SPRING	FALL	SPRING	FALL
English B	English A	English B	English A	English B	English A
U.S. History & Geography: Growth and Conflict B	U.S. History & Geography: Growth and Conflict A	World and Geography: Medieval and Early Modern Times B	World and Geography: Medieval and Early Modern Times A	World History and Geography: Ancient Civilizations B	World History and Geography: Ancient Civilizations A
Honors Accelerated CC Algebra 1B Common Core Math 7A	Honors Accelerated CC Algebra 1A Common Core Math 8A	Honors Accelerated CC Math 7B Common Core Math 7B	Honors Accelerated CC Math 7A Common Core Math 7A	CC Math 6B	CC Math 6A
Science 8B	Science 8A	Health 7	Science 7	Science 6B	Science 6A
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 the Common Core, California States and Next Generation Science Standards. All instruction will be standards-based and assessed by the CAASPP 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 2016-2017 school year. Hesby Oaks Leadership Charter shall have flexibility in instructional programs and choice of curricular materials. All assessments and curricular materials will be aligned with Common Core, California States and Next Generation Science Standards.

Textbook/Program List*Grades K-5*

Publisher	Title	Subject
McGraw-Hill	Treasures/Balanced Literacy (Readers and Writers Workshop)	English/Language Arts
McGraw-Hill	My Math	Mathematics
Scott Foresman	History-Social Science for CA	Social Science
FOSS	Inquiry-Based	Science
McGraw Hill	Art Connections	Art
McGraw Hill	Share the Music	Music
McGraw Hill	Health and Wellness	Health

Grade 6

Publisher	Title	Subject
HOLT McDougal	Collections: Grade 6	English/Language Arts
Teachers' Curriculum Institute	History Alive – Ancient World	Social Science
McGraw Hill	California Math Course 1	Mathematics
Holt, Rinehart, and Winston	Holt California Earth Science	Science
Glencoe	Teen Health Course 1	Health

Grade 7

Publisher	Title	Subject
HOLT McDougal	Collections: Grade 7	English/Language Arts
McDougal Littel	Medieval World and Early Modern World	Social Science
McGraw Hill	California Math Course 2	Mathematics
Holt, Rinehart, and Winston	Holt California Life Science	Science
Glencoe	Teen Health Course 2	Health

Grade 8

Publisher	Title	Subject
Holt McDougal	Collections: Grade 8	English/Language Arts
McDougal Littell	Creating America: Beginnings Through World War I	Social Science
Houghton Mifflin Harcourt	CA Math Accelerated Big Idea Math: Algebra	Mathematics/ Algebra
Holt, Rinehart, and Winston	Holt California Physical Science	Science

Transitional Kindergarten

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

Academic Calendar and Schedules

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

Elementary School Schedule

Regular Day School Schedule

<u>Grade</u>	<u>Schedule</u>	<u>Recess</u>	<u>Lunch</u>
Kindergarten	8:00-2:23 p.m.	10:15-10:35 a.m.	11:30-12:10 p.m.
1 st -3 rd	8:00-2:23 p.m.	10:15-10:35 a.m.	11:40-12:20 p.m.
4 th and 5 th	8:00-2:23 p.m.	10:15-10:35 a.m.	12:00-12:40 p.m.
Playground - YS	2:23-5:30 p.m. Mon., Wed., Thur. and Fri.		

Banked Day Tuesday

Kindergarten	8:00-1:21 p.m.	10:00-10:20 a.m.	11:15-11:55 a.m.
1 st - 3 rd	8:00-1:21 p.m.	10:00-10:20 a.m.	11:25-12:05 p.m.
4 th and 5 th	8:00-1:21 p.m.	10:00-10:20 a.m.	11:45-12:25 p.m.
Playground- YS	1:21-5:30 p.m. Tuesdays		

Minimum Day Schedule

<u>Grade</u>	<u>Schedule</u>	<u>Recess</u>	<u>Lunch</u>
Kindergarten	8:00-12:30 p.m.	10:00-10:10 a.m.	11:30-11:50 p.m.
1 st - 3 rd	8:00-12:30 p.m.	10:00-10:10 a.m.	11:40-12:00 p.m.
4 th and 5 th	8:00-12:30 p.m.	10:00-10:10 a.m.	12:00-12:20 p.m.
Playground	12:30 - 5:30 p.m.		

