



LOS ANGELES UNIFIED SCHOOL DISTRICT

Haynes Charter for Enriched Studies

A DISTRICT AFFILIATED CHARTER SCHOOL

6624 Lockhurst Drive

West Hills, CA 91307

Renewal Petition

Submitted

March 15, 2017

TERM OF PROPOSED CHARTER

JULY 1, 2017 TO JUNE 30, 2022

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Haynes Charter for Enriched Studies (also referred to herein as “Haynes CES”, “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

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| • The contact person for Charter School is: | <i>Mrs. Barbara Meade, Principal</i> |
| • The address of Charter School is: | <i>6624 Lockhurst Drive West Hills, CA 91307</i> |
| • The phone number for Charter School is: | <i>818-716-7310</i> |
| • Charter School is located in LAUSD Board District: | <i>3</i> |
| • Charter School is located in LAUSD Local District: | <i>Northwest</i> |
| • The grade configuration of Charter School is: | <i>Transitional Kinder-5th Grade</i> |
| • The number of students in the first year of this Charter will be: | <i>430</i> |
| • The grade levels of the students in the first year will be: | <i>Transitional Kinder-5th Grade</i> |
| • Charter School's scheduled first day of instruction in 2017-2018 is: | <i>August 15, 2017</i> |
| • 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.) | <i>443</i> |
| • The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: | <i>Traditional</i> |
| • The bell schedule for Charter School will be: | <i>Monday, Wednesday, Thursday, Friday, 8:02am-2:30pm and Tuesday, Banked Day, 8:02am-1:30pm</i> |
| • The term of this Charter shall be from: | <i>July 1, 2017 to June 30, 2022</i> |

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Haynes Charter for Enriched Studies is located in a residential community in the west San Fernando Valley. Haynes competes to maintain its status as the highest quality educational institution available to our surrounding communities. Our intent as an affiliated charter is to preserve our core population while at the same time opening our enrollment to a broader base of students in other communities in order to strengthen the diversity of our school. Over the last five years, our enrollment has steadily increased with a waiting list of 300 non-resident students (TK through fifth grade). We continue to meet the needs of all of our students including high achieving students, English Learners, and students with disabilities. This is accomplished by infusing rigor into our curriculum, technology into the classroom, a music and arts program, collaboratively expanding our STEAM program with our neighboring schools, and providing an environment that meets the needs of all of our students.

At Haynes Charter for Enriched Studies the Staff, students, parents and the surrounding community have created and sustained many environmental, performing arts, physical education, health, and science programs. Our Green Team Beautification Committee has brought environmental awareness and educational programs to the community. The performing arts program has reached out to local community members such as our local middle school who performs for our students, faculty, and parents. We also have a Sign Language Chorus, Hula Dance group, and a Hip Hop group that performs for our local hospitals and throughout our community.

Haynes Charter for Enriched Studies is the first LAUSD elementary school to support the national based program Cool 2 Be Kind Club (C2BK), in collaboration with the El Camino Real Charter High School (ECRCHS). The chapter at ECRCHS was founded by two alumni students from Haynes Charter for Enriched Studies. It is a school run club that promotes bully prevention by focusing on spreading kindness throughout the school and local community. As a feeder school into ECRCHS, Haynes Charter for Enriched Studies hosted a C2BK club event, where the members had students, community members and staff volunteer to take a “pledge of kindness” and posted them on a banner for Haynes Charter for Enriched Studies. Students and staff of Haynes Charter for Enriched Studies also participated throughout the community in the Blue Ribbon Week, which promoted daily kindness activities.

Haynes Charter for Enriched Studies has increased community involvement so that all stake holders experience the mission and vision of Haynes Charter for Enriched Studies.

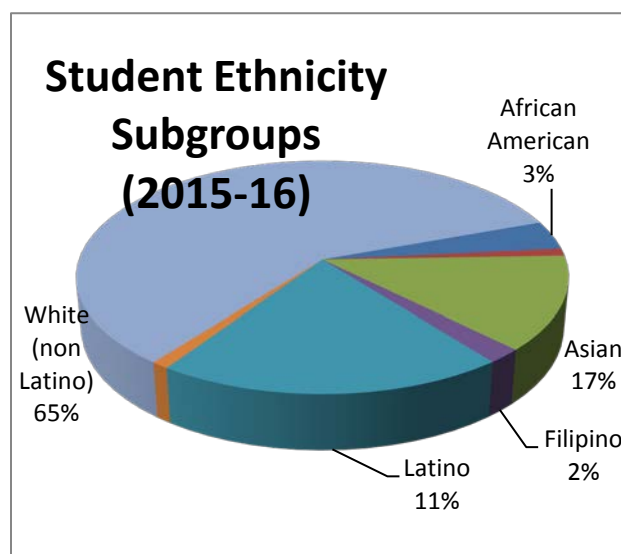
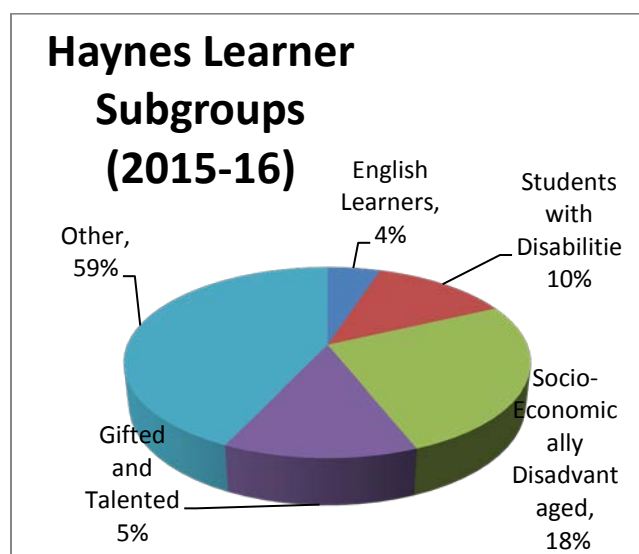
SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

Address: 6624 Lockhurst Drive, West Hills, CA 91307

| LAUSD Schools | # of Students 2014 | % Students Eligible for Free/Reduced Lunch | % of Special Ed. Students | % of English Learners | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 | 2013 Growth API | Met Schoolwide Growth Target? | Met Subgroup Growth Targets? | 2011-2013 API 3 Year Average | 2013 API Statewide Rank | 2013 API Similar Schools Rank | School Performance Framework Classification (SPF) |
|------------------------|--------------------|--------------------------------------------|---------------------------|-----------------------|----------------------|----------------------|----------------------|-----------------|-------------------------------|------------------------------|------------------------------|-------------------------|-------------------------------|---------------------------------------------------|
| Haynes Charter | 413 | 17% | 12% | 3% | White 64% | Asian 18% | Latino 10% | 909 | Yes | Yes | 909 | 9 | 6 | Achieving |
| Woodland Hills Charter | 713 | 11% | 6% | 2% | White 72% | Latino 9% | Asian 9% | 968 | Yes | Yes | 961 | 10 | 9 | Achieving |
| Capistrano | 417 | 70% | 17% | 31% | Latino 57% | Asian 20% | White 16% | 861 | N/A | N/A | N/A | 8 | 9 | Achieving |
| Calabash | 430 | 19% | 9% | 5% | White 67% | Latino 13% | Asian 11% | 888 | Yes | Yes | 882 | 9 | 5 | Achieving |
| Justice | 389 | 29% | 13% | 3% | White 43% | Latino 33% | Asian 14% | 901 | Yes | Yes | 888 | 9 | 4 | Achieving |
| Lockhurst Charter | 326 | 19% | 18% | 14% | White 53% | Latino 25% | Asian 16% | 868 | Yes | Yes | 863 | 8 | 2 | Watch |
| Hamlin | 466 | 41% | 9% | 26% | Latino 32% | White 30% | Asian 27% | 865 | Yes | Yes | 876 | 8 | 7 | Watch |
| Woodlake | 59 | 18% | 11% | 13% | White 54% | Latino 20% | Asian 16% | 878 | Yes | Yes | 872 | 8 | 2 | Achieving |
| Enadia Way Tech | 245 | 66% | 14% | 12% | Latino 61% | White 18% | Asian 11% | 855 | Yes | Yes | 852 | 7 | 9 | Achieving |
| Welby Way | 821 | 11% | 5% | 3% | White 43% | Asian 32% | Latino 12% | 961 | Yes | Yes | 960 | 10 | 5 | Achieving |
| Pomelo | 649 | 13% | 14% | 4% | White 63% | Asian 16% | Latino 15% | 876 | Yes | Yes | 888 | 8 | 1 | Achieving |
| Charter Schools | | | | | | | | | | | | | | |
| Ingenium | 407 | 83% | 5% | 23% | Latino 70% | White 9% | Af. Am 5% | 773 | No | No | 792 | 4 | 1 | N/A |
| New Academy | 481 | 91% | 8% | 47% | Latino 92% | White 2% | Asian 1% | 814 | Yes | No | 817 | 6 | 7 | Service & Support |

STUDENT POPULATION TO BE SERVED

Haynes Charter for Enriched Studies aims to reach and meet the needs of all students in transitional kindergarten through fifth grade. Our teachers, administration, and staff provide a high-quality, standards based academic program, enriched with technology, the arts and project based learning.



Currently, Haynes Charter for Enriched Studies educates a total population of 430 students. Our student population is ethnically as well as academically diversified. Our student population is 65% White, 11% Latino, 17% Asian, 3% African American, 2% Filipino, and 0% Pacific Islander. Of this population, 5% of our students are identified Gifted, 18% are economically disadvantaged, 10% are students with disabilities, 4% are English Learners, and 41% are Reclassified/RFEPS.

Haynes' teachers hold high academic standards for all our students regardless of their gender, race, ethnic background, or disabilities. The staff looks for new and creative ways to make the curriculum challenging, relevant, and culturally responsive to every student. Haynes Charter for Enriched Studies is a SAS (School for Advanced Studies) school, which integrates prompts of depth and complexity with the California Common Core State Standards (CA CCSS) to nurture students' interest and to develop advanced critical thinking and problem solving skills.

GOALS AND PHILOSOPHY

Mission and Vision

Haynes Charter for Enriched Studies provides a nurturing environment where all stakeholders and students are committed to achieving excellence. All students are challenged to reach their maximum potential to learn by receiving a solid foundation of skills, knowledge and values. Each child will experience optimal academic, social, emotional, and physical success in a powerful, progressive, safe, and child-centered educational environment.

The vision of Haynes Charter for Enriched Studies is to establish and maintain an alliance among students, parents, community, administrators, teachers, and staff to improve student achievement. As stakeholders, we will continually adapt to new situations to improve the education offered to our students in order to prepare them to become resourceful, responsible learners and citizens. We will establish a community of learners who are technologically, academically, and socially prepared to enter a global society thereby demonstrating their self-reliance and concern for others.

Goals of Haynes Charter for Enriched Studies

Haynes Charter for Enriched Studies' primary goal is to provide an innovative, enriched instructional program that actively challenges all children to embrace learning and achieve their highest potential. To achieve this goal we will:

- Maximize student achievement, based on Common Core State Standards, District expectations, and authentic assessments.
- Encourage the use of innovative teaching methods, including the use of flexible groupings, and intervention, to ensure that students' needs are being met.
- Increase interactive, hands on learning opportunities for all students, including an emphasis on the use of technology.
- Encourage families in our community to be actively engaged in the learning process and to contribute to the school's success.
- Articulate with local middle and high schools as we remain the first step in a continuous pathway of outstanding public education.

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

An educated person in the 21st Century is a lifelong learner who embraces a constantly changing world. He or she is instilled with a curiosity for acquiring more knowledge, and is consistently looking to be intellectually challenged in order to become college and career-ready. They are intellectually flexible and able to think abstractly and creatively. The individual will demonstrate positive self-esteem and have an enthusiastic attitude toward learning. The educated 21st Century individual values critical thinking skills, creativity, collaboration, and technological achievements. They are also active participants in their community. They welcome a multi-cultural world that is globally

interconnected. He or she is sensitive to cultural diversity, and is accepting of those different from themselves.

How Learning Best Occurs

At Haynes Charter for Enriched Studies we believe that learning best occurs in an environment of collaboration, enrichment, active participation, and openness. Working together, teachers, parents, and community members provide students with opportunities to:

- have their strengths broadened, extended, and developed
- have areas of needs identified, addressed and strengthened
- engage in exploration, discovery, and experimentation
- make connections to what they learn and the world around them
- work both individually, and as members of a cooperative group
- work beyond the grade level standards
- practice the skills that they are learning
- think critically and solve problems
- develop habits to become lifelong learners
- have high expectations for themselves
- have their learning differentiated by skilled teachers according to students' needs
- have an administration that has high expectations for student behavior and academic achievement
- have teachers who work collaboratively to identify student strengths and areas for improvement
- have teachers and administrators who ensure that quality learning is taking place in addressing State and National Standards
- have involved parents who are informed about the school's educational programs
- have parents who are active participants in their child's learning
- be looked at as a "whole" person and treated accordingly

Haynes Charter for Enriched Studies will continue to serve as an academic arena that encourages and models life-long learning for all students. The school will provide a safe, supportive, and challenging environment that encourages students to maximize their full potential in order to become college and career ready.

