Haynes Charter for Enriched Studies Petition

2012 – 2018
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# APPENDIX

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## CHARTER SCHOOLS GUIDELINES CHECKLIST – INITIAL SCREENING

**Charter School Name:** Haynes Charter for Enriched Studies  
**Date:** 3/20/12

**Contact Person:** Barbara A. Meade  
**Phone:** 818-716-7310  
**Fax No:** 818-716-7249

### SUMMARY CONTENTS

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</table>
| 95   | 1. Approval Documentation  
- Supporting signatures of:  
- conversion charter: 50% of permanent status teachers at the school site  
- start-up charter: 50% of parents who intend to enroll children  
- 50% of teachers who intend to be employed at the school during first year of operation  
- petition includes prominent statement of meaningful interest to start a charter (board resolution)  
- resume and questionnaire for all board members | YES | NO | YES | NO | 47605 (1) (2)  
47605(3) |
| 95   | 2. Assurances that school will:  
- be non-sectarian in programs, admission policies, employment practices and other operations  
- not charge tuition  
- not discriminate against any student on the basis of ethnicity, national origin, gender or physical or mental disability (religion, race, color, medical condition, sexual condition, sexual orientation)  
- not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements  
- not require any child to attend a charter school nor any employee to work at a charter school  
- if pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report Card, and health information.  
- A charter school shall admit all students who wish to attend. | YES | NO | YES | NO | 47605 (d) (1)  
47612 (a) (1)  
47605 (e) (f) |
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<td>Description of which students will attend the school</td>
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<td>4. Duration of initial charter petition: 5 years</td>
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<td>5. Renewal process/timeline</td>
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<td>6. How the Board of Education and the charter school can monitor the progress in meeting student outcomes</td>
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<td>7. Accepts and understands the grounds on which a charter may be revoked</td>
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<td>8. Accepts and understands obligations to comply with specific sections of the Education Code: § 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance</td>
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<td>9. How district/county facilities will be maintained, insured and used by the charter school, if applicable</td>
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<td>10. How changes, additions or alterations to the facility will be accomplished and the district/county role in the process</td>
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<td>12. Agreement between the charter school and the sponsoring agency detailing process and responsibility for operations, i.e., accounting, budgeting, payroll, liability insurance, and the like and contracted services and supervisory oversight</td>
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<td>13. Agreement between the charter school and sponsoring agency detailing funding and services for special education students</td>
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<td>15. Agreement between the charter school and sponsoring agency detailing processes for responding to inquiries</td>
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- an identification of those whom the school is attempting to educate
- description of what it means to be an educated person in the 21st century
- how learning best occurs
- goals of the program
- how the objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the school
- instructional framework which includes instructional approaches, scope and sequence, addressing state standards, and evidence (research-based) that instructional program has been successful with similar student population.
- specific goals for providing and ensuring equal access to academically low achieving students, gifted, low SES, ELLs, special education, and a goal for reclassification of ELLs.
- attendance requirements including length of school day and year
- instructional materials and the process by which curriculum, materials and instructional activities are to be selected
- reference to NCLB as it relates to student achievement and credentialing
- instructional strategies
- teacher recruitment
- professional development
- school calendar
- daily schedule
- mission/vision
- demographics/academic achievement of surrounding schools
- implementation plan
- High School only
  - meet A-G requirements
  - transferability
  - WASC
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<td>extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals</td>
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<td>when and how often pupil outcomes will be assessed including any assessments of innovative components</td>
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<td>specific quantitative outcomes which students must demonstrate proficiency in and/or progress toward and time frame for progress</td>
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<td>identification of who will be accountable for student progress as it relates to student achievement</td>
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<td>3. Method by which pupil progress in meeting pupil outcomes is measured (Element 3)</td>
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<td>use of standardized test scores in measuring pupil progress</td>
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<td>use of variety of assessment tools</td>
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<td>use of longitudinal, survey and other data in measuring pupil progress (in-house assessments)</td>
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<td>methods to ensure that all statewide standards are met and pupil assessments conducted</td>
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<td>process school will use to ensure that students meet the statewide performance standards and evidence of improved pupil learning</td>
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<td>process for conducting pupil assessments pursuant to EC § 60602.5</td>
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<td>description of all assessment tools including in house assessments</td>
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<td>identification of the grading policy</td>
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<td>district required language for testing</td>
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47605 (b) (5) (C) 47605 (c)(1)
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<td>4. Governance structure of the school including the process which is to be followed to ensure parent involvement (Element 4)</td>
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<td>47605 (b) (5) (D) 47605 (c)(2)</td>
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<td>process which ensures staff, students and other stakeholder involvement</td>
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<td>methods by which schools consult with parents and teachers regarding school's educational programs</td>
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<td>decision-making process, organizational chart, and relevant site committees</td>
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<td>assurances that school will comply with all laws relating to public agencies in general, all federal laws and regulations and state codes, such as the Ralph M. Brown Act</td>
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<td>what, if any, relationships district/county will maintain with the charter school and how it will be accomplished</td>
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<td>process for amendments to charter</td>
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<td>articles of incorporations and bylaws of nonprofit corporation</td>
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<td>selection process of board members and governance committees</td>
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<td>audit and inspection of records</td>
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<td>5. Qualifications to be met by individuals to be employed by the school (Element 5)</td>
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<td>identification of the roles and functions of staff members</td>
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<td>measures of assessment of performance</td>
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<td>procedure to be used for adequate background checks</td>
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<td>59</td>
<td>process for recruiting teachers</td>
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<td>procedure for monitoring credentials</td>
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<td>6. Procedures that the school will follow to ensure the health and safety of pupils and staff (Element 6)</td>
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<td>- school will meet the requirement that each employee of the school furnish a criminal record summary as required in EC §44237</td>
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<td>- how the school will ensure that its facilities are safe</td>
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<td>- how the school will ensure that its auxiliary services are safe (food services, transportation, custodial services, hazardous materials)</td>
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<td>- role of staff as mandated or non-mandated child abuse reporters</td>
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<td>- student immunization requirement</td>
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<td>- address of the facilities to be used by the charter school</td>
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<td>- compliance with state building code, federal ADA requirements</td>
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<td>- assurance of Certificate of Occupancy prior to school opening</td>
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<td>- contains District required language regarding health and safety procedures</td>
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<td>7. Means by which school will achieve racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction (Element 7)</td>
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<td>- geographic areas that will be targeted in the outreach effort</td>
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<td>- state languages to be utilized in the outreach</td>
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<td>8. Admission requirements, if any (Element 8)</td>
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<td>- admission assurances preferences</td>
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<td>- lottery assurance and procedures</td>
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<td>- waiting list</td>
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<td>- preference (if applicable)</td>
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<td>- states the charter school will admit all pupils who wish to attend</td>
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<td>- efforts the school will employ to recruit academically low-achieving, students with disabilities, and economically disadvantaged students</td>
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<td>9. Manner in which an annual independent financial audit will be conducted and exceptions/deficiencies resolved (Element 9)</td>
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**REFERENCES**