Shortened Day Schedule

<u>Grade</u>	<u>Schedule</u>	<u>Recess</u>	<u>Lunch</u>
Kindergarten	8:00-1:50 p.m.	10:15-10:35 a.m.	11:30-12:10 p.m.
1 st - 3 rd	8:00-1:50 p.m.	10:15-10:35 a.m.	11:40-12:20 p.m.
4 th and 5 th	8:00-1:50 p.m.	10:15-10:35 a.m.	12:00-12:40 p.m.
Playground	1:50 - 5:30 p.m.		

Bell Schedule

K – 8 Warning Bell	7:58 a.m.
K – 8 Classes Begin	8:00 a.m.
K – 5 Recess Ends	10:35 a.m.
6 – 8 Nutrition Ends	10:14 a.m.
K – 3 Lunch Ends	12:20 p.m.
4 – 5 Lunch Ends	12:40 p.m.
6 – 8 Lunch Ends	12:48 p.m.
K – 5 Dismissal	2:23 p.m.
6 – 8 Dismissal	3:03 p.m.

Middle School Schedule

Mon., Wed., Thur., Fri. Regular Day Schedule

Period 1	8:00 a.m. - 9:02 a.m.	(62 minutes)
Period 2	9:07 a.m. - 10:04 a.m.	(57 minutes)
Nutrition	10:04 a.m. - 10:19 a.m.	(15 minutes)
Period 3	10:24 a.m. - 11:21 a.m.	(57 minutes)
Period 4	11:26 a.m. - 12:23 p.m.	(57 minutes)
Lunch	12:23 p.m. - 12:53 p.m.	(30 minutes)
Period 5	12:58 p.m. - 1:55 p.m.	(57 minutes)
Period 6	2:00 p.m. - 2:57 p.m.	(57 minutes)
Homeroom	2:57 p.m. - 3:03 p.m.	(6 minutes)

Tuesday's Professional Development Block Schedule

Tuesday A

Block 1	8:00 a.m. – 9:10 a.m.	(70 minutes)
Block 2	9:15 a.m. – 10:25 a.m.	(70 minutes)
Nutrition	10:25 a.m. – 10:40 a.m.	(15 minutes)
Block 3	10:45 a.m. – 11:55 a.m.	(70 minutes)
Lunch	11:55 a.m. – 12:25 p.m.	(30 minutes)
Advisory	12:30 p.m. – 1:36 p.m.	(66 minutes)

Tuesday B

Block 1	8:00 a.m. – 9:10 a.m.	(70 minutes)
Block 2	9:15 a.m. – 10:25 a.m.	(70 minutes)
Nutrition	10:25 a.m. – 10:40 a.m.	(15 minutes)
Block 3	10:45 a.m. – 11:55 a.m.	(70 minutes)
Lunch	11:55 a.m. – 12:25 p.m.	(30 minutes)
Advisory	12:30 p.m. – 1:36 p.m.	(66 minutes)

Minimum Day Schedule

Period 1	8:00 a.m. - 8:40 a.m.	(35 minutes)
Period 2	8:45 a.m. - 9:20 a.m.	(35 minutes)
Period 3	9:25 a.m. - 10 :00 a.m.	(35 minutes)
Nutrition	10:00 a.m. - 10:20 a.m.	(15 minutes)
Period 4	10:25 a.m. - 11:00 a.m.	(35 minutes)
Period 5	11:05 a.m. - 11:40 a.m.	(35 minutes)
Period 6	11:45 a.m. - 12:20 p.m.	(35 minutes)
Homeroom	12:20 p.m. - 12:30 p.m.	(12 minutes)

Tuesday Block Schedule School Year 2016- 2017

Tuesday Block Schedule 1st Semester

December	November	October	September	August	Block
6	1 & 15	4 & 18	6 & 20	23	A
13	8 & 29	11 & 25	13 & 27	30	B

Tuesday Block Schedule 2nd Semester

June	May	April	March	February	January	Block
6	9 & 23	4 & 25	7 & 21	7 & 21	10 & 24	A
	2, 16 & 30	18	14 & 28	14 & 28	17 & 31	B