Haynes Charter for Enriched Studies Student Achievement

| Groups | <u>Number of Students Included in 2011 Growth API</u> | <u>2011 Growth API</u> | <u>Number of Students Included in 2012 Growth API</u> | <u>2012 Growth API</u> | <u>Number of Students Included in 2013 Growth API</u> | <u>2013 Growth API</u> | <u>Non-Weighted 3-Year Average API*</u> | <u>Weighted 3-Year Average API*</u> |
|-------------------------------------|-------------------------------------------------------|------------------------|-------------------------------------------------------|------------------------|-------------------------------------------------------|------------------------|-----------------------------------------|-------------------------------------|
| Schoolwide | 278 | 910 | 268 | 907 | 258 | 909 | 909 | 909 |
| Black or African American | 10 | | 12 | 804 | 13 | 884 | | |
| American Indian or Alaska Native | 2 | | 2 | | 3 | | | |
| Asian | 13 | 982 | 37 | 956 | 37 | 959 | 966 | 961 |
| Filipino | 3 | | 5 | | 4 | | | |
| Hispanic or Latino | 70 | 868 | 55 | 871 | 38 | 824 | 854 | 859 |
| Native Hawaiian or Pacific Islander | 0 | | 2 | | 3 | | | |
| White | 180 | 928 | 155 | 917 | 160 | 922 | 922 | 923 |
| Two or More Races | 0 | | 0 | | 0 | | | |
| Socioeconomically Disadvantaged | 85 | 857 | 76 | 876 | 67 | 871 | 868 | 867 |
| English Learners | 34 | 848 | 27 | 858 | 26 | 857 | 854 | 854 |
| Students with Disabilities | 44 | 799 | 49 | 810 | 46 | 775 | 795 | 795 |

Blank cell – This indicates that the school or student group did not have a valid 2011, 2012, and/or 2013 Growth API. Therefore, a 3-Year average could not be calculated.

Haynes Charter for Enriched Studies has shown growth in its CST scores over the past three years, even though we showed a slight drop in 2012. Haynes ranks well above the state benchmark of 800 in API Subgroup Scores. The CST test was no longer administered after the first two years of the Charter term, but our scores during those years exceeded the district goals.

SBAC ELA Test 2014-2016

| ELA 2014/2015 | # Tested | % Met/Exceeds Standard |
|----------------------|-----------------|-------------------------------|
| Haynes CES | 203 | 69% |
| District | 272,391 | 33% |

| ELA 2015/2016 | # Tested | % Met/Exceeds Standard |
|----------------------|-----------------|-------------------------------|
| Haynes CES | 203 | 77% |
| District | 267,077 | 39% |

SBAC Math Test 2014-2016

| Math 2014/2015 | # Tested | % Met/Exceeds Standard |
|-----------------------|-----------------|-------------------------------|
| Haynes CES | 202 | 62% |
| District | 272,765 | 25% |

| Math 2015/2016 | # Tested | % Met/Exceeds Standard |
|-----------------------|-----------------|-------------------------------|
| Haynes CES | 204 | 71% |
| District | 268,718 | 29% |

Haynes Charter for Enriched Studies has continued to maintain strong standardized test scores for the past two years. With the introduction of the new CAASPP Smarter Balance Test we are still able to remain above the district average and continue to make steady gains in students meeting or exceeding the state standards. We continue to seek out new strategies to help all students that are in need of additional support and intervention. We provide support in an effort to help all students meet the proficiency requirements including but not limited to intervention during school to address each individual's specific needs.

Attendance Data

| Year-End Attendance Data | 2014-2015 | 2015-2016 | Change |
|---------------------------------------|------------------|------------------|---------------|
| Student Enrollment | 413 | 416 | +3 |
| 96% or higher Student Attendance Rate | 76% | 76% | 0% |
| 91% or lower Chronic Absence Rate | 9% | 5% | -4% |

Our student's achieving 96% or higher attendance rate stayed the same from 76% in 2014/2015 to 76% in 2015/2016, which exceeded the district goals of 68%. Our percentage of chronically absent students decreases by 4%. In 2014/2015 the chronic absent rate was 9%, and in 2015/2016 it had decreased to 5%. Our goal is to continue increasing our attendance rate by offering incentive programs and utilizing PSA counselors to follow up with parents of chronically absent students, strengthening the relationship between home and school. With these strategies in place, we plan on seeing an increase in student attendance rate and a continued decrease in the chronic absence rate this year and in the future.

English Learner Reclassification Progress

| | 2013-2014 | 2014-2015 | 2015-2016 | 2015-2016 (2 nd Chance CELDT) |
|----------------------------------|-----------|-----------|-----------|---------------------------------------------|
| Reclassification Rates | 56% | 9% | 0% | 41% |
| EL Count | 16 | 11 | 14 | 14 |
| # of students that reclassified. | 9 | 1 | 0 | 6 |

Our English Learners continued to make progress towards reclassification during our current Charter term. Reclassification rates went from 56% in 2013/2014, 9% in 2014/2015. In the beginning of the 2015/2016 school year, 0% of our English Learners were reclassified, after administering the 2nd Chance CELDT, according to local district data, six of the English Learners were reclassified, bringing the percentage of reclassification up to 41% in October of 2016.

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).)

| LCFF STATE PRIORITIES-BASIC SERVICES | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL #1 | |
| To provide and maintain Basic Services for students the school will assign teachers in accordance with their credentials, including subject matter and EL authorizations. The school will provide 100% of students with sufficient access to 100% standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter and achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities. | Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : |
| Specific Annual Actions to Achieve Goal | |
| <ul style="list-style-type: none"> Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal | |

- Staff selection committee that consists of administration, certificated, classified and parent screen all applicants to ensure that prospective teachers meet credential requirements.
- Annual Williams instructional materials review and certification process
- Instructional materials are inventoried in the beginning and end of the school to ensure all items are accounted for
- School participates in the LD Textbook Roadshow to order all necessary materials needed for the instructional program
- Teachers annually certify to ensure all students have appropriate textbooks and any issues are immediately remedied.
- Annual budget review and planning to ensure funds are available for instructional materials
- Internal and/or District annual review(s) of the state and condition of its facilities
- Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager, ELD Coordinator and Principal Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and School)

Expected Annual Measurable Outcomes

Outcome #1: The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.

Metric/Method for Measuring: Annual Review of School Compliance with Credentialing and Assignment Requirements

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|-------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 100% | 100% | 100% | 100% | 100% | 100% |
| English Learners | 100% | 100% | 100% | 100% | 100% | 100% |
| Socioeconomically Disadvantaged Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Foster Youth | 100% | 100% | 100% | 100% | 100% | 100% |
| Students with Disabilities | 100% | 100% | 100% | 100% | 100% | 100% |
| African American Students | 100% | 100% | 100% | 100% | 100% | 100% |
| American Indian/Alaska Native Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Asian Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Filipino Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Latino Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Native Hawaiian/Pacific Islander Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Students of Two or More Races | 100% | 100% | 100% | 100% | 100% | 100% |
| White Students | 100% | 100% | 100% | 100% | 100% | 100% |

Outcome #2: The school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities.

Metric/Method for Measuring: Internal and District Annual Review

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|-------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| All Students (Schoolwide) | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating |
| English Learners | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating |
| Socioeconomically Disadvantaged Students | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating |
| Foster Youth | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating |
| Students with Disabilities | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating |
| African American Students | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating |
| American Indian/Alaska Native Students | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating |
| Asian Students | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating |
| Filipino Students | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating |
| Latino Students | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating |
| Native Hawaiian/Pacific Islander Students | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating |
| Students of Two or More Races | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating |
| White Students | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating | "Good" or Better Rating |

Outcome #3: The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.

Metric/Method for Measuring: Annual Williams Instructional Materials Review and Certification Process

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|

| | | | | | | |
|-------------------------------------------|------|------|------|------|------|------|
| All Students (Schoolwide) | 100% | 100% | 100% | 100% | 100% | 100% |
| English Learners | 100% | 100% | 100% | 100% | 100% | 100% |
| Socioeconomically Disadvantaged Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Foster Youth | 100% | 100% | 100% | 100% | 100% | 100% |
| Students with Disabilities | 100% | 100% | 100% | 100% | 100% | 100% |
| African American Students | 100% | 100% | 100% | 100% | 100% | 100% |
| American Indian/Alaska Native Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Asian Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Filipino Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Latino Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Native Hawaiian/Pacific Islander Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Students of Two or More Races | 100% | 100% | 100% | 100% | 100% | 100% |
| White Students | 100% | 100% | 100% | 100% | 100% | 100% |

LCFF STATE PRIORITIES-IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

GOAL #2

100% of teachers will design standard based lessons and ensure that students are exposed to grade level standards on a daily basis. They will provide high quality instruction within their classroom that adhere to the California Content Standards. In order to provide high quality instruction, the school will build teacher capacity through research based professional development and will annually conduct a needs assessment.

Related State Priorities:

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

Local Priorities:

:

:

Specific Annual Actions to Achieve Goal

- Teachers will be given collaboration time to create lessons to be delivered within their classrooms.
- Administration will provide support and conduct classroom observations to provide actionable feedback to improve the quality of instruction.
- Set internal benchmark performance targets for all students.
- Design and deliver appropriate professional development opportunities for teachers to attend training on Common Core implementation strategies for ELA and mathematics with a focus on critical thinking, problem solving, and real world applications.
- Continue professional development for all teachers on English Language strategies with a focus on reclassification and on the SBAC and CELDT.
- Professional development for teachers and staff will include techniques for implementing SDAIE, scaffolding, visual realia, thinking maps, journals, and purposeful groupings to

help all students' increase their CELDT levels in order to reclassify within three to four years from the initial classification.

- Teachers will explain instructional purpose and make connections with the big ideas.
- Teachers will model appropriate use of academic language.
- Teacher's questions will be rigorous and invite student thinking.

Expected Annual Measurable Outcomes

Outcome #1: A 2% increase of students that met standard/exceeded standard in Language Arts on the CAASPP/SBAC/CELDT

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC) English Language Arts, CELDT test

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|-------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 76% | 78% | 80% | 82% | 84% | 86% |
| English Learners | 38% | 40% | 42% | 44% | 46% | 48% |
| Socioeconomically Disadvantaged Students | 58% | 60% | 62% | 64% | 66% | 68% |
| Foster Youth | 38% | 40% | 42% | 44% | 46% | 48% |
| Students with Disabilities | 38% | 40% | 42% | 44% | 46% | 48% |
| African American Students | 67% | 69% | 71% | 73% | 75% | 77% |
| American Indian/Alaska Native Students | 38% | 40% | 42% | 44% | 46% | 48% |
| Asian Students | 81% | 83% | 85% | 87% | 89% | 91% |
| Filipino Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Latino Students | 61% | 63% | 65% | 67% | 69% | 71% |
| Native Hawaiian/Pacific Islander Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Students of Two or More Races | 100% | 100% | 100% | 100% | 100% | 100% |
| White Students | 78% | 80% | 82% | 84% | 86% | 88% |

Outcome #2: A 2% increase of students that met standard/exceeded standard in Mathematics on the CAASPP/SBAC

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 71% | 73% | 75% | 77% | 79% | 81% |
| English Learners | 25% | 27% | 29% | 31% | 33% | 35% |

| | | | | | | |
|-------------------------------------------|------|------|------|------|------|------|
| Socioeconomically Disadvantaged Students | 59% | 61% | 63% | 65% | 67% | 69% |
| Foster Youth | 25% | 27% | 29% | 31% | 33% | 35% |
| Students with Disabilities | 28% | 30% | 32% | 34% | 36% | 38% |
| African American Students | 67% | 69% | 71% | 73% | 75% | 77% |
| American Indian/Alaska Native Students | 25% | 27% | 29% | 31% | 33% | 35% |
| Asian Students | 86% | 88% | 90% | 92% | 94% | 96% |
| Filipino Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Latino Students | 58% | 60% | 62% | 64% | 66% | 68% |
| Native Hawaiian/Pacific Islander Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Students of Two or More Races | 50% | 52% | 54% | 56% | 58% | 60% |
| White Students | 70% | 72% | 74% | 76% | 78% | 80% |

LCFF STATE PRIORITIES-PARENTAL INVOLVEMENT

GOAL #3

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives and ways in which to support their child's learning.

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

We will maintain an effective program for parent and family involvement that includes:

- A-G requirements for high school graduation.
- an explanation of school report card.
- meaningful opportunities for providing and gathering parental input by parent surveys
- involving parent stakeholders in sharing and receiving information by attending parent workshops called "Parent University", which includes information about the gifted program, math night, and "Everything a Parent Should Know About Social Media" to name a few.
- teaching and learning how to support the educational program
- the school experience survey will be communicated via, the website, connect-ed, email and notices sent home to increase participation
- the computer lab will be made available to all parents to complete the survey on line
- opportunities to work as collaborative partners will be made available through the PTO, governance councils, and curriculum committees.