- 47605 (b) (5) (F) 47605(g)
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<td>10. Procedures by which students can be suspended or expelled <em>(Element 10)</em></td>
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<td>• procedure for involving parents, students and staff in designing and implementing a discipline policy</td>
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<td>• appeals of disciplinary action</td>
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<td>• procedures for ensuring rights of students</td>
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<td>• list of suspension and expulsion offenses</td>
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<td>• general discipline approach</td>
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<td>• procedures for rehabilitation readmission and interim placement</td>
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<td>• Description of how the school will implement the District’s Discipline Foundation Policy</td>
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<td>11. Procedures for dealing with staff issues <em>(Element 11)</em></td>
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<td>• relationship between the teachers and the district/county bargaining unit</td>
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<td>• process by which salaries, benefits working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined</td>
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<td>• manner by which staff members will be covered by STRS, PERS, Social Security or Medicare</td>
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<td>• process for staff recruitment, selection, evaluation and termination</td>
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<td>• Reporting PERS/STRS contributions</td>
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<td>84</td>
<td>12. Public school attendance alternatives for pupils residing within the district/county who choose not to attend the charter school <em>(Element 12)</em></td>
<td>YES</td>
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<td>inform parents or guardians of each pupil enrolled in the charter that pupil has no right to admission in a non-charter District school as a consequence of charter school enrollment</td>
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<td>not require any child to attend a charter school nor any employee to work at a charter school</td>
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<td>District required language regarding attendance alternatives</td>
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<td>85</td>
<td>13. Description of the rights of any employee of the district/county upon leaving the district/county to work in a charter and rights of return to the district/county after employment in a charter school <em>(Element 13)</em></td>
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<td>what the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county</td>
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<td>86</td>
<td>14. Procedures to resolve disputes relating to provisions of the charter <em>(Element 14)</em></td>
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<td>See LAUSD “District Required” Language</td>
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<td>District required language regarding the dispute resolution procedures</td>
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<td>15. Declaration of Exclusive Public School Employer <em>(Element 15)</em></td>
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<td>16. Description of charter school closure procedures. The procedures shall ensure a final audit of the 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 <em>(Element 16)</em></td>
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<td>District required language regarding charter school renewal, revocation, and closing procedures</td>
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</table>
| 60   | Other Items:  
17. Description of the manner in which administrative services of the school are to be provided  
- responsibility for evaluating employees  
- criteria and procedures used in evaluation  
- how hiring decisions are made | YES | NO | YES | NO | 47605 (g) |
| 103  | 18. Budget for the financial operation which is consistent with the requirements of any school district budget  
- proposed first year operational budget (including start-up costs)  
- financial projections for first three years  
- process for investment procedures and deposit of funds  
- procedure for ensuring adequate cash flow  
- process for assuring that resources will be available to meet the needs of students with disabilities including transportation in those cases it is a related service | YES | NO | YES | NO | 47605(g) |
| 89   | 19. Liability of district/county to handle payments if charter school defaults  
- for schools organized pursuant to Non-Profit Benefit Corporation Law  
- for schools not covered by Non-Profit Benefit Corporation Law  
- AB 1994  
- general assurances “District Required” language | YES | NO | YES | NO | 47604 |
| 68   | 20. Court-ordered Integration Language  
- action Plan for 70:30 or 30:70 | YES | NO | YES | NO |  |
LETTER OF INTENT TO APPLY FOR AN AFFILIATED CHARTER SCHOOL