3	2	1	Block
6 Science Marcus (G1) 6 Elective McMillan (G2) 7/8 Drama Pattison 7/8 Leadership Wynkoop 7/8 Marine Sci Bautista 7/8 STEAM Walsh Jamieson CONF	6 Science Marcus (G2) 6 PE Jamieson (G1) 7 Hist Pattison (P2) 7 Sci Bautista (P2) 8 Engl McMillan (A) 8 Math Walsh (CC) Wynkoop CONF	6 PE Jamieson (G2) 6 Hist Wynkoop (G1) 7 Hist Pattison (P1) 7 Sci Bautista (P1) 8 Engl McMillan (CC) 8 Math Walsh (A) Marcus CONF	Tuesday A
6 Elective Marcus or Ventura(G1) 6 History Wynkoop (G2) 7 Engl McMillan (CC) 7 Math Walsh (A) 8 PE Jamieson Bautista CONF Pattison CONF	6 Math Marcus (G1) 6 Engl Wynkoop (G2) 7 PE Jamieson (CC) 7 Engl McMillan (A) 8 Hist Pattison (P6) 8 Sci Bautista (P6) Walsh CONF	6 Math Marcus (G2) 6 Engl Wynkoop (G1) 7 PE Jamieson (A) 7 Math Walsh CC 8 Hist Pattison (P3) 8 Sci Bautista (P3) McMillan CONF	Tuesday B

Mathematics Placement Act

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

High School Exit Examination

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

Regular professional development and training is essential to the competence and overall effectiveness of all teachers and support personnel. Teachers and their aides participate in ongoing professional development to ensure that they have the skills to carry out the instructional program. The Instructional Leadership Team (ILT) meets to plan professional development and trainings that will meet the needs expressed by the staff. These needs are determined in the following manner:

- The ILT looks at data gained from various sources such as teacher observation, analysis of formative assessments, summative assessments, student work samples, and staff surveys.
- The ILT then makes arrangements for professional development utilizing members of the staff who have expertise in a specific area of the curriculum as well as specialists from educational community at large.
- Teachers and administrators are currently being trained and advised through Growing Educators as we explore and implement a Balanced Literacy program with Readers and Writers Workshop.

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, 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 & Bloodborne 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.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

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.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing in accordance with the "General Fund School Program Manual" or equivalent as it may change from time to time.

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 which is made up of teachers, site administrator and a 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. 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. 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 Common Core State Standards.

Students Achieving Below Grade Level

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. 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 one 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 Every Child Succeeds Act and in an effort to close the achievement gap.

Identification: Low-achieving and at-risk students are students who do not meet benchmarks on various assessments 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 in order 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 at risk students.

Hesby Oaks Leadership Charter provides additional intervention for those at academic risk. The school's innovative Learning Lab is a program run by RSP teachers with a small group of

students for intensive skills intervention during fourth period. 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.

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.

Student Support and Progress Team (SSPT)

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 successfully responding to the accommodations made to be successful, the teacher then consults the SSPT coordinator. Using a Multi-Tiered System of Support (MTSS) framework, the SSPT collaborates with teachers and parents to ensure that all students have equal access to the curriculum.

Socioeconomically Disadvantaged 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 LAUSD operates 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.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

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

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

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

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

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

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

b. Transferring Students

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

c. Assessments

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

Upon a parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given

to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

***Modified Consent Decree Requirements**

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

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

- # The 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.
- # Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

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

"A TYPICAL DAY"

Throughout the week, a visitor will see students participating in and learning about core subjects, music, art, theatre, STEAM, public speaking, entrepreneurship, computer skills, physical education, health, environmental conscientiousness, 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.

Throughout the day, teaching is differentiated and inquiry based learning is infused to meet the needs of all students.

Language Arts: Language Arts instruction incorporates a Balanced Literacy approach along with Readers and Writers Workshop and district approved programs. 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 teach new skills or reinforce previous skills and then progresses to independent practice where students write to respond to literature as well as compose creative essays using expository, narrative, persuasive and descriptive presentations. Students progress through the stages of the writing process through drafting, editing, rewriting. Students often meet to reflect on their writing and edit with a partner.