- school implements a volunteer program where parents are welcomed to participate in their child's classroom which gives them the opportunity to be active participants in their child's education.
- school implements Family Math night to expose students and parents to content being taught in their child's class and also to bring the family and fun together in a learning environment.
- Parents will participate in our Governance Council, standing curricular committees and will share in the school decision making process in order to improve students' achievement.

Expected Annual Measurable Outcomes

Outcome #1: A 3% increase of parents completing the School Experience Survey annually

Metric/Method for Measuring: School Experience Survey

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|-------------------------------------------|----------------------------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 63% (<i>all parents</i>) | 66% | 69% | 72% | 75% | 78% |
| English Learners | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | N/A | N/A | N/A | N/A | N/A | N/A |

Outcome #2: A 1% increase of parents that feel they are a partner with this school in decisions made about their child's education.

Metric/Method for Measuring: School Experience Survey and Local Data (sign-ins and school surveys)

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|---------------------------|----------------------------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 93% (<i>all parents</i>) | 94% | 95% | 96% | 97% | 98% |
| English Learners | N/A | N/A | N/A | N/A | N/A | N/A |

| | | | | | | |
|-------------------------------------------|-----|-----|-----|-----|-----|-----|
| Socioeconomically Disadvantaged Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | N/A | N/A | N/A | N/A | N/A | N/A |

Outcome #3: To maintain 100% of parents trained on academic initiatives by providing a minimum of four workshops annually.

Metric/Method for Measuring: School Experience Survey

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|-------------------------------------------|----------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| All Students (Schoolwide) | 100% | 100% <i>(Maintain)</i> | 100% <i>(Maintain)</i> | 100% <i>(Maintain)</i> | 100% <i>(Maintain)</i> | 100% <i>(Maintain)</i> |
| English Learners | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | N/A | N/A | N/A | N/A | N/A | N/A |

LCFF STATE PRIORITIES-STUDENT ACHIEVEMENT

GOAL #4

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------------------|----------------------------|
| The school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP /SBAC/CELDT English Language Arts and Mathematics assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient. | Related State Priorities: | | |
| | <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| | <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| | <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |
| | Local Priorities: | | |
| | <input type="checkbox"/> : | | |
| | <input type="checkbox"/> : | | |

Specific Annual Actions to Achieve Goal

- The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development
- Provide or obtain training 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.
- Monitor Long Term English Learners (LTEL's) progress (Language Acquisition Team)
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas
- Use the LAUSD provided Smart Start program to ensure that students have a strong start to a school year.
- ELD coordinator will meet with teachers to monitor EL Learner progress and plan differentiated lessons using the SAIDE strategies in the classroom that will prepare the ELD students for the CEDLT which will enable the student to reclassify.
- Teachers will emphasize instructional strategies using constructive conversations, engaging with academic language, SAIDE strategies, evidence based research skills, thinking maps, journals, and writing strategies to assist students with the rigorous demands of the SBAC performance task and preparation for the CELDT.

Expected Annual Measurable Outcomes

Outcome #1: A 2% increase of students that met standard/exceeded standard in Language Arts on the CAASP/SBAC

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 76% | 78% | 80% | 82% | 84% | 86% |
| English Learners | 38% | 40% | 42% | 44% | 46% | 48% |
| Socioeconomically Disadvantaged Students | 58% | 60% | 62% | 64% | 66% | 68% |

| | | | | | | |
|-------------------------------------------|------|------|------|------|------|------|
| Foster Youth | 38% | 40% | 42% | 44% | 46% | 48% |
| Students with Disabilities | 38% | 40% | 42% | 44% | 46% | 48% |
| African American Students | 67% | 69% | 71% | 73% | 75% | 77% |
| American Indian/Alaska Native Students | 38% | 40% | 42% | 44% | 46% | 48% |
| Asian Students | 81% | 83% | 85% | 87% | 89% | 91% |
| Filipino Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Latino Students | 61% | 63% | 65% | 67% | 69% | 71% |
| Native Hawaiian/Pacific Islander Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Students of Two or More Races | 100% | 100% | 100% | 100% | 100% | 100% |
| White Students | 78% | 80% | 82% | 84% | 86% | 88% |

Outcome #2: A 2% increase in the students that met standard/exceeded standard in Mathematics on the CAASP/SBAC

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|-------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 71% | 73% | 75% | 77% | 79% | 81% |
| English Learners | 25% | 27% | 29% | 31% | 33% | 35% |
| Socioeconomically Disadvantaged Students | 59% | 61% | 63% | 65% | 67% | 69% |
| Foster Youth | 25% | 27% | 29% | 31% | 33% | 35% |
| Students with Disabilities | 28% | 30% | 32% | 34% | 36% | 38% |
| African American Students | 67% | 69% | 71% | 73% | 75% | 77% |
| American Indian/Alaska Native Students | 25% | 27% | 29% | 31% | 33% | 35% |
| Asian Students | 86% | 88% | 90% | 92% | 94% | 96% |
| Filipino Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Latino Students | 58% | 60% | 62% | 64% | 66% | 68% |
| Native Hawaiian/Pacific Islander Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Students of Two or More Races | 50% | 52% | 54% | 56% | 58% | 60% |
| White Students | 70% | 72% | 74% | 76% | 78% | 80% |

Outcome #3: A 1% increase in the number of English Learners who reclassify as Reclassified Fluent English Proficient

Metric/Method for Measuring: Reclassification Data

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | N/A | N/A | N/A | N/A | N/A | N/A |

| | | | | | | |
|-------------------------------------------|-----|-----|-----|-----|-----|-----|
| English Learners | 41% | 42% | 43% | 44% | 45% | 46% |
| Socioeconomically Disadvantaged Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | N/A | N/A | N/A | N/A | N/A | N/A |

LCFF STATE PRIORITIES-ATTENDANCE

GOAL #5

The school will annually increase student attendance and decrease chronic absenteeism, to foster student engagement and positive student outcomes.

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <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 type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Increase annually the percent of students attending 173-180 days
- Maintain attendance incentive programs that recognize improved student attendance.
- Conduct monthly recognition attendance awards assemblies.
- Administration monitors attendance and contacts families after 3 consecutive days of unexcused absenteeism.
- Letters are sent home to families with students that are chronically absent.
- Administration will conduct parent meeting with students that have chronic absenteeism to outline and address concerns that prevent the student from attending classes.
- Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance
- Decrease the number of students missing 16 or more school days each year
- Conduct SST, SSPT for students with chronic absenteeism to provide intervention services and referrals

- School will refer students to outside counseling or medical agencies as needed to increase attendance.
- Teachers communicate with parents via phone call, or email to address concerns.

Expected Annual Measurable Outcomes

Outcome #1: The school will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher).

Metric/Method for Measuring: Student Attendance Rates

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|-------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 76% | 78% | 80% | 82% | 84% | 86% |
| English Learners | 88% | 90% | 92% | 94% | 96% | 98% |
| Socioeconomically Disadvantaged Students | 70% | 72% | 74% | 76% | 78% | 80% |
| Foster Youth | 50% | 52% | 54% | 56% | 58% | 60% |
| Students with Disabilities | 69% | 71% | 73% | 75% | 77% | 79% |
| African American Students | 72% | 74% | 76% | 78% | 80% | 82% |
| American Indian/Alaska Native Students | 50% | 52% | 54% | 56% | 58% | 60% |
| Asian Students | 86% | 88% | 90% | 92% | 94% | 96% |
| Filipino Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Latino Students | 58% | 60% | 62% | 64% | 66% | 68% |
| Native Hawaiian/Pacific Islander Students | 50% | 52% | 54% | 56% | 58% | 60% |
| Students of Two or More Races | 50% | 52% | 54% | 56% | 58% | 60% |
| White Students | 70% | 72% | 74% | 76% | 78% | 80% |

Outcome #2: The school will decrease annually the number of students with chronic absenteeism (missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide).

Metric/Method for Measuring: Student Attendance Rate

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|------------------------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 5% | 4% | 3% | 2% | 1% | 0% |
| English Learners | 0% | 0% | 0% | 0% | 0% | 0% |
| Socioeconomically Disadvantaged Students | 14% | 13% | 12% | 11% | 10% | 9% |
| Foster Youth | 0% | 0% | 0% | 0% | 0% | 0% |
| Students with Disabilities | 12% | 11% | 10% | 9% | 8% | 7% |
| African American Students | 19% | 18% | 17% | 16% | 15% | 14% |

| | | | | | | |
|-------------------------------------------|-----|-----|-----|----|----|----|
| American Indian/Alaska Native Students | 12% | 11% | 10% | 9% | 8% | 7% |
| Asian Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Filipino Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Latino Students | 1% | 0% | 0% | 0% | 0% | 0% |
| Native Hawaiian/Pacific Islander Students | 10% | 9% | 8% | 7% | 6% | 5% |
| Students of Two or More Races | 0% | 0% | 0% | 0% | 0% | 0% |
| White Students | 1% | 0% | 0% | 0% | 0% | 0% |

LCFF STATE PRIORITIES-SCHOOL CLIMATE

GOAL #6

The school will sustain low number of student suspensions while providing for targeted reductions in student subgroups. They will also continue to have a low number of instructional days lost due to suspension. They will also maintain a low percentage of expulsions and maintain a safe and positive environment for learning.

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- The school will implement a character development program which includes Monthly Character Assemblies, weekly Kindness Count Recognition, and 7 Habits of Happy Kids program as well as developing social skills by using development books.
- The campus aides provide a safe environment for our students and will be supporting a new program called Cool2BeKind.
- The school will implement the Cool2BeKind- Bullying Prevention Program
- Teachers implement Positive reinforcement for appropriate social behavior.
- The Rubric of Implementation that outlines positive behavior and safe learning environment.
- Safe-School Committee meets monthly to discuss safety concerns.
- Supervisors are strategically placed during recess and lunch to model appropriate student behavior.

Expected Annual Measurable Outcomes

Outcome #1: The school will maintain a 0% of student suspensions

Metric/Method for Measuring: Suspension Rate

| APPLICABLE STUDENT GROUPS | Baseline | 2017- 2018 | 2018- 2019 | 2019- 2020 | 2020- 2021 | 2021- 2022 |
|------------------------------|----------|---------------|---------------|---------------|---------------|---------------|
| | | | | | | |

| | | | | | | |
|-------------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students (Schoolwide) | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| English Learners | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| Socioeconomically Disadvantaged Students | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| Foster Youth | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| Students with Disabilities | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| African American Students | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| American Indian/Alaska Native Students | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| Asian Students | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| Filipino Students | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| Latino Students | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| Native Hawaiian/Pacific Islander Students | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| Students of Two or More Races | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| White Students | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |

Outcome #2: The school will maintain a 0% of lost instructional days due to suspensions.

Metric/Method for Measuring My data, school report card, school demographics

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|------------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| All Students (Schoolwide) | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| English Learners | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| Socioeconomically Disadvantaged Students | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| Foster Youth | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| Students with Disabilities | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| African American Students | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |

| | | | | | | |
|-------------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| American Indian/Alaska Native Students | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| Asian Students | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| Filipino Students | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| Latino Students | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| Native Hawaiian/Pacific Islander Students | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| Students of Two or More Races | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |
| White Students | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions | Maintain 0% of student suspensions |

Outcome #3: The school will maintain a 0% expulsion rate.
Metric/Method for Measuring: My Data, school report card, school demographics

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|-------------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| All Students (Schoolwide) | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions |
| English Learners | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions |
| Socioeconomically Disadvantaged Students | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions |
| Foster Youth | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions |
| Students with Disabilities | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions |
| African American Students | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions |
| American Indian/Alaska Native Students | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions |
| Asian Students | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions |
| Filipino Students | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions |
| Latino Students | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions |
| Native Hawaiian/Pacific Islander Students | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions |
| Students of Two or More Races | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions |
| White Students | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions | Maintain 0% of student expulsions |

LCFF STATE PRIORITIES-COURSE ACTION

GOAL #7

The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Media Lab, Dance, Music, Physical Education) to **100% of its students** every year.

Related State Priorities:

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

Local Priorities:

- :
 :

Specific Annual Actions to Achieve Goal

- Conduct an annual review of the school’s master schedule, student schedules, and other information.
- Classroom daily schedules will be posted for all core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Media Lab, Dance, Music)
- Administration conducts classroom observations to ensure implementation of all core subjects.
- Teacher’s complete monthly PE logs and Administration certifies that teachers are complying with the districts required allotted time.
- Teachers are evaluated using the Teaching and Learning Framework on the EDST Platform.

Expected Annual Measurable Outcomes

Outcome #1: The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science to **100% of its students** every year.