Name of proposed charter school: Haynes Charter for Enriched Studies
General location of proposed charter: West Hills, CA
Projected Grade Levels-Year 1: K-5
Projected Grade Levels-Year 5: K-5
Projected Enrollment-Year 1: 420
Projected Enrollment-Year 5: 450

Lead Petitioner Information:
Name: Barbara A. Meade
Address: 6624 Lockhurst Drive, West Hills, CA 91307
Phone number(s): (818) 716-7310
Fax: (818) 716-7249
E-mail address: bmeade@lausd.net

Other members of the Charter Development team:
Jim Lebovitz
Sandi Black
Rhonda Richard
Denise Isensee
Eleni Georgilas

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

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

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

Barbara A. Meade
PRINT NAME

Barbara A. Meade
SIGNATURE

2/24/12
DATE
HAYNES CHARTER for ENRICHED STUDIES
BRIEFING PAGE

- Name of Organization Applying for Charter:
  - Haynes Charter for Enriched Studies
- Grades Served: K – 5
- Current Number of Students: 430
- Year 1 Projected Enrollment: 430 Year 5 Projected Enrollment: 450
- Location Address: 6624 Lockhurst Drive, West Hills, CA 91307
- Facility Status/Location: Haynes Elementary is a LAUSD facility
- Does the location meet Board Policy? (Low API, Overcrowded) – No
- Description of Philosophy:
  - Mission: Is to provide 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.
  - Vision: 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.
- Source/Core of Money: ADA and Block Grant Monies
- Charter Development Team:
  - Barbara A. Meade, Principal
  - Jim Lebovitz, Teacher, UTLA Chapter Chair
  - Sandi Black, Teacher, Gifted Coordinator
  - Rhonda Richard, Teacher
  - Eleni Georgilas, RSP Teacher
  - Denise Isensee, Teacher
• Has the Charter applied to any other jurisdiction for approval? No
• Are there any sister charters? No
• What innovative elements of your charter school could be considered “best practices” and replicated by others schools?
  o Incorporation of National Standards for ELA and Math
  o Differentiated instruction
  o Incorporating prompts of depth and complexity across disciplines
  o Flexible grouping
  o Authentic assessments
  o Arts appreciation and expression
  o Professional development
Introduction

Purpose

The Haynes Charter for Enriched Studies community is united in its goal of becoming an affiliated charter school in the Los Angeles Unified School District (LAUSD or the District).

The purpose of the Haynes Charter for Enriched Studies affiliated charter school petition is threefold:

- First, it enables the school to build on its current strengths by allowing all stakeholders (students, teachers, parents, administration, and business partners) to work together to ensure that our success continues.
- Second, it provides a focus through which the school offers a rigorous, enriched education program for a wide range of student needs, from gifted and high achieving students to struggling students.
- Third, an affiliated charter designation will enable us to aggressively implement a curriculum that not only meets but exceeds the minimum academic standards established by the District, state, and nation. This curriculum will incorporate 21st century tools and technology which will enable students to readily access information so that they can begin their journey of being lifelong learners.

Haynes Charter for Enriched Studies has been a School for Advanced Studies (SAS) since the inception of the program in 1999. We are increasingly faced with external challenges that threaten to impede our success. These obstacles include declining budgets, increased class sizes, and fewer faculty and support personnel. These changes have limited our efforts to deliver a differentiated curriculum for our increasingly diverse student population - students with disabilities, gifted and talented, English Language Learners, underperforming students, socioeconomically disadvantaged students, as well as our “typical” learners who do not require additional services but do deserve instruction to meet their needs. Every year our school is struggling to do more with less.

Within our school community we find that resources have declined so severely that it is nearly impossible to fully address the individual needs of every child at our school. At the same time, we feel mounting pressure to not just sustain, but advance our student achievement. Status as an affiliated charter school will provide Haynes with a means to overcome some of these challenges and to achieve the goals established by the community, as well as ensure that every student at our school reaches his or her highest potential.
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 state and national academic 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 involved in the learning process and to contribute to the school’s success.
- Articulate with local middle and high schools to as the first step in a continuous pathway of outstanding public education.

The Charter Agreement/Contract

Haynes Charter for Enriched Studies shall become an affiliated charter with the Los Angeles Unified School District under the terms of this charter. If, at any point, during the term of this charter, Haynes Charter for Enriched Studies elects to operate as a nonprofit public benefit corporation, or to become an independent charter school, then Haynes Charter for Enriched Studies shall prepare and submit a new charter proposal to the Los Angeles Unified School District. While operating as an affiliated charter with the Los Angeles Unified School District, Haynes Charter for Enriched Studies shall continue to be covered under the self-insurance and property coverage program of the LAUSD as provided to all other schools in the Los Angeles Unified School District.

This Charter School shall incorporate all revisions to the Charter Schools Act that may be enacted by the California State Legislature during the life of this charter.

Haynes Charter for Enriched Studies will continue to be affiliated with the Los Angeles Unified School District and receive funding through the Categorical Block Grant Model which will be administered by LAUSD. As an affiliated charter, Haynes Charter for Enriched Studies will refer to the ICSD business unit for purchasing specific services. While choosing not to separate from the District and to continue the use of LAUSD teachers, Haynes Charter for Enriched Studies will participate in District level professional development and school site level professional development as per Board recommendation and the LAUSD Policy on Charter School authorizing of the reciprocal sharing of professional development and best practices.