Math: Math instruction is guided by the Common Core Math Practices. Teachers use literature, visuals, and manipulatives to introduce concepts in all 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 notebooks. Math is taught as whole group as well as in workshop style with rotating groups of students with homogeneous skill levels. These groupings meet the various developmental levels and are continually changing. Teachers use assessments to determine skill levels, using differentiation strategies such as utilizing curriculum compacting and tiered assignments through menus and choice boards.

Social Studies: In all grades, NCSS themes are explored through literature, expository text or computer programs and websites utilizing both primary and secondary sources. Inquiry 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 and creating products authentic to the discipline using a variety of primary and secondary sources.

Science: Science instruction is moving toward the Next Generation Science Standards. All grade levels use hands-on experimentation, exploration, investigation, and observation in the study of the sciences (earth science, life science, physical science and engineering) 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. Students design and engineer solutions to various real world situations.

Throughout the week, a visitor will also see students learning about taking care of their environment and using social values to be a leader in the community. These are crucial elements of the education at Hesby Oaks Leadership Charter.

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

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

Hesby Oaks Leadership Charter strives to meet or exceed all district goals on measurable assessments through instruction as detailed above and any additional data acquired.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Hesby Oaks Leadership Charter strives to meet or exceed all district goals on district and state assessments.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

Hesby Oaks Leadership Charter strives to meet or exceed all district goals on district and state assessments.

DATA ANALYSIS AND REPORTING

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 CAASPP, CELDT, District-adopted reading program, Assessments/Fluency, District Formative and Summative Assessments 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.
- Assessment results are communicated to parents throughout the school year in a variety of ways, e.g., emails communication, weekly progress reports and online grade books.
- School-wide data is also shared in a public forum at governance meetings in order to discuss upcoming program development and intervention priorities.
- MISIS is available for immediate access to grades and attendance. Instantaneous access to this information provides all stakeholders the ability to monitor student performance and academic growth. This information will also be utilized to assist administration and

teachers, in critiquing and examining data and to develop an effective Professional Development program on an ongoing basis.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

STAKEHOLDER INVOLVEMENT

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, which can be revised as needed. The Governance Board will meet at least nine (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 LAUSD. We will abide by LAUSD policies and procedures concerning school governance, and currently have 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.

Hesby Oaks Leadership Charter Governing Board will be a consensus-oriented, site-based decision-making body for Hesby Oaks Leadership Charter. 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.

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 voting members of the Governance Board will include 12 representatives from the school's various constituencies as follows:

8 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
- Five Certificated Representatives (to be elected by certificated staff)
- One Classified Representative (to be elected by classified staff)

4 parent members- elected by parents of Hesby Oaks Leadership Charter

There shall be up to two (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.

Executive Committee

Hesby Oaks Leadership Charter will have an Executive Committee comprised of the principal, one teacher elected yearly by the teachers who are voting members of the Governance Board, and one 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. 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
- IT Committee
- ELAC

Other committees will be formed as the need arises.

Committees are advisory and will have at least one parent and one 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 and/or the Principal. The Committees shall meet the third Tuesday of the month (allowing for school holidays and Parent Teacher Conferences) 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 one elected parent representative will serve on each of the school's Standing Committees and the Executive Board.

As a separate entity from Hesby Oaks Leadership Charter, the parent organization, Hesby Involved Parents (HIP), 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 HIP board. HIP will hold monthly parent meetings that include all stakeholders. HIP 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 District's 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). HIP shall work collaboratively with Hesby Oaks Leadership Charter to further the educational program of the School. HIP 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 Hesby Oaks 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 email blasts), and a paper agenda for each meeting will be available in the office 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.

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, Career Day and the 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 meetings.

Without parent 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.

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

CERTIFICATED PERSONNEL

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and class assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the

District retains the right to make such assignments in cases in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

CLASSIFIED PERSONNEL

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).) Charter School shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the former attendance area of Charter School. (Ed. Code § 47605(d)(2)(B).)

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

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

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

subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Hesby Oaks Leadership Charter follows all LAUSD policies for admission to the school.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity,

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

Charter School shall implement proper disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the

Rehabilitation Plan of 1973, and District policies and procedures. In the case of a student who has an IEP, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator shall convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School shall notify the Superintendent of the school district of the student's last known address within 30 days of the expulsion, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

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

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal

delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School 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 provision of the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these

notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

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

ADDITIONAL PROVISIONS

FACILITIES

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

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.

FISCAL MATTERS

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