Metric/Method for Measuring: Annual Review of Master Schedule and Student Schedules

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|---------------------------|-----------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------|
| All Students (Schoolwide) | Maintain 100% of students having access | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects |

| | | | | | | |
|-------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Students of Two or More Races | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program |
| White Students | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program |

| LCFF STATE PRIORITIES-OTHER STUDENT OUTCOMES | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GOAL #8 | |
| <p>The school will implement a strategic intervention system school wide for all subgroups including ELD students in Language Arts and Math that is accessible to 100% of students who need additional academic support.</p> | <p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p> |
| Specific Annual Actions to Achieve Goal | |
| <ul style="list-style-type: none"> • Purchase and maintain licenses for On-Line Math and ELA Intervention Systems • Provide on-going training for teachers on implementation of On-Line Math and ELA Intervention Systems • Provide access to technology (Classroom Computers, Tablets, Chromebooks and Computer Lab) • Provide Certificated Intervention teacher for additional support who provides intervention during school as a pullout program with pre and post testing to evaluate student progress. • Learning Center is a pull out program implemented by a certificated teacher, during school hours which provides support to students that score intensive on DIBELS or are recommended by the teachers. • Teachers will be trained on AR and how to effectively implement program with fidelity • Opportunities will be provided for teachers to analyze assessment data to plan accordingly for students. • Assessments are distributed to parents so they can partner with the school and help to meet the instructional needs of students. • Teachers utilize assessment data to plan targeted instructional intervention during universal access time. | |

Expected Annual Measurable Outcomes

Outcome #1: The school will implement Accelerated Reader and ScootPad school wide in ELA and Mathematics that is accessible to 100% of students to increase competencies in concepts and skills, and students will be referred to the Certificated Intervention teacher for additional support

Metric/Method for Measuring: Diagnostic Assessments, Accelerator Reader, ScootPad, Built in assessments, Student Reports, Student Work Samples, District Interim Block Assessments

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|
| All Students (Schoolwide) | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad |
| English Learners | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad |
| Socioeconomically Disadvantaged Students | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad |
| Foster Youth | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad |
| Students with Disabilities | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad |
| African American Students | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad |
| American Indian/Alaska Native Students | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad |
| Asian Students | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad |
| Filipino Students | Maintain 100% of students having access | Maintain 100% of students having access | Maintain 100% of students having access | Maintain 100% of students having access | Maintain 100% of students having access | Maintain 100% of students having access |

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|-------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|
| | to Accelerator Reader & ScootPad | to Accelerator Reader & ScootPad | to Accelerator Reader & ScootPad | to Accelerator Reader & ScootPad | to Accelerator Reader & ScootPad | to Accelerator Reader & ScootPad |
| Latino Students | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad |
| Native Hawaiian/Pacific Islander Students | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad |
| Students of Two or More Races | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad |
| White Students | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad | Maintain 100% of students having access to Accelerator Reader & ScootPad |

Outcome #2: The school will implement the LAUSD'S adopted reading program school wide in Language Arts that is accessible to 100% of students to increase Reading Comprehension and Reading Fluency.

Metric/Method for Measuring: Diagnostic Assessments, built-in Assessments, Student Work Samples, District Interim Block Assessments

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| All Students (Schoolwide) | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program |
| English Learners | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program |
| Socioeconomically Disadvantaged Students | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program |
| Foster Youth | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program |
| Students with Disabilities | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program |
| African American Students | Maintain 100% of students | Maintain 100% of students | Maintain 100% of students | Maintain 100% of students | Maintain 100% of students | Maintain 100% of students |

| | | | | | | |
|-------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| | having access to the school's Language Arts program | having access to the school's Language Arts program | having access to the school's Language Arts program | having access to the school's Language Arts program | having access to the school's Language Arts program | having access to the school's Language Arts program |
| American Indian/Alaska Native Students | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program |
| Asian Students | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program |
| Filipino Students | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program |
| Latino Students | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program |
| Native Hawaiian/Pacific Islander Students | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program |
| Students of Two or More Races | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program |
| White Students | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program | Maintain 100% of students having access to the school's Language Arts program |

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

Haynes Charter for Enriched Studies' goals are focused on educational inquiry and enriched programs to develop the whole child by encouraging self-motivation and building competence to support lifelong learning. This is accomplished by giving our students the opportunity to become:

- Self-motivated learners, capable of creating a vision for themselves and their future, to set priorities and achievable goals, monitor and evaluate their personal progress, and assume responsibility for their learning.
- Collaborative learners who use leadership skills to develop and maintain relationships within diverse groups.
- Complex thinkers who are able to problem solve, think critically, critique reasoning of themselves and others, and persevere.

- The ability to create artistic products that reflect originality and technologically advanced designs that allow them to compete in the 21st Century.

Our students consistently perform well on standardized tests, though our curriculum is broader than that what is evaluated on the SBAC. Our students experience an enriched curriculum that engages them as learners across multiple disciplines, including the arts. By engaging students through multiple modalities, hands-on-learning, and the arts, our teachers inspire students' intrinsic motivation and build their confidence as learners. Haynes teachers hold high expectations for all children, and our programs ensure that all students build the skills they need to be college and career ready.

INSTRUCTIONAL DESIGN

Haynes Charter for Enriched Studies has several goals within our educational program to enable our students to become self-motivated, competent, and lifelong learners. These goals include promoting creative thinking, encouraging students to work independently and with others, to develop critical thinking and problem solving skills, to communicate clearly, and to support collaborative work. Our teaching methodologies are based around differentiated or inquiry based instruction. All of the methodologies will be supported by authentic assessments utilizing LAUSD, teacher created, performance, and publisher assessments.

Haynes Charter for Enriched Studies' curriculum is based on the Common Core State Standards and associated Frameworks in language arts, mathematics, social studies, visual and performing arts, physical education, and Next Generation Science Standards (NGSS). The curriculum meets all CA CCSS and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balance program which combines curriculum centered as well as student centered instruction. While addressing multiple intelligences, Haynes Charter for Enriched Studies uses open ended inquiry and project based -learning that will lead to self-motivated, well balanced, competent, lifelong learners.

Teaching Methodologies

The teachers of Haynes Charter for Enriched Studies will use current research and student data to drive best teaching methodologies while utilizing rigorous learning at each grade-level. Our teaching methodologies and instructional strategies vary according to standards and learning objectives. They include, but are not limited to:

- use of manipulatives and realia
- inquiry based learning
- literature circles
- use of Bloom's Taxonomy
- audio/visual aids
- Thinking Maps

- direct instruction
- curriculum compacting
- writer's workshop
- team-teaching
- choral reading
- differentiation with depth and complexity icons
- reciprocal teaching
- cooperative grouping
- think-pair-share
- hands-on science
- touch math
- research reports

These methodologies have been amplified over the past five years with the increased use of technology such as document readers, iPads, Chromebooks, Accelerated Reader, ScootPad and MobyMax in each of our classrooms. Adhering to the proposed instructional framework and teaching methodologies ensure that our teachers can successfully meet the needs of all students including Gate, Special Education, English Learners, Underachieving/Non-Proficient, and the Socio-economically Disadvantaged.

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 incorporating the different subjects the school plans to teach are detailed below. All California Common Core State Standards are addressed with cross grade-level planning so that students receive consistent instruction. The teachers at Haynes Charter for Enriched Studies are dedicated professionals who continually refine their skills in order to bring forth the instruction needed to meet the California Common Core State Standards.

English Language Arts Curriculum

Haynes Charter for Enriched Studies will:

- provide a challenging curriculum that meets and exceeds the standards for Language Arts TK-5.
- use a variety of strategies to teach the core Language Arts areas of Reading, Writing, Listening, and Speaking.
- develop critical thinking and writing skills across the disciplines.

- use District approved ELA program to guide instruction.
- use Core Literature in all grade levels to support reading instruction (Ex:2nd Grade- Literature Book Club Meetings 3rd grade-The Hundred Dresses, 4th Grade- Hatchet, 5th Grade- Where the Red Fern Grows)
- use Reader’s Theater format, role playing, and drama to bring stories to life
- utilize appropriate online programs such as Read Naturally, Razkids, ScootPad, and Accelerated Reading to enrich the curriculum for students
- student written books/class books are published at some grade levels
- encourage reading through Dr. Seuss Activities including: bookmark making, guest readers, “Books, Breakfast, and Blankets” event, Buddy Reading across the grade levels
- grade Level Literature Projects: Ex. 1st grade-Flat Stanley Postcard project, 2nd grade-Let’s Create Projects, 3rd Grade – Charlotte’s Web Report, 4th Grade- Biography Journals, 5th grade-cereal box book reports
- creative, open-ended book report projects
- GATE icons of Depth and Complexity, Bloom’s Taxonomy and Wordly Wise are used to add rigor to the curriculum.
- minimum of 2 hours daily for Language Arts block
- minimum of 1 hour daily for ELD instruction

Mathematics

Haynes Charter for Enriched Studies will:

- Provide a challenging curriculum that meets and exceeds the standards for Mathematics in TK-5 grade
- Develop computation and math fluency through drills in addition, subtraction, multiplication and division from 1st-5th grade
- Include number talk when problem solving in order to help develop their computational fluency.
- Develop an understanding of computation, measurement, geometry, algebra, patterns, functions, statistics and probability
- Recognize key words that ensure success in word problem solving
- Bring literature into Math through books such as The Greedy Triangle, Sir Cumference, and How Much is a Million?
- Apply problem solving skills to activities like Problem of the Day/Week
- Use manipulative and Touch Math to build number sense
- Discuss and engage in dialogue about how Math connects to the real world
- Promote Family Math Night
- Expose and explicitly teach students to use Math tools such as inch/centimeter rulers, protractors, compasses
- Use My Math and Eureka Math to guide the lessons for our students and add additional resources such as Think Central, ScootPad), Hands-On-Equations, and Marilyn Burns when appropriate
- Use Common Core strategies to explain their reasoning, orally and written

Examples of Grade Level Math Extension Projects:

- Kinder-100th Day of School Project
- 1st Grade- Problem of the Day
- 2nd Grade- Money Poster Project, PowerPoint project
- 3rd Grade- Hands-On Equations
- 4th Grade- Decimal Laundry Line, Prime/composite team shirts
- 5th Grade- Enrichment Projects aligned with My Math

Science

Haynes Charter for Enriched Studies will:

- Provide a challenging curriculum that meets and exceeds the Next Generation Science Standards (NGSS) for Science in TK-5
- Three rotations of Science are taught in all grades: Earth Science, Life Science, and Physical Science.
- Use Full Option Science Series (FOSS) from Delta Education along with its state adopted California Science Resource Textbook.
- Encourage students to conduct hands-on investigations and engage in inquiry based learning projects to deepen their knowledge of science standards.
- Teachers decide to add activities and material based on student needs throughout the year. (Example: Human Atom Model, 3 Types of Rocks (food activity), Science brochures based on Astro Camp experience)
- Participate in field trips that are conducted to expose students to Science in the REAL world. These field trips include but are not limited to: Astro Camp (5th), Cold Creek Hike (4th), Chumash Hike (3rd), Tree People (2nd), Descanso Gardens (1st), Santa Monica Museum (K)

Social Studies

Haynes Charter for Enriched Studies will:

- Provide a challenging curriculum that exceeds state content standards for history/social science for grades K-5.
- Provide students the opportunity to learn about their ancestors, their community, their cities, states, and countries
- Use Icons of Depth and Complexity to teach lessons relating to Past, Present, and Future and different points of view as it relates to history
- Provide students the opportunity to participate in a school wide Cultural Heritage Day celebration in which they celebrate diversity through exploration of food, clothing, and artifacts from other countries

- Provide students the opportunity to role play in order to develop a deeper understanding of history. Example: Recreating the Rosa Parks bus scene, role-playing relationships between the Native Americans & the European settlers etc.
- Provide students the opportunity to learn how to use maps, legends, the compass rose, scale, longitude & latitude lines to find locations and appropriately use maps and globes
- Provide students the opportunity to learn about California History, government, and geography through topographic maps, movies, books, and museum visits
- Have students do in-depth projects at grade level that are aligned to specific grade level standards. Examples: Kinder- 'My Life' timelines, Chinese New Year "China Trip" , 1st-City 3D project, 2nd-Living Museum of Historical Figures, 3rd- Native American Scrapbook 4th Grade- Mission Reports/Model/Posters, 5th Grade- American Revolution Play & State reports
- Field Trips related to Social Studies/History include but are not limited to: Reagan Library, Chumash Interpretive Center, Gene Autry Museum,
- 5th Grade is currently participating with a program known as the Vicarious Voyage at Sea

Visual & Performing Arts

- Provide students with an enriching, exciting, arts programs based on the Visual and Performing Arts Framework for California Public Schools from TK through 5th Grade
- Provide students with music, art, and theater lessons in part through the LAUSD Arts Program
- Provide Arts instruction which will be delivered within the regular classroom using Art Connections/ Portfolio textbooks
- Whenever relevant, teachers may select an art lesson that crosses the various disciplines and reinforces a concept being taught
- Have students study lines, gestures, portraits, primary/secondary colors, collage, background/foreground, and much more
- Provide students the opportunity to study a variety of great artists such as Van Gogh, Cezanne, Grandma Moses, Mondrian, and Monet
- Provide students the opportunity to use a variety of mediums to produce visual art including: tempera paint, water colors, pastels, color pencils, construction paper, brushes, clay, papier Mache
- Students will celebrate the Arts at all grade levels but especially in our many live theatrical performances such as Rumpus in the Rainforest, The Rainbow Fish, Goldilocks & the Three Bears, Emperors' New Clothes
- Provide students TK-5th grade an opportunity to go on a variety of field trips that expose students to the performing and visual arts. These trips include but are not limited to: MOCA, Getty Museum, Thousand Oaks Performing Arts Center, and much more.