Aligned with the culture of being an affiliated charter school within LAUSD, Haynes Charter for Enriched Studies will continue to look towards adopting LAUSD curriculum materials and LAUSD will continue to allocate to Haynes Charter for Enriched Studies all the necessary financial resources for adopting curriculum materials only to the extent
that similar allocation is made to regular schools. Haynes Charter for Enriched Studies shall have site control of the categorical block grant in order to address the spirit and the mission of the charter.

The responsibility of the categorical block grant shall fall upon the Haynes Charter for Enriched Studies Governance Council and the control of the categorical block grant funds must address class size reduction, technology, professional development, enrichment opportunities, character education, intervention opportunities, supervision and safety in order to meet our goals and the needs of our students.

It is understood that Haynes Charter for Enriched Studies will undergo at least a yearly Charter Oversight Review from the Los Angeles Unified School District as part of the charter contract with the District. Oversight also includes monitoring of the Charter School's progress and attainment of measurable pupil outcomes, as well as adherence to all applicable laws and regulations, court orders, and the terms of the charter, and financial reporting requirements. Haynes Charter for Enriched Studies will also expect that oversight shall include a review of the school's performance in the areas of academic achievement, governance, organizational management, finance, and the attainment of applicable benchmarks as well as a review of adherence with applicable law, regulations, and the terms of the charter. It is also understood that the District will identify the school’s strengths, underdeveloped areas, develop specific goals to facilitate year-to-year oversight, and review the school’s self-study process to facilitate school improvement. It is also understood that the Los Angeles Unified School District’s Policy on Charter School Authorizing is subject to change upon Board approval and with input from Charter School leaders. At any time, the LAUSD Innovation and Charter School’s Division can visit or call the school to inquire on matters, policies or situations that may arise.

If granted, the term of this initial 5 year charter begins on August 14, 2012 and expires on June 30, 2018. To request a renewal of this charter petition beyond June, 2018, Haynes Charter for Enriched Studies will submit a new petition to the District for approval by January 31, 2018.

**Affirmations and Assurances**

Haynes Charter for Enriched Studies accepts and understands its obligation to comply with specific sections of the Education Code Sections 47611 (STRS) and all laws establishing minimum age for public school attendance.

Haynes Charter for Enriched Studies shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.

Haynes Charter for Enriched Studies
• Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
• Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
• Determine admission by a public random drawing if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
• Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
• Not require any child to attend the Charter School or any employee to work at the Charter School.
• In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
• 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 Student Integration Services (collectively the Court-ordered Integration Program). The Court-ordered Integration Program applies to all school within or chartered through LAUSD. The school will provide a written plan to achieve and maintain the LAUSD’S ethnic balance goal which is within a 70:30 or 30:70 ratio.
Element 1: The Educational Program

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

School Information

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<tr>
<th>School Name</th>
<th>Haynes Charter for Enriched Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>6624 Lockhurst Drive, West Hills, CA 91307</td>
</tr>
<tr>
<td>Telephone Number</td>
<td>(818)716-7310</td>
</tr>
<tr>
<td>Fax Number</td>
<td>(818)716-7249</td>
</tr>
<tr>
<td>Contact Person</td>
<td>Mrs. Barbara A. Meade, Principal</td>
</tr>
<tr>
<td>Grade Configuration</td>
<td>Kindergarten-Grade 5</td>
</tr>
<tr>
<td>Current Enrollment</td>
<td>448</td>
</tr>
<tr>
<td>Operational Capacity</td>
<td>453</td>
</tr>
<tr>
<td>Number of Classrooms</td>
<td>21</td>
</tr>
<tr>
<td>Opening date for term</td>
<td>August 14, 2012</td>
</tr>
<tr>
<td>Instructional Calendar</td>
<td>August 14, 2012 to June 4, 2013</td>
</tr>
<tr>
<td>Projected Enrollment</td>
<td>*see notes</td>
</tr>
</tbody>
</table>

*The number of students in the first year will be determined by the District
## Demographic/Academic Achievement of Surrounding Schools

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of students</th>
<th>Multi-track school</th>
<th>Program Improvement</th>
<th>Met School Wide Target?</th>
<th>Met all subgroup growth targets?</th>
<th>API Scores</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% of Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed.Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
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</thead>
<tbody>
<tr>
<td>Haynes</td>
<td>430</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>910</td>
<td>9</td>
<td>8</td>
<td>26%</td>
<td>13%</td>
<td>5%</td>
<td>White 59%</td>
<td>Latino 20%</td>
<td>Asian 13%</td>
</tr>
<tr>
<td>Welby Way</td>
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<td>yes</td>
<td>953</td>
<td>10</td>
<td>2</td>
<td>15%</td>
<td>5%</td>
<td>2%</td>
<td>White 46%</td>
<td>Asian 27%</td>
<td>Latino 16%</td>
</tr>
<tr>
<td>Pomelo</td>
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<td>no</td>
<td>no</td>
<td>893</td>
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<td>1</td>
<td>10%</td>
<td>14%</td>
<td>3%</td>
<td>White 87%</td>
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<td>Latino 11%</td>
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<td>Lockhurst</td>
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<td>849</td>
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<td>10%</td>
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</tr>
<tr>
<td>Woodlake</td>
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<td>no</td>
<td>859</td>
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<td>2</td>
<td>21%</td>
<td>12%</td>
<td>11%</td>
<td>White 57%</td>
<td>Latino 18%</td>
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</tr>
<tr>
<td>Calabash</td>
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<td>yes</td>
<td>879</td>
<td>8</td>
<td>2</td>
<td>15%</td>
<td>12%</td>
<td>12%</td>
<td>White 62%</td>
<td>Latino 16%</td>
<td>Asian 10%</td>
</tr>
</tbody>
</table>
Who comprises our student population?