Health and Physical Education

Haynes Charter for Enriched Studies will:

- Help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.
- Provide a physical education program to all grades which follows the California Common Core State Standards. This is an important component to providing our students with a healthy mind and body. This program also helps teach our student about team sports, good sportsmanship and fairness in competition. Here at Haynes, we understand the importance of integrating physical education with organized and structured activities to promote the development of these skills.
- Promote a physical education program which will help to enhance many different aspects of student development such as academic performance, motor skills, and self-esteem.

Technology

Haynes Charter for Enriched Studies will:

- Give students the opportunity to participate interactively as well as collaboratively in the classroom.
- Enrich and enhance student mastery of the California Common Core State Standards.
- Use document readers to provide students the ability to view and edit original work in a whole class setting.
- Give students the opportunity to become proficient in touch typing.
- Teach all grades basic keyboarding techniques.
- Give students grades 3-5 instruction on using computers to practice for SBAC
- Provide a computer teacher.
- 4th and 5th grade utilize Chromebooks that are located in each classroom, for specific projects on Google Docs.
- TK-2nd grade utilize iPads that are located in each classroom, for specific projects
- Students use Google Docs, Microsoft Word, PowerPoint, Excel, and iMovie to compile and present information.
- 1st and 2nd grades are utilizing lessons from Brain Pop Jr. to supplement lessons in science and social studies
- Students will use ScootPad, Raz-kids, MobyMax, and Accelerator to supplement and enhance Common Core curriculum.
- Explore artistic applications appropriate to grade level.

Music

Haynes Charter for Enriched Studies will:

- Provide a LAUSD music teacher to instruct all grades based on CA CCSS

- Have students perform twice a year, a winter and spring program.

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.

Transitional Kindergarten provides an early childhood education program that bridges the student between preschool and traditional Kindergarten curriculum. Transitional Kindergarten is the first year of a two year kindergarten program. Our TK class offers a nurturing environment and delivers instruction that is developmentally appropriate for young learners as they acquire elementary school readiness skills that not only include academics, but also focus on the development of language and social emotional skills through rich, integrated experiences.

At Haynes Charter for Enriched Studies, the focus is on the developmental social-emotional skills while providing age appropriate and developmental experiences in language, literacy, math, the arts, science, and social studies. They are exposed to current technology and use programs such as Raz-kids and MobyMax. The students begin to work toward the Common Core Kindergarten content standards by the end of the year. The majority of the year the students are following the California Preschool Curriculum Framework and the Preschool Learning Foundation. All instruction is differentiated in order to be age and developmentally appropriate for all students.

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.

LAUSD Calendar for the 2017-2018 School Year

| | |
|-----------------------------------|-------------------------------------|
| First Day of Instruction | August 15, 2017 |
| Admissions Day | September 1, 2017 |
| Labor Day | September 4, 2017 |
| Unassigned Day | September 21, 2017 |
| Veteran’s Day | November 10, 2017 |
| Thanksgiving | November 20-24, 2017 |
| Winter Recess | December 18, 2017 – January 5, 2018 |
| Dr. Martin Luther King’s Birthday | January 15, 2018 |

President's Day – Closed
 Spring Recess
 Cesar E. Chavez - Closed
 Memorial Day - Closed
 Last Day of Instruction

February 19, 2018
 March 26, 2018 – March 30, 2018
 April 2, 2018
 May 28, 2018
 June 7, 2018

Regular 132 Instructional Days Calendar 2017-2018

| Month | Instructional Days | Holidays/Break |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| August | 15 th -18 th , 21 th -25 th , 28 th -31 th | Not in session 1 st -14 th |
| September | 5 th -8 th , 11 th -15 th , 18 th -20 th , 22 nd , 25 th -29 th , | Labor Day, 4 th Unassigned Day, 21 st |
| October | 2 nd -6 th , 9 th -13 th , 16 th -20 th , 23 rd -27 th , 30 th -31 st | |
| November | 1 st -3 rd , 6 th -9 th , 13 th -17 th , 27 th -30 th | Veteran's Day 10 th Thanksgiving 20 th -24 th |
| December | 1 st , 4 th -8 th , 11 th -15 th | Winter Recess 18 th -29 th |
| January | 8 th -12 th , 16 th -19 th , 22 nd -26 th , 29 th -31 st | Winter Recess 1 st - 5 th Martin L. King Birthday 15 th |
| February | 1 st -2 nd , 5 th -9 th , 12 th -16 th , 20 th -23 nd , 26 th -28 th | Presidents' Day 19 th |
| March | 1 st -2 nd , 5 th -9 th , 12 th -16 th , 19 th -23 rd | Spring Recess 26 th -30 th |
| April | 3 rd -6 th , 9 th -13 th , 16 th -20 th , 23 rd -27 th , 30 th | Cesar Chavez Day 2 nd |
| May | 1 st -4 th , 7 th -11 th , 14 th -18 th , 21 st -25 th , 29 th -31 st | Memorial Day, 28 th |
| June | 1 st , 4 th -7 th | Not in session 8 th -30 th |

Shortened Days (Total of 10 days) on 2017-2018 Calendar

September 14th
 October 31st
 November 13th-17th
 December 15th
 April 26th
 May 25th

Minimum Days (Total of 4 days) on 2017-2018 Calendar

June 4th - 7th

Bell Schedule

132 Regular Days - 323 total instructional minutes per day

| | Start of Class | Start of Recess | End of Recess | Start of Lunch | End of Lunch | Dismissal |
|--------------|----------------|-----------------|---------------|----------------|--------------|-----------|
| Kindergarten | 8:02 | 9:10 | 9:30 | 11:30 | 12:15 | 2:30 |
| Grades 1,3,5 | 8:02 | 10:10 | 10:30 | 11:45 | 12:30 | 2:30 |
| Grades 2,4 | 8:02 | 10:10 | 10:30 | 12:00 | 12:45 | 2:30 |

38 Professional Development Banked Days, 263 total instructional minutes per day

| | Start of Class | Start of Recess | End of Recess | Start of Lunch | End of Lunch | Dismissal |
|--------------|----------------|-----------------|---------------|----------------|--------------|-----------|
| Kindergarten | 8:02 | 9:10 | 9:30 | 11:30 | 12:15 | 1:30 |
| Grades 1,3,5 | 8:02 | 10:10 | 10:30 | 11:45 | 12:30 | 1:30 |
| Grades 2,4 | 8:02 | 10:10 | 10:30 | 12:00 | 12:45 | 1:30 |

4 Minimum Days, 249 total instructional minutes per day

| | Start of Class | Start of Recess | End of Recess | Start of Lunch | End of Lunch | Dismissal |
|--------------|----------------|-----------------|---------------|----------------|--------------|-----------|
| Kindergarten | 8:02 | 10:50 | 11:20 | -- | -- | 12:45 |
| Grades 1,3,5 | 8:02 | 10:10 | 10:40 | -- | -- | 12:45 |
| Grades 2,4 | 8:02 | 10:25 | 10:55 | -- | -- | 12:45 |

10 Shortened Daily Schedule, 297 total instructional minutes per day

| | Start of Class | Start of Recess | End of Recess | Start of Lunch | End of Lunch | Dismissal |
|--------------|----------------|-----------------|---------------|----------------|--------------|-----------|
| Kindergarten | 8:02 | 10:50 | 11:20 | -- | -- | 1:55 |
| Grades 1,3,5 | 8:02 | 10:10 | 10:40 | -- | -- | 1:55 |
| Grades 2,4 | 8:02 | 10:25 | 10:55 | -- | -- | 1:55 |

Special Events Calendar at Haynes

- Back to School Night
- Fall Festival
- Cultural Heritage Celebration Day
- Winter Musical Program
- Read Across America Week
- Family Math Night
- Spelling Bee
- Talent Showcase
- Spring Dance Festival/Open House
- Various Grade Level Specific Events (for example, Theater performances)

TK/KINDERGARTEN DAILY SCHEDULE

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|----------------------------------|-------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 8:02-8:30 | Morning Business Computers | Morning Business Physical Ed | Morning Business Physical Ed | Morning Business Physical Ed | Morning Business Physical Ed |
| 8:30-9:00 | Language Arts | Language Arts | Language Arts | Language Arts | Language Arts |
| 9:00-9:30 | Nutrition | Nutrition | Nutrition | Nutrition | Nutrition |
| 9:30-11:30 | Language Arts Math | Language Arts Math | Language Arts Math | Language Arts Math | Language Arts Math |
| 11:30-12:15 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:15-1:00 | Science Social Studies | Science Social Studies | Science Social Studies | Science Social Studies | Science Social Studies |
| 1:00-2:00 | Music/Art Health | Pack for Early Dismissal at 1:30 | Music/Art Health | Music/Art Health | Music/Art Health |
| 2:00-2:30 | Clean up Dismissal | | Clean up Dismissal | Clean up Dismissal | Clean up Dismissal |

1st GRADE DAILY SCHEDULE

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|---------------------------------------|---------------------------------------|---------------------------------------|-------------------------|---------------------------------------|
| 8:02-8:40 | Homeroom Social Studies Science | Homeroom Social Studies Science | Homeroom Social Studies Science | Homeroom Physical Ed | Homeroom Social Studies Science |
| 8:40-10:10 | Language Arts | Language Arts | Physical Ed. | Language Arts | Language Arts |
| 10:10-10:30 | Nutrition | Nutrition | Nutrition | Nutrition | Nutrition |
| 10:30-12:00 | Computers | Math | Math | Math | Math |
| 12:00-1:45 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:50-2:05 | Math | Language Arts | Language Arts | Language Arts | Language Arts |
| 1:15-2:00 | Music/Art Health | Pack for Early Dismissal at 1:30 | Music/Art Health | Music/Art Health | Music/Art Health |
| 2:00-2:30 | Homeroom. | Homeroom | Homeroom | Homeroom | Homeroom |

2nd GRADE DAILY SCHEDULE

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|-----------------------------------------|-------------------------------------|-------------------------------------|---------------------------------------------|-----------------------------------------|
| 8:02-8:30 | Homeroom Physical Ed. | Homeroom Physical Ed. | Homeroom Physical Ed. | Homeroom Physical Ed. | Homeroom Physical Ed. |
| 8:30-10:10 | Language Arts | Language Arts | Language Arts | Language Arts 9:20-10:10 Computer Lab | Language Arts |
| 10:10-10:30 | Nutrition | Nutrition | Nutrition | Nutrition | Nutrition |
| 10:30-11:25 | Language Arts | Language Arts | Language Arts | Language Arts | Language Arts 11:05-11:20 Library |
| 11:25-11:45 | Math (Universal Access Time) | Math (Universal Access Time) | Math (Universal Access Time) | Math (Universal Access Time) | Math (Universal Access Time) |
| 11:45-12:30 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:30-1:30 | Math | Math | Math | Math | Math |
| 1:30-2:30 | Art Social Studies Science/Health | Pack for Early Dismissal at 1:30 | Art 2:00-2:15 Reading Buddies | Art Social Studies Health | Art Social Studies Health |
| 2:00-2:30 | Physical Ed. | | Physical Ed. | Physical Ed. | Physical Ed. |
| | P.E. 200 Minutes per 10 days | | | | |

3rd GRADE DAILY SCHEDULE

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|------------------------------------|-------------------------------------|---------------------------------|---------------------------------|---------------------------------|
| 8:02-8:10 | Homeroom Morning Business | Homeroom Morning Business | Homeroom Morning Business | Homeroom Morning Business | Homeroom Morning Business |
| 8:10-10:10 | Language Arts | Language Arts | Language Arts | Language Arts | Language Arts |
| 10:10-10:30 | Nutrition | Nutrition | Nutrition | Nutrition | Nutrition |
| 10:30-11:45 | Language Arts | Language Arts | Language Arts | Language Arts | Language Arts |
| 11:45-12:30 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:30-1:15 | Science Social Studies | Science Social Studies | Science Social Studies | Science Social Studies | Science Social Studies |
| 1:15-2:00 | Music/Art Health | Pack for Early Dismissal at 1:30 | Music/Art Health | Music/Art Health | Music/Art Health |
| 2:00-2:30 | Physical Ed. | | Physical Ed. | Physical Ed. | Physical Ed. |
| | P.E. 200 Minutes per 10 days | | | | |

4th GRADE DAILY SCHEDULE

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|------------------------------------|-------------------------------------|---------------------------------|---------------------------------|---------------------------------|
| 8:02-8:15 | Homeroom Morning Business | Homeroom Morning Business | Homeroom Morning Business | Homeroom Morning Business | Homeroom Morning Business |
| 8:15-10:10 | Language Arts | Language Arts | Language Arts | Language Arts | Language Arts |
| 10:10-10:30 | Nutrition | Nutrition | Nutrition | Nutrition | Nutrition |
| 10:30-11:00 | Independent Work Time | Independent Work Time | Independent Work Time | Independent Work Time | Computers |
| 11:00-12:00 | Math | Math | Math | Math | Math |
| 12:00-12:45 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:45-1:15 | Math | Math | Math | Math | Math |
| 1:15-2:00 | Science Social Studies | Pack for Early Dismissal at 1:30 | Science Social Studies | Science Social Studies | Science Social Studies |
| 2:00-2:30 | Physical Ed. | | Physical Ed. | Physical Ed. | Physical Ed. |
| | P.E. 200 Minutes per 10 days | | | | |

5th GRADE DAILY SCHEDULE

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|------------------------------------|-------------------------------------|---------------------------------|---------------------------------|---------------------------------|
| 8:02-8:15 | Homeroom Morning Business | Homeroom Morning Business | Homeroom Morning Business | Homeroom Morning Business | Homeroom Morning Business |
| 8:15-10:10 | Language Arts | Language Arts | Language Arts | Language Arts | Language Arts |
| 10:10-10:30 | Nutrition | Nutrition | Nutrition | Nutrition | Nutrition |
| 10:30-11:45 | Mathematics | Mathematics | Mathematics | Mathematics | Mathematics |
| 11:45-12:30 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:30-1:15 | Science Social Studies | Science Social Studies | Science Social Studies | Science Social Studies | Science Social Studies |
| 1:15-2:00 | Music/Art Health | Pack for Early Dismissal at 1:30 | Music/Art Health | Music/Art Health | Music/Art Health |
| 2:00-2:30 | Physical Ed. | | Physical Ed. | Physical Ed. | Physical Ed. |
| | P.E. 200 Minutes per 10 days | | | | |

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.

Teachers at Haynes Charter for Enriched Studies actively participate in selecting areas for professional development. Teachers work collaboratively at and across grade levels to identify specific needs of their student population. As we move forward, teachers have identified the following areas of professional development to be addressed:

- Technology
- English Learners
- Special Education (i.e. Strategies for teaching students with autism and ADHD)
- Gifted and Talented Strategies
- Art
- Discipline
- Social Studies
- SBAC
- Next Generation Science Standards
- Common Core ELA and Math strategies

Teachers will attend conferences, seminars, and classes according to interest and expertise areas. State initiatives are at the core of District Professional Development. This includes, but is not limited to Response to Instruction and Intervention, English Learners, and Special Education.

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*.

Based on their response to the Home Language Survey at the time of enrollment, parents of students with a primary language other than English are informed that their child's English proficiency will be assessed using the CELDT to determine identification and eligibility for ELD services. Due to the small number of ELL students at our school, ELL students receive supplemental instruction, intervention and assistance in their regular education classrooms. Teachers use the district adopted ELD Program as well as other supplementary materials. Additionally, teachers have been trained in effective classroom practices for meeting the needs of ELL students and receive ongoing professional development to further knowledge of current research and strategies

For our English Learners, Specially Designed Academic Instruction in English known as “SDAIE” is a teaching approach intended for teaching various academic contents by carefully designing instruction that allows students to access the grade level standards. SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject material and in using English.

SDAIE is a “Specially Designed Academic Instruction in English” in the content areas of the curriculum in which, the second language adds substantially to the knowledge and vocabulary that students need as a base for comprehension as they read and think in any language (Krashen, 1985). California now uses the terms ELD (English language development) and SDAIE (specially designed academic instruction in English) to replace ESL (English as a second language) and sheltered instruction. This change has been implemented to more clearly differentiate the teaching of language through content (ELD) and from the teaching of content through language that second language students can understand (SDAIE). In both cases, the theoretical model indicates that language and content can be developed together if teachers use the needed techniques to make the input comprehensible (Freeman & Freeman, 1995). When limited-English proficient students have intermediate English proficiency, they should be provided full access to the entire curriculum through the careful application of comprehensible language strategies in specially designed academic instruction in English (SDAIE).

The ELD coordinator and classroom teachers are responsible for monitoring the progress of ELD students. They are also responsible for CELDT testing, ELD portfolios and reclassifying ELD students. The ELD coordinator is responsible for updating MISIS data for English Learners. Currently, Haynes Charter for Enriched Studies uses the district adopted program as well as other supplementary materials as the primary ELD curriculum for English Learners. Haynes Charter for Enriched Studies has an English Learner Advisory Committee, which, is responsible to develop and modify programs and examine progress of English Learners. All parents of English Learners are invited and encouraged to attend the English Learner Advisory Committee meetings in order to participate in their child’s education. This Curriculum Committee will continue to research and develop ways to improve existing programs to better meet the goals of increased achievement in all areas, academic proficiency in reading, writing, listening and speaking and to increase pride in one’s language and culture and the ability to positively relate to other cultural groups. Translators, if needed are provided for all parent meetings. Our goal is to help our English Language Learners, master academic standards in all areas of curriculum, and to develop self-esteem and a positive self-concept. We are working towards increasing the number of EL’s at benchmark each year in all DIBELS subtest and achieving “standard met” on the ELA part of the SBAC test.

To ensure that the ELD and LTEL students are making adequate progress, the principal and ELD coordinator analyze the percentage of students reclassifying and evaluate the quarterly progress of our RFEP students. Our ELD Coordinator generates monthly reports and communicates to each parent twice a year in regards to the current status of their student and collaborates with the teachers to monitor the progress of our

English Learners. The principal and ELD Coordinator work closely with teachers to ensure the District’s English Learner Master Plan is being followed and accountabilities are met. We follow all District policies to reclassify our students who have met the criteria for reclassification. The teacher, principal, ELD coordinator, and intervention teacher collaborate to identify areas of need for students who did not meet the reclassification criteria. The ELD Coordinator ensures that teachers receive support in assisting students to reach their intended goals. The team of teachers meet quarterly or when needed to examine the growth/progress, reclassification criteria, and CELDT/ELPAC results in regards to monitoring their student’s progress. During this time they identify areas English Learners are struggling with and target their specific language needs. We use that data to plan interventions to meet those needs, and, when, necessary, follow up with an SSPT to further address our concerns. ELD and LTEL students will be pulled out during the day for intervention. The same process is used to monitor our Long Term English Learners (LTEL). The principal, ELD coordinator, classroom teachers, and intervention teacher will analyze the LTEL’S CELDT results, DIBELS scores, and classwork to determine new strategies that can be used to help the LTELS to achieve proficiency in English. Data shows that our strategies that we implement with our ELD and LTEL students has been effective. The chart below shows that we have been able to maximize progression to reclassification at Haynes Charter for Enriched Studies.

Percentage of students enrolled that are English Language Learners:

| <u>Year</u> | <u>Percentage</u> |
|-------------|-------------------|
| 2013-2014 | 4% |
| 2014-2015 | 3% |
| 2015-2016 | 4% |

Reclassification rates for Haynes Charter for Enriched Studies:

| <u>Year</u> | <u>Percentage</u> |
|-------------|----------------------------------------------------------------|
| 2013-2014 | 56% |
| 2014-2015 | 9% |
| 2015-2016 | 0% |
| 2015-2016 | 41% (2 nd Chance CELDT local district data update) |

English Language Learners who score at benchmark on DIBELS:

| <u>Year</u> | <u>Percentage</u> |
|-------------|-------------------|
| 2013-2014 | N/A |
| 2014-2015 | 8% |
| 2015-2016 | 71% |

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.

Haynes Charter for Enriched Studies is committed to providing an enriched, challenging, differentiated curriculum for identified GATE students as well as our high achieving students who are not identified.

Gifted identification begins in first grade and continues throughout the grade levels with teacher recommendations. Teachers recommend students who show enhanced abilities in creative and critical thinking. We also recommend students in underrepresented populations as much as possible, including students with special needs. Recommended students are screened by a committee headed by the GATE Coordinator, and, if approved, are tested using the LAUSD adopted assessment. Additionally, our second grade students are tested using the OLSAT. If they qualify, they are identified in the High Achievement category. Fourth and Fifth grade students are screened based on their SBAC scores in math and language arts, as well as their report card grades. If students meet the requirements, they are identified in the High Achievement or Specific Academic Ability categories. Haynes Charter School will continue to use LAUSD's GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis. If we determine to use the District's GATE identification process and policy and allow Haynes Charter for Enriched Studies student participation in the Saturday Conservatory of Fine Arts, we will reimburse on a fee for service.

At Haynes Charter for Enriched Studies, we emphasize using higher-level thinking skills across the curriculum. Differentiated instruction occurs school wide. We provide students with daily opportunities to enhance the core curriculum through the use of depth and complexity, novelty, acceleration, and compacting. All of our teachers have ongoing professional development in the use of differentiation techniques such as depth and complexity icons, universal themes, big ideas, Bloom's Taxonomy, and creative problem solving techniques. Each grade level incorporates a unique universal theme (for example, in fifth grade it is "Power") which is threaded throughout the curriculum. This allows students to make connections and explore ideas in a deeper way. Students are encouraged to explore beyond the core curriculum and are given tiered assignments as well as multiple means of showing evidence of their learning.

Gifted and high achieving students at Haynes Charter for Enriched Studies will be assessed on an ongoing basis using multiple measures. Parent will be apprised of their students' progress through conferencing as well as two parent meetings held each year. Topics will include GATE identification, differentiation, enrichment opportunities, as well as fostering critical and creative thinking skills at home.

Students Achieving Below Grade Level

Haynes Charter for Enriched Studies has a very unique structure when it comes to working with low-achieving students. Our instructional program is designed to provide a classroom in which these students can receive the extra help and curriculum support they need. Before the start of each new school year, inter-grade level meetings are held to discuss student progress. SBAC test scores are reviewed and analyzed. Teachers discuss the needs of individual students across the grade levels in terms of strengths and weaknesses. Once students return in August, a combination of beginning assessments, inter-grade level input, and SBAC scores decides their placement in flexible Language Arts and Math classes. So despite the fact that they may have a particular teacher for homeroom, their Math and Language Arts teacher is based on their needs. These groups are flexible and may change throughout the year. This allows every teacher in a grade level to know and work with each child, not just the students in his/her homeroom class.

Although the standards are the same in any class within a grade level, the strategies, methods, and pacing of the Math and Language classes differ. For example, teachers working with the underachieving group may use more visual aids, realia, slower instructional pacing, and use of Thinking Maps, accommodations based on student needs, small group intervention, and help from a paraprofessional/parent volunteer. Haynes Charter for Enriched Studies' teachers of underachieving groups also work closely with the RSP teacher on specific strategies, IEP goals (if applicable), and related technology. Interactive whiteboard technology is used in some of these classrooms to bring the curriculum to life. Programs such as Accelerator Reader, ScootPad, MobyMax, Raz Kids, Snork's Long Division, and Handwriting Without Tears are utilized. The RSP teacher at Haynes Charter for Enriched Studies conducts the Learning Center on a daily basis where at-risk students get an even smaller environment to learn and master standards that have otherwise been difficult for them. A credentialed Intervention teacher helps students across grade levels three times a week in small groups specifically with math, reading comprehension and writing. After school, homework help is offered and opened to students who need extra help. Parent conferences and SST/SSPT meetings provide for home/school communication and equip parents with useful strategies to help their child. In summation, Haynes Charter for Enriched Studies has 5 levels of intervention structured for its underachieving students:

- Flexible Math/Language Groupings based on SBAC scores, initial assessments, inter-grade level meetings, periodic assessments, information available through "My Data"
- Daily Learning Center
- Intervention
- RSP Time
- Homework Club

The end goal of all our programs for this targeted group of students is proficiency on the SBAC and improvement in content knowledge on a yearly basis. We have met with

much success in this area as some of our underachieving students have jumped 2-3 bands on the SBAC in a single school year. Using test data and input, teachers provide a list of students who need early intervention in the next grade level. Intervention for underachieving students can then start immediately at the beginning of the school year. The principal, teachers, Resource Specialist, and the Intervention teacher will monitor the progress of students achieving below grade level throughout the year by analyzing the data from standardized summative and formative assessments which include, but are not limited to SBAC scores, CELDT/ELPAC results, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), District program Assessments and classwork. The teachers, principal, RSP teacher, and Intervention teacher will monitor their progress and collaborate to determine the placement into the appropriate flexible groups that will focus on their skills that need strengthening and will also set into place additional interventions to help these students be successful.