Haynes Charter for Enriched Studies aims to reach all learners. Our teachers, administration, and staff aim to provide a high-quality, standards based academic program, enriched with the arts and project based learning.

Currently Haynes Charter for Enriched Studies teaches a total population of 430 students from K-5th grade. Our population is very diverse and many different cultures are represented at Haynes. Our student population is 59% White, 20% Latino, 13% Asian, 4% African American, 2% Filipino, 1% Pacific Islander and 1% American Indian. Of this population, 13% of our students are identified Gifted, 26% are economically disadvantaged, 13% are students with disabilities, 5% are English Learners, and 4% 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 ways to make the curriculum challenging, relevant, and culturally responsive to every student.

Our Academic Performance Index is the evidence of our commitment to our varying populations. For the last 5 years, our API has consistently increased by 10 points or more per year. Haynes has gone from a 2007 API of 849 to a 2011 API of 910. We aim to continue to maintain an API well above the state’s goal of 800 by setting a school goal of 900 or above, as well as a two (2) point minimum increase from the previous year’s API.
Haynes Charter for Enriched Studies 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.

Implementation Plan

Haynes Charter for Enriched Studies will base instruction on California State Standards until the District adopts the new National Standards in 2014. Instruction will be paced so that all students have access to required curriculum. Teachers will meet on an ongoing basis for long term planning. Instructional materials adopted by the state and the Los Angeles Unified School District will be used to deliver instruction. Additional funds will be used for supplemental materials, intervention, technology, and professional development.

What it means to be an “educated person” in the 21st century

An educated person in the 21st Century is a lifelong learner. He or she is instilled with a curiosity for acquiring more knowledge, and is consistently challenged intellectually. The educated 21st Century individual values critical thinking skills, creativity, collaboration, and technological achievements. He or she is sensitive to cultural diversity, and is accepting of those different from themselves. The learned individual demonstrates positive self-esteem and an enthusiastic attitude toward learning. As the Chinese Proverb says, “Learning is a treasure that will follow its owner everywhere.”
**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 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
A Typical Day

On a “typical” day at Haynes Charter for Enriched Studies, the first stop a visitor would make would be to our front office, where one would see a display of student work, find information for Haynes happenings, and be greeted by our welcoming office staff. After passing through the office, during school class hours, one may get the sense of fun, however serious learning goes on every day.

In the kindergarten classes at Haynes Charter for Enriched Studies, a visitor will find children who are encouraged to talk with each other and exchange ideas. We might find our kindergarteners engaged in Writer’s Workshop, listening to or reading a story, examining and drawing leaves for a science unit, using Unifix cubes to model a math story problem, or creating an authentic art piece. You may also find parent volunteers assisting the children in preparation for a musical performance or a gardening project.

In grades 1-5 we meet each student’s educational needs through “flexible grouping” classes in the core subjects. This means that students would begin their day in their homeroom classes, which are mixed ability and mixed learning style groups. Then, the students would switch classes for the areas of Language Arts and Mathematics, according to each student’s educational needs. A student's class may be changed to accommodate his/her learning style or ability as the school year progresses.

Each grade level has its own schedule to best meet the needs of working within our school environment. A visitor may see a variety of subjects taught across grade levels at a particular time of day. For example, you might find third graders on the playground with our physical education coach, second graders presenting their living wax museum in social studies, or a group of kindergarteners and second graders with their reading buddies meeting in the quad area. You might see our first graders receiving items from around the world after reading Flat Stanley, fourth graders observing the behavior of crawfish in their life science lesson, or fifth graders participating in literature circles using the prompts of depth and complexity, and high level questioning techniques.

Walk into any classroom and you will observe the researched-based instructional methods at work. Hands-on learning, small groups, peer discussion, and creative projects are just some of the experiences that one may see. Students are engaged in
rigorous, standards-based instruction as they strive to meet and exceed state and national standards. Cooperative learning is taught and encouraged. Technology is used by teachers to enhance lessons utilizing interactive whiteboard, document readers/projectors and the Internet on their classroom computers. Students maybe engaged in creating PowerPoint presentations, using the Internet for research, or practicing concepts using the online components of our core instructional programs. Proud student work from both academic areas and the arts adorns the classroom walls.

When you enter the learning center you will see our Resource and Intervention teachers supporting students who require additional assistance in meeting grade level standards. Students will be working in small groups utilizing Smart board technology and hands-on manipulatives.

Parents are encouraged to volunteer and be active participants in their child’s learning experience. Visitors will see adults on campus helping out wherever they are needed. You might see a grandparent tutoring a small group of students in the library, a parent teaching yoga or hula dancing in our auditorium, college students coaching our fifth grade softball team, former and present Haynes’ parents preparing materials in the workroom, or community volunteers helping students plant seeds in our campus gardens. You might see members of the Haynes’ Parent Teacher Organization (PTO) preparing for special community building activities such as a recycling day, school beautification, or family movie night. Visitors leave Haynes with a strong sense of the warm, nurturing, close-knit family feeling we are so proud of.

**The Instructional Program**

Teachers at Haynes Charter for Enriched Studies are dedicated professionals who continually refine their skills through the application of current educational research and best teaching practices which impact teaching and learning.

**English Language Arts Curriculum**

* A challenging curriculum that meets and exceeds the standards for Language Arts K-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 Treasures online component 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

Mathematics

*A challenging curriculum that meets and exceeds the standards for Mathematics in K-5
*Develop computation and math fluency through drills in addition, subtraction, and multiplication from 1st-4th grade
*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, 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
*Family Math Night
*Expose and explicitly teach students to use Math tools such as inch/centimeter rulers, protractors, compasses
* Use HSP Math to guide the lessons and add additional resources such as Think Central, 1XL Math (future), Hands-On-Equations, and Marilyn Burns when appropriate
*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 HSP Math

Science

*A challenging curriculum that meets and exceeds the standards for Science in K-5
* Three rotations of Science are taught in all grades: Earth Science, Life Science, and Physical Science.
* Students use Full Option Science Series (FOSS) from Delta Education along with its state adopted California Science Resource Textbook.
*Students conduct hands-on investigations whenever possible 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
Field trips 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**

*A challenging curriculum that exceeds state content standards for history/social studies*
*Students learn about their ancestors, their community, their cities, states, and countries*
*Icons of Depth and Complexity are used to teach lessons relating to Past, Present, and Future and different points of view as it relates to history*
*Students participate in a school wide Cultural Heritage Day celebration in which they celebrate diversity through exploration of food, clothing, and artifacts from other countries*
*Students role play 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.
*Students learn to use maps, legends, the compass rose, scale, longitude & latitude lines to find locations and appropriately use maps and globes*
*Students learn about California History, government, and geography through topographic maps, movies, books, and museum visits*
*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: House of Blues, 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**

*Students receive an enriching, exciting, and standards based arts programs from Kindergarten through 5th Grade*
*Students receive music, art, and theater lessons in part through the LAUSD Arts Program*
*Arts instruction is also 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*
*Students study lines, gestures, portraits, primary/secondary colors, collage, background/foreground, and much more*
*Students study a variety of great artists such as Van Gogh, Cezanne, Grandma Moses, Mondrian, and Monet*
*Students use a variety of mediums to produce visual art including: tempera paint, water colors, pastels, color pencils, construction paper, brushes, clay, paper Mache
*Students 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 the Clothes
*Students K-5th grade 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, Debbie Allen Dance Studio, Getty Museum, Thousand Oaks Performing Arts Center, and much more

**Proposed Teaching Methodologies**

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

**How the Curriculum Addresses California Content Standards**

Haynes Charter for Enriched Studies curriculum will conform to the frameworks set for California Public Schools. Instruction will remain standards-based and students will be assessed using the California Standards Test given by the California Department of Education. Haynes Charter for Enriched Studies will continue using California Content Standards to guide instruction in the subject areas of: English Language Arts, Math, Science, Social Studies, Health, Physical Education, and Visual & Performing Arts. (See [www.cde.ca.gov](http://www.cde.ca.gov) ) Haynes Charter for Enriched Studies Governance Council, reserves the right to determine, adopt, and implement standards aligned materials with teacher/
administration input as well as determine the extent of LAUSD curriculum and periodic assessment implementation. The main goal of this committee will be to ensure that curriculum and assessments are aligned with the California standards and provide our students with continued rigor.

*Note: In the future, National (Common Core) Standards may be used to guide and assess students once they are fully implemented by the California Department of Education. (See www.cde.ca.gov).

**How the teaching methodologies and instructional program addresses the needs of targeted student population**

For our English Learners, 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 the content areas of the curriculum in 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) 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).

**Special Education Program**

The Los Angeles Unified School District (LAUSD) shall continue to serve the students with special needs enrolled in the Haynes Charter for Enriched Studies 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.

**Modified Consent Decree Requirements – LAUSD Specific Language**

All Charter Schools chartered by the Los Angeles Unified School District (LAUSD or the District) Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (MCD) and other court orders 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 the students with disabilities in LAUSD. It is an agreement of the parties approved by the
federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statistically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All Charter Schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide-web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from Charter Schools that are not connected to the District’s current Student Information System (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:

1. The Independent Charter School Suspension/Expulsion Report, due monthly through the school year.

2. Paper SESAC Report Welligent Student Listing Verification, due monthly through the school year.

3. CBEDS, which is due at the end of October each school year.

4. All students enrolled December 1 of each school year, due at the end of December every school year.

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

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

Conversion Affiliated Charter

1. Charted School Special Education Responsibilities and General Requirements

a. General Requirements

The Charter School will adhere to the provisions of the IDEA and California Special Education Laws and regulations to assure that all students with disabilities are accorded a free appropriate education (FAPE). The Charter School will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment on the basis of their special education status.
The 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 charter school.
The 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 Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Plans (IEP) 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 Charter School will maintain copies of the assessments and IEP materials for District review. The 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 Charter School shall keep daily attendance for each student, which shall be reported and certified according to District policies and procedures.