Socioeconomically Disadvantaged Students

With 18% of students identified as socioeconomically disadvantaged (approximately 75 students) Haynes strongly supports this at-risk population. Students are identified through the free and reduced meal program. Of these students 100% of the 2nd graders scored benchmark in DIBELS and 53% of 3rd-5th graders scored met or exceeded standards in the ELA portion of the 2015-2016 SBAC. In mathematics, 45% of these students met or exceeded standards. Haynes supports socioeconomically disadvantaged students and their families through:

- Field trips
- School library
- Access to technology
- AstroCamp scholarship program
- Free afterschool homework program
- Strong Arts Enrichment Program (Music, Visual Arts, Theater, Dance)
- PE coach to develop an understanding of nutrition and fitness
- Group Counseling Program to provide support
- Direct instruction of social skills in the classroom
- PTO sponsored food, clothing, and toy donations

The progress of socioeconomically disadvantaged students will be monitored by teacher observations, unit test scores, grades, SBAC scores, DIBELS, and classwork. Teachers will also use "My Data" as a tool to monitor the students' progress in all academic areas. Haynes Charter for Enriched Studies will ensure that all students are provided with the necessary tools and nutrition to succeed academically and socially.

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 (Rtl) 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.

Students in Other Subgroups

Homeless Youth

Haynes Charter for Enriched Studies will identify Homeless Youth by having the parent or guardian complete the Student Residency Questionnaire (SRQ) during enrollment which is also sent home twice a year to all students. Homeless Youth will be supported based on their educational and social-emotional needs in order to promote academic success and student achievement. The principal will work to ensure equal access to all school curriculum and enrichment programs, meal programs, as well as other applicable services available to Haynes Charter for Enriched Studies (e.g. intervention, homework club, and counseling). The Principal and teachers will monitor the progress of the homeless youth by analyzing data from the student's attendance, classroom observations, SBAC scores, DIBELS, and reports cards. The principal is responsible for implementation of the Homeless Education Program, which helps to serve these families transition by providing advocacy and referral services as needed.

Foster Youth

Haynes Charter for Enriched Studies will identify Foster youth by having the foster parent complete the Student Enrollment Form and providing a Notification of Placement Status Form. Foster youth will be supported based on their educational and social emotional needs in order to promote academic success and student achievement. Through Foster Youth Achievement we would enhance educational outcomes and academic achievement for youth living in foster care by providing counseling, intervention, meal program, homework club and other needed school supports. The Principal and teachers will monitor the progress of the foster youth by analyzing data from the student's attendance, classroom observations, SBAC scores, DIBELS, and reports cards. The principal will work with community agencies such as the Department of Children and Family Services and social workers to ensure the success of our Foster Youth.

"A TYPICAL DAY"

On any given day, a visitor to Haynes Charter for Enriched Studies would be greeted by our welcoming office staff. Our office bulletin board proudly displays student work which is rotated monthly. Also in our office is information for parents and community members about what is happening at our school. After passing through the office during the school day, one might see a variety of learning experiences taking place.

In the kindergarten and transitional kindergarten classes at Haynes Charter for Enriched Studies a visitor will see children engaged in learning foundational skills in fun, age-appropriate ways. You might see children learning about concepts of print while reading the “morning message.” Parent volunteers might be playing games with small groups to reinforce sight words. Students might be working with ten frames or sorting objects during a math lesson. Our incubator might be full of newly hatched chicks as our students learn about life science. On the kindergarten yard, students might be interacting with their fifth grade “play leaders” while they learn about the pillars of character.

In grades one through five we meet each student’s educational needs through “flexible grouping” of classes in the core subjects. This means that students begin their day in their mixed ability “homeroom” class. During the instructional day, the students switch classes for the areas of Language Arts and Mathematics, depending upon his or her educational needs. These groupings are flexible so that a student’s class may be changed to accommodate his or her learning style or ability throughout the year.

Each grade level creates its own schedule to best meet the needs of the students and to best share school resources. A visitor may see a variety of subjects taught across grade levels at any particular time of day. For example, you may find our second grade students beginning their day on the playground with our YMCA physical education coaches and their teachers. First graders might be in our school library checking out books and listening to a story read by our librarian. Third grade students might be learning how to write code in our computer lab. Kindergarten students might be rehearsing for the production of their musical play. Fourth graders might be involved in a hands-on science experiment as they learn the Next Generation Science Standards (NGSS). Fifth grade students might be preparing for their “Colonial Day” by researching what life was like during the time of the American Revolution.

As a visitor walks into our classrooms, he or she will observe an assortment of research-based instructional strategies being implemented. Students will be engaged in hands-on learning, cooperative group research, close reading, text-based discussion, and student-centered projects. Students are learning the Common Core State Standards (CCSS) in innovative ways in order to meet each child’s needs. Teachers utilize technology in the classroom by using interactive whiteboards, tablets and iPad, and computer-based individualized instruction such as “ScootPad.” Students do online research to create Power Point presentations, use Google Docs to share information, practice reading comprehension by taking online quizzes in “Accelerated Reader,” and reinforce concepts using the online components of our core instructional programs. In

each classroom a visitor will see exemplary student work in the academic areas as well as beautiful artwork displayed.

In the Haynes learning center, a visitor will observe our resource and intervention teachers supporting students who require additional assistance in meeting the Common Core State Standards. Students will be working in small groups with the teacher utilizing various methods including hands-on manipulatives, supplemental programs such as “Read Naturally,” and technology, such as “Razz Kids,” to review and teach concepts.

Parents and community members are an integral part of our school day at Haynes Charter for Enriched Studies. Visitors will see adults on campus helping out wherever they are needed. In the office you might see present and former Haynes parents preparing materials to be used in the classroom. A grandparent might be assisting with an art project in our first grade classes. A parent might be teaching our second grade students a dance to be performed at our Spring Dance and Open House. Another parent might be found in the auditorium teaching a hula dance class. A community volunteer might be working with the fifth grade classes in taking care of their garden. The Haynes Parent Teacher Organization (PTO) is always present on campus preparing for special community building activities such as family movie night or Spirit Nights. As a visitor leaves Haynes Charter for Enriched Studies, we hope that they feel the warm, nurturing, encouraging, and supportive atmosphere that we take pride in.

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.

Our Vision for Student Outcomes

Haynes Charter for Enriched Studies' curriculum includes an integrated, inquiry-based TK-5 grade curriculum aligned with Common Core State Standards (CA CCSS) in ELA and Math, California ELD Standards, FOSS and Next Generation Science Standards, and California State Standards for Social Studies. Cross-curricular, hands-on project-based enrichment curriculum meets or exceeds state standard for Music, Art, Physical Education, and Technology.

Standards are Essential: CA CCSS serve as a benchmark for what students at each grade level need to learn. These standards are a crucial aspect of making sure we are meeting the academic needs of all students. They also serve as a guide for teachers, administrators, parents, and students as to the specific, basic knowledge and skills the students must master.

Challenging Curriculum: The goal of Haynes Charter for Enriched Studies is to provide a challenging, rigorous, 21st Century curriculum that will not only meet but exceed the minimum thresholds established by LAUSD and the State.

Trained Teachers: Haynes Charter for Enriched Studies holds their students to high standards; therefore, it is imperative that our teachers have a good grasp of the material and subjects they are teaching. Strategies for significant and on-going professional development using the selected curriculum are included in the Haynes program.

Desired Outcomes of the School's Instructional Program

English Language Arts: Students will be able to read, write, listen and speak effectively. They will be able to incorporate the language of discipline and give examples when writing and speaking. Students will be able to locate sources and interpret information while actively listening and reading. They will be able to combine these skills to compose meaningful writing and oral presentations.

Mathematics: Students will understand and apply logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also make sense of problems and persevere in solving them, including creating their own word problems to gain further understanding of the application of such processes.

Science: Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life, and Earth. Students will formulate their hypothesis utilizing the scientific method as they engage in hands-on experiments in our classrooms that require critical thinking.

History and Social Studies: Students will demonstrate an understanding of culture, diversity and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights and the origins, functions, and sources of power, authority, and governance.

Technology: Students will understand the use of current technology and its real world applications starting in TK. Grades TK-5 have access to a weekly scheduled computer time with their class. Haynes Charter for Enriched Studies has a computer lab that accommodates grades TK-5. Students in 1st-5th grade will have formal keyboarding instruction throughout the school year, and these skills will be reinforced throughout all grade levels, with students being proficient by 3rd grade for SBAC testing. Students will learn computer applications such as PowerPoint and Word. Students will be learning coding. All students at Haynes will have regularly scheduled time to utilize the Media Lab as well as the iPads and Chromebooks that are located in their classrooms.

Arts: Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, and dance/creative movement. This will be promoted through an academic curriculum intertwined with enrichment instruction by specialists.

Physical Education: Each student will build a healthy and balanced body and mind through various intramural sport activities/drills that follow the Physical Education standards with dedicated time for developing psychomotor skills.

Cultivating Life-Long Learners

Responsibility, perseverance, initiative, and the consideration of others are the lifelong values and ethics that are an integral part of our goals for the students at Haynes. The ultimate goal is to cultivate lifelong learners and contributing members of society. Haynes culminating students will demonstrate the following through their words and actions:

- The ability to overcome obstacles through observed perseverance
- Emerging independence by being active and responsible participants in their learning
- Using problem solving strategies and self-discipline in their school work and with peers
- Regular school attendance
- Making better choices by learning from their mistakes and gaining wisdom for the future
- Completing homework and class assignments as directed
- The use of time management skills through short-term and long-term assignments
- Demonstrating citizenship and leadership in the classroom, within the school community, and beyond
- Striving for academic excellence by practicing scholarly work habits such as attending, participating, studying, researching, completing quality work and projects as measured and observed by their teacher and themselves.
- Striving to be lifelong learners who are critical thinkers, problem solvers, inquisitive, investigative, and goal setters.

- Grades 4-5 will be given the opportunity to run for Student Council and participate in a democratic election process. This will give the students a vested interest in the school community and provide them with a team building and leadership experience.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

The students of Haynes Charter for Enriched Studies will continue to be assessed through teacher observation, work samples, homework assignments, rubrics/criteria charts, publisher assessments, and teacher-created tests, District periodic benchmark assessments, and the California Standardized Tests (SBAC).

In our innovative, collaborative model, teachers departmentalize within grade levels to better serve the diverse needs of our students. Utilizing a Tier I program, teachers review student performance on the SBAC, DIBELS, LAUSD periodic benchmark assessments, publisher tests, unit performance assessments, and anecdotal records. A team approach is used to provide targeted instruction for students with similar needs in language arts and mathematics. Differentiation is achieved through, pre-teaches, re-teaches, intervention, and extended learning opportunities. Throughout the academic year, teachers continue to analyze data and create flexible student groupings based on student needs and achievement.

Summative assessments summarize the development of learners at a particular time. These tests are administered after the completion of a unit. Summative assessments (commercially available tests, publisher tests, portfolio assessments, rubrics, projects) are used to determine student progress throughout the year. Unit assessment data will continue to be kept by grade level and periodic assessment data is accessible online through LAUSD's MyData program. Haynes Charter for Enriched Studies shall determine their development, implementation or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Haynes Charter for Enriched Studies may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District. Teachers will continue to use this information to support student achievement and growth and to implement needed interventions.

Haynes will utilize standardized summative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3rd-5th (yearly), DIBELS, CELDT/ELPAC (yearly). These assessments give teachers a common measure of student performance as well as an indication of what may need to be reviewed. Over the course of our charter we have gathered an immense amount of information from the summative assessments and have set goals for our future Charter term:

Measurable Goals for the Charter Term

(Smarter Balanced Assessment Consortium & Science)

- The school's overall score will be in the top 10% or higher and Subgroups will exceed the benchmark score.
- 86% (or greater) of our students will meet or exceed standards in ELA.
- Fewer than 4% of our students will score below basic or far below basic range in ELA.
- 89% (or greater) of our students in 3rd grade will meet or exceed standards.
- 81% or more of our students will meet or exceed standards in Math.
- Fewer than 3% of our students will score below basic or far below basic range in Math.
- 88% of fourth and fifth grade students will meet or exceed standards in Science.
- 50% or more of English Learners will acquire English Proficiency (CELDT/ELPAC).
- 86% of students will have 96% or higher attendance.

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.

Haynes Charter for Enriched Studies will utilize standardized formative assessments which include, but are not limited to:

- DIBELS (beginning, middle, and end of year)
- District adopted ELA program Unit Assessments
- My Math Assessments (per unit)
- District Writing Assessment (K-5)
- District Interim Math Assessment (K-2)
- SBAC Interim Assessment Blocks for ELA (3-5)
- SBAC Interim Assessment Blocks for Math (3-5)
- SBAC Summative Assessment for ELA (3-5)
- SBAC Summative Assessment for Math (3-5)

Student outcomes are measured through ongoing diagnostic, formative data. Teachers begin each school year by assessing the skills the students have retained. We use this data to determine flexible groupings. This strategy, unique to our school, places students in achievement-based groups for language arts and math instruction. The groups are formed according to SBAC results, a variety of diagnostic tests, and teacher recommendation.