The 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 Charter School will participate in District Validation Review (DVR).

The Charter School is responsible for the management of its personnel, programs, and services. The Charter School or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

The Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the charter school.

b. Transferring Students

For students transferring to the Charter School from District schools or district affiliated charter schools, the Charter School will provide those related services required by the students’ IEPs immediately upon the student’s enrollment.

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

The referral process shall include a Student Success Team (SST) meeting 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 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 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 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 Charter School concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. The 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 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

In the event that the Charter School is unable to provide an appropriate placement or services for a student with special needs, the Charter School will contact the District to discuss placement and service alternatives. Charter schools are expected to provide services to all enrolled students with disabilities (mild to severe). If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity, the Charter School will be fully responsible for the quality of the program and for any costs incurred for such a placement.

e. Least Restrictive Environment

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

f. Staffing Requirements

The 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 Charter School will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. The 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 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 student 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 Charter School will convene a manifestation determination IEP that includes District representation as set forth in the district’s Policies and Procedures Manual. The 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 included students with disabilities. The Charter School 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. Our population of students with disabilities is 13%. This includes RSP (Resource Specialist Program) and Special Day Program (SDP). The current District-wide average percentage of students with disabilities is 10-13%. The Charter School’s outreach efforts should be geared toward aligning with the District-wide average. The 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 provide the Charter School with MCD reports indicating the range of services and number of students served at individual 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 charter school if the district determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations of the Modified Consent Decree.
In the event that a parent or guardian of a student attending the Charter School initiates due process proceedings, both the Charter School and the District will be named as respondents. Whenever possible, the District and the 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 Charter School including the District’s Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. The 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 for Special Education

The 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 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. The Charter School will contribute their fair share of SELPA-wide unfunded special education costs from their general purpose block grant monies.

5. District Responsibilities Relating to 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 Charter School staff.

Evidence That the Proposed Instructional Program Will be Successful with the Charter’s Targeted Population

Evidence shows that the proposed instructional program will be successful with the Haynes Charter for Enriched Studies’ targeted population based on data relating to our current instructional program and our current level of achievement with our student population. With a focus on evolving and proven best instructional practices, Haynes Charter for Enriched Studies' API has met and exceeded District goals for the past five years.
Each year, teachers implement a challenging differentiated standard based curriculum. Strides have been made with our English Language Learner population as evidence by 31.4% being reclassified in the year 2010-2011. Teachers utilize ongoing assessments, collaboration, the ELD Treasures program and team teaching to ensure our ELL student’s progress in a solid foundation of listening, speaking, reading, and writing. Our socioeconomically disadvantaged student population scoring proficient and advanced in English Language Arts as increased from 43.4% to 58.8% over the last four years.

All teachers, with direction from administration, adhere to each individual student’s IEP. Student Success Team meetings are conducted as needed for students who are having difficulty accessing the academic curriculum successfully. Student Success Teams use the Response to Intervention (RTI) model to assist teachers to employ a hierarchy of intervention strategies with the goal of scaffolding a successful academic experience to meet and/or exceed grade level standards.

We are dedicated to identifying and addressing the needs of our gifted and talented and high achieving population by employing experiential learning and differentiated instruction. As a result, 100% of our GATE students have scored proficient or advanced on the CST over the last several years. An integral part of Haynes Charter for Enriched Studies instructional program is a cohesive and visionary, ever evolving dedication to providing enriched learning experiences throughout the core curriculum. These steady increases in achievement for our target subgroups are evidence that the Haynes Charter for Enriched Studies proposed instructional program will continue to be successful with our target populations.

**Textbooks and Other Instructional Resources**

Haynes Charter for Enriched Studies utilizes the same textbooks as other typical LAUSD schools. Haynes Charter for Enriched Studies reserves the right to modify and adapt these programs, as well as to adopt different materials, to best meet the needs of the students, as identified by the teachers and administration of Haynes. Haynes Charter for Enriched Studies will only use State of California adopted textbook materials as the primary source for instruction. Textbooks and other instructional resources are listed below.

MacMillan/McGraw-Hill California Treasures  
Read Naturally  
Core Literature  
Phonics and Friends  
Raz Kids  
Wordly Wise  
Explode the Code  
Reading A-Z  
DOLCH sight word activities  
Fluency Formula
Teacher Recruitment

Teachers will be recruited in accordance with District policy, procedures and collective bargaining agreements. Applicants will be asked to apply in accordance with Personnel Commission and District policies. An interview process will include Haynes Charter for Enriched Studies’ designated hiring committee. All full-time classroom teaching positions at Haynes Charter for Enriched Studies shall be filled by NCLB highly qualified credentialed employees.

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
- Special Education (i.e. Strategies for teaching students with autism and ADHD)
- Gifted and Talented Strategies
- Art
- Discipline
- Social Studies

Teachers will attend conferences, seminars, and classes according to interest and expertise areas.