The teachers at Haynes Charter for Enriched Studies rely on a variety of diagnostic tests at the beginning of the year. They are a combination of teacher created materials, LAUSD adopted materials, and commercially available materials. These include: Reading Naturally, DIBELS, RESULTS, District adopted ELA program diagnostic tests, and My Math diagnostic assessments. The results are evaluated by classroom teachers during grade level meetings, analyzed with emphasis on grade level standards and used to plan curriculum units for the upcoming school year. The formative assessments include a range of formal and informal assessment procedures employed by the teachers at Haynes Charter for Enriched Studies. During the learning process, in order to modify teaching strategies and learning activities, formative assessment scores are reviewed to improve student achievement. The review typically involves qualitative feedback (rather than scores) for both student and teacher. This data can guide teachers to adjust strategies and review content according to student needs. Summative assessments summarize the development of learners at a particular time. These tests are administered after the completion of a unit. Summative assessments (commercially available tests, publisher tests, portfolio assessments, rubrics, projects) are used to determine student progress three times per year.

In an effort to have all students become successful, the RSP and intervention teachers monitor students on an ongoing basis. They identify students at risk, those scoring Basic, Below Basic, or Far Below Basic on the SBAC, as well as those scoring strategic and intensive on the DIBELS Reading assessment.

Additionally, data from the periodic District adopted ELA program, Assessments, CORE K12, My Math unit assessments and Quarterly Math Assessments, FOSS science assessments, Reading A-Z, and DRP Literacy assessment from each grade level will be evaluated. This process will be used to determine at-risk students targeted for intervention as well as identifying students' placement in flexible groups. It will be used by teachers at grade level meetings to help support student learning, to apply appropriate teaching methodologies and to be a guide in monitoring progress. This data is also valuable in articulation between grade levels. It is the goal of the instructional program to have all students score at a proficient level on the CST in order to be removed from the intervention program.

Language Arts periodic assessments are used to assess student progress. These benchmark assessments are used at specific intervals to monitor student achievement. District materials, additional teacher-created assessments and commercially published unit tests are used to assess student achievement and to inform instructional practice at the completion of individual units. Results of these assessments, possible interventions and re-teaching topics are discussed at grade level meetings. Assessment data is used to inform instruction, form flexible groups, and identify professional development needs on an ongoing basis.

ELD students are given the CELDT test on an annual basis and are monitored using the LAUSD portfolio. Students are expected to increase fluency by one level per year. CELDT data is analyzed each year as part of the data review. Haynes Charter for

Enriched Studies is committed to improving outcomes for students historically at risk and developing ways to decrease the achievement gap among these populations. Teachers at Haynes Charter for Enriched Studies will use a State Adopted ELD program to deliver a high quality, rigorous ELD program for qualifying students. In keeping with LAUSD policy, ELD students in the fifth grade will be given the Diagnostic Placement Inventory for appropriate placement in middle school.

Math achievement is also assessed through periodic assessments. We use the District Quarterly Assessment, Publisher's chapter and unit tests, teacher-created tests, performance-based assessment, and cooperative group projects. As with Language assessment, we use this data to determine our grouping for instruction and intervention.

Students at Haynes Charter for Enriched Studies will demonstrate their knowledge and skills through an array of assessments including but not limited to: teacher created and commercially available performance assessments, diagnostic assessments, formative and summative assessments. Students will be administered assessments at the beginning and end of units (pre- and post-tests) according to the specific teacher timetable and area of study. The curricular committees will determine how and when the district assessments will be utilized. SBAC assessments will be given at the same time as other LAUSD schools.

Students will be graded using the LAUSD scoring guides for kindergarten through 5th grade, using the 4 point scale. Haynes Charter for Enriched Studies will use a District approved report card. Parents will be informed of student achievement with progress reports six weeks before each report card if a student is not meeting grade level standards. Report cards will be distributed three times per year. Formal parent conferences will be held once per year and as needed to support academic progress, social well-being, and student work habits. Parents will learn about grade level and teacher expectations during the scheduled Back to School Night at the beginning of the academic year. Parents will be informed by email, phone calls, and conferences when a child needs more support.

| | Formative Assessments | |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Language Arts - Writing | <ul style="list-style-type: none"> - Critique, justify, and theorize in writing across disciplines with evidence Grades K-1 read non-fiction text, orally discuss details, students draw a picture and state their opinion, and back it up with facts from text. - Inform, persuade, and expose in writing with text-based and personal evidence - Defend, critique and illustrate in oral and written formats - Describe and illuminate in oral and written format using figurative language - Apply vocabulary development and knowledge in written and oral format - Demonstrate critical thinking skills specific to Depth of Knowledge degrees - Produce inquiry-based research projects aligned to thematic subjects in various disciplines - Creative Writing – stories & poetry | <ul style="list-style-type: none"> - District-mandated tests - Interim Assessment Blocks - Teacher-developed assignments, tests, and activities, writing prompts - Writing Journals - Oral Presentations and Project exhibits - End of unit projects |
| Math | <ul style="list-style-type: none"> - Apply and practice acquired skills in daily math problem solving - Discern operations necessary to solve word problems - Persevere in solving problems, including multi-step/multiple strategy problems - Explain / show math strategies and justify solutions | <ul style="list-style-type: none"> - District-mandated tests - Interim Assessment Blocks - Teacher-developed assignments, tests, and activities, homework, activities, and tests - Manipulative-based math activities |
| Science | <ul style="list-style-type: none"> - Develop theories and test them in experiments utilizing scientific inquiry process - Report on findings in oral or written presentation; conduct further inquiry | <ul style="list-style-type: none"> - District-based tests - Teacher-developed assignments, tests, activities - Field studies - Interactive units and simulations |

| | | |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> - Persevere in solving problems, including multi-step problems - Incorporate STEM curriculum | <ul style="list-style-type: none"> - Lab-based experiments and STEM activities (FOSS Kit materials) - Science note-taking and reflective journals - Exhibits and presentations |
| History and Social Studies | <ul style="list-style-type: none"> - Understand cause and effect connections of the making of civilizations - - Relate and connect over time patterns in events - - Finding parallels in historical events - - Read content area information to critique events and policies of the past - - Interpret, information to draw conclusions and make predictions - - Use role play and interactive - - State/National icons/landmarks - - Famous figures of History - - Multi-cultural understanding | <ul style="list-style-type: none"> - Teacher-developed assignments, tests, and activities - - Field studies - - Interactive units and simulations - - Portfolios of significant achievement - - Exhibits and oral presentations - - Integration of the Arts |
| Technology (Media Lab/Laptops, iPads, Chromebooks) | <ul style="list-style-type: none"> - Use Internet for research and learn to evaluate relevant versus irrelevant information - - Use word processing applications to create documents - - Use artistic applications to create original and novel products | <ul style="list-style-type: none"> - Teacher-developed activities - - Portfolios of significant achievement - - Presentations and inquiry-based projects |

DATA ANALYSIS AND REPORTING

Haynes Charter for Enriched Studies values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school’s overall progress, and to establish future goals and interventions. Specific examples of this include:

- Data from combined assessments continuously evaluated by teachers and administration, as it becomes available, in order to meet each student’s and class’s educational needs. Data is also used to identify and prioritize professional development priorities;
- District and Standardized assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year;

- School-wide data is also shared in a public forum at monthly governance council meetings, when it's available, in order to discuss upcoming program development and education intervention priorities; and
- MiSIS parent portal (PASSPORT) may soon be available to all parents, teachers, and students for immediate access to grades, scores and attendance. Instant access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can more likely take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development.

How Students' Progress is Reported to Families

Individual classroom teachers are primarily accountable for assessing their students' achievements with regard to standards-based, grade-level work and achievement of grade appropriate content standards, as well as by progress toward mastering the skills, knowledge, and attitudes required for advancing to the next grade level. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level by regular student assessments aligned to the school's, District's, and State's curricular standards as appropriate for each grade level and content area.

Student progress toward achieving the school's desired grade-level standards will be communicated to students' parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Below Proficient Parent Reports, Progress Report and regular conferences with students' teachers.

Progress is reported to the parents three times annually using the LAUSD Progress Report and the Report of Progress Toward the Achievement of IEP Goals, as applicable. Additionally, parent conferences are conducted at the end of the first reporting period and as needed within the second and third reporting periods.

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

Parents play a very active role in our school, and their involvement is the key to success at Haynes Charter for Enriched Studies. The collaboration between parents and educators enables us to provide the best, most enriched education possible. We strive to have at least one parent representative serve on each of the standing and ad-hoc committees, including but not limited to curriculum, Language Arts, Math, Arts, safety, technology, beautification, and grant writing.

Governance Council and its various Standing/Ad Hoc Committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This collaboration among teachers and parents enables our school to continue to meet the unique and changing needs of Haynes Charter for Enriched Studies students.

In addition to having a voice on the Governance Council, all parents are given the opportunity to participate and be involved in their child's education. Our Welcome Packet given to each student at the start of each school year outlines the various volunteer opportunities throughout the year. These opportunities include events and

communications such as informative Room Parent Orientations, a Beginning of the Year Social, Back-to-School Night, Open House, parent education meetings for CCSS ELA and Math, Next Generation Science Standard and SBAC Updates, Parent/Teacher/Student Surveys, Parent Teacher Conferences, parent participation in the classroom, campus beautification, and weekly newsletter. Haynes Charter for Enriched Studies announces these opportunities through ConnectEd blasts, as well as through the school's website, and hard copy flyers that are distributed to each classroom.

Included in the Welcome Packet is the Student-Parent-Teacher Handbook, which outlines the responsibilities of all three parties as providing the best education possible for each student. Each year parents, students, and teachers review and sign this handbook. It is essential that parents, students, and teachers have a relationship, communicate, and work together for each student to be successful.

In addition to having a voice on the Governance Council and parent participation on the PTO, parents will be given the opportunity to contribute by volunteering time to our charter school. The principal shall maintain a comprehensive list of volunteer opportunities including but not limited to the following; volunteering in the classroom/school, small group assistance, attending parent/teacher conferences, attendance at charter school board meetings, participation in planning and attending of fundraising activities.

In order to develop the school's LCAP, Haynes Charter for Enriched Studies will have two informational meetings as part of our Governance meeting agenda. The principal will present introductory information about LCFF and the LCAP at these meetings. Meeting notification and information will be sent to our parents via the school's newsletter, flyers, and email. Staff will be provided information during staff meetings. Also, the School Board Members will hold a local Town Hall meeting to discuss specifics of the LCFF and the LCAP.

Haynes Charter for Enriched Studies will consult with parents and teachers regarding the school's educational program by conducting four parent workshops and Governance Council meetings.

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.

Student Recruitment

In an effort to recruit and reach out to students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities, Haynes Charter for Enriched Studies participates in our local district Northwest's STEAM Fest promoting our school's programs with displays, videos, and brochures, to recruit students to apply to our school.

Lottery Preference and Procedures

If the number of students who apply to Haynes Charter for Enriched Studies exceeds the schoolwide operational capacity, a public random drawing/lottery will be conducted. Resident students and currently enrolled students shall have preference so as to be exempt from the lottery. The lottery will have the following order of preferences:

- Students residing in LAUSD boundaries but not residing within the attendance area of the charter school.
- Students that reside in the State of California but not within LAUSD boundaries.

In the event that Haynes Charter for Enriched Studies reaches capacity, students selected through the lottery process will be waitlisted until a seat becomes available.

The lottery process for admission to Haynes Charter for Enriched Studies will be fairly executed with a designated public drawing of applications. The date, time, location and method of this drawing will be printed on the application procedure which states that applications will be accepted from January 9, 2017 through April 21, 2017 by 4:30 p.m. On the designated drawing date, April 28, 2017 at 10:00 a.m., the principal and SAA will randomly draw the names of the applicants at Haynes Charter for Enriched Studies. Those selected will be notified by phone and/or e-mail. Offers must be accepted within three day and the enrollment packet must be returned within one week of the phone call offer in order to secure enrollment at Haynes Charter for Enriched Studies.

Parents of lottery applicants will be notified immediately of their standing as either admitted or placement on the waiting list. The number of available seats will be determined or based upon fall enrollment projections provided by the LAUSD School Management Services. Each student will be assigned a number in the order in which they are drawn. Students will be accepted only if space is available. A waiting list will be completed when the number of applications exceeds the number of available positions. The waiting list will prioritize candidates according to the order in which they were drawn during the random drawing. Haynes Charter for Enriched Studies strives to maintain a

diversified student population. Participation in the lottery, when conducted, assists us in reaching for that goal.

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: Haynes Charter for Enriched Studies
c/o School Principal
6624 Lockhurst Drive
West Hills, CA 91307

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.

ADDENDUM

District Required Language for District Affiliated Charter School Petitions (New and Renewal) and Material Revisions

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Haynes Charter for Enriched Studies (also referred to herein as “Haynes CES”, “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).)

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).)

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.

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.

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.

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*.

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.

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

2. District Affiliated Charter School's Special Education Responsibilities

e. 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.

f. 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.

g. 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.

h. 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.

f. 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.

h. 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.

i. 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.

**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.

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.

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.

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.

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:

- C. Was the misconduct caused by, or directly and substantially related to, the student's disability?
- D. 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:

- 4) 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: Haynes Charter for Enriched Studies
c/o School Principal
6624 Lockhurst Drive
West Hills, CA 91307

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

- 5) 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.

6) 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.