Academic Calendar and Special Events

Haynes Charter for Enriched Studies will follow the traditional LAUSD instructional calendar. Haynes Charter for Enriched Studies will file a minimum and shortened day schedule with the Local District Superintendent on a yearly basis as a typical LAUSD elementary school. Haynes Charter for Enriched Studies students in grades K-5 receive 320 instructional minutes on Mondays, Wednesdays, Thursdays, and Fridays. On
Tuesdays, banking days, students receive 260 instructional minutes. On minimum days, students receive 250 instructional minutes. Since Haynes Charter for Enriched Studies offers programs with other professionals, such as music class and physical education, as well as a flexible grouping program, grade level academic program schedules may vary, but will meet all time requirements for each subject area. The instructional schedule is designed to fulfill the California Ed Code requirements, as set forth in Education Code 47612.5.

**LAUSD Calendar Draft for the 2012-2013 School Year**

- **First Day of Instruction**: Tuesday, August 14, 2012
- **Admissions Day**: Friday, August 31, 2012
- **Labor Day**: Monday, September 3, 2012
- **Unassigned Day**: Monday, September 17, 2012
- **Unassigned Day**: Wednesday, September 26, 2012
- **Veteran’s Day**: Monday, November 12, 2012
- **Thanksgiving**: Thursday and Friday, November 22-23, 2012
- **Winter Recess**: Monday, December 17, 2012 – Friday, January 4, 2013
- **Dr. Martin Luther King’s Birthday**: Monday, January 21, 2013
- **President’s Day**: Monday, February 18, 2013
- **Spring Recess**: Monday, March 25, 2013 – Friday, March 29, 2013
- **Cesar E. Chavez Birthday**: Monday, April 1, 2013
- **Memorial Day**: Monday, May 27, 2013
- **Last Day of Instruction**: Tuesday, June 4, 2013

**Special Events Calendar at Haynes**

- Back to School Night
- Halloween 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)
**Bell Schedule**

**Regular Days**

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<tr>
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**Professional Development Banked Days**

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**Minimum Days**

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**How our instructional program will meet the needs of our diverse population**

**English Language Learners**

Haynes Charter for Enriched Studies will use the LAUSD Master Plan for the Education of English Language Learners as a guide to provide opportunities for non-English speaking students to become proficient in English. Based on their response to the Home Language Survey at the time of enrollment, parents are informed that their child’s English proficiency will be assessed using the CELDT to determine identification and eligibility for EL 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 “Treasures ELD Program” as well as other supplementary materials. Additionally, teachers have been trained in effective classroom practices (such as SDAIE) for meeting the needs of ELL students and receive ongoing professional development to further knowledge of current research and strategies. The goal is to help English Language Learners, master academic standards in all areas of curriculum, and to develop self-esteem and a positive self-concept.

The EL coordinator is responsible for EL monitoring and updating SIS data for English Learners. Currently, Haynes Charter for Enriched Studies uses California Treasures as well as other supplementary materials as the primary curriculum for English Learners. Haynes Charter for Enriched Studies has a typical 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.

**Socioeconomically Disadvantaged Students**

With 26% of students identified as socioeconomically disadvantaged (approximately 111 students) Haynes strongly supports this at-risk population. Students are identified through the free and reduced meal program. Of these students 58% scored in the proficient to advanced range on the ELA portion of the 2011 CST. In mathematics, 80% of these students scored in the proficient to advanced range. 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 from Sterling interns
- Direct instruction of social skills in the classroom
- PTO sponsored food, clothing, and toy donations

Haynes Charter for Enriched Studies will ensure that all students are provided with the necessary tools and nutrition to succeed academically and socially.

**Gifted and Talented Learners**

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 try to 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 Ravens. 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 CST 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. As an affiliated charter school, Haynes Charter for Enriched Studies will complete a fee for service form to be sent to the Charter Office for approval and then to the LAUSD GATE office for screening for both our intellectual testing and our High Achievement/Specific Academic Ability identification.

At Haynes, 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. 100% of our identified Gifted and Talented students scored at proficient or advanced on the CST in the 2010-2011 school year.

**Underachieving /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. CST 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 September, a combination of beginning assessments, inter-grade level input, and CST 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’ 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 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. Additionally, RTI funds are used to hire a fully credentialed substitute teacher who helps students across the grade levels twice 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 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 CST scores, initial assessments, inter-grade level meetings, periodic assessments, information available through “My Data”
- Daily Learning Center
- Response to Intervention
- RSP Time
- Homework Club

The end goal of all our programs for this targeted group of students is proficiency on the CST 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 CST in a single school year. Using test data and teacher input, teachers provide a list of students who need early intervention to the next grade level. Intervention for underachieving students can then start immediately at the beginning of the school year.
ELEMENT 2 – MEASURABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b) (5) (B)

Specific, Measurable, and Realistic Student Achievement Targets

Academic Performance Index/Adequate Yearly Progress/CST scores

As an LAUSD neighborhood school with affiliated charter status, Haynes Charter for Enriched Studies’ achievement shall be measured and analyzed in the same manner as other LAUSD elementary schools, using the CST as a measure to determine growth and achievement.

The California Department of Education provides API reports as part of the Accountability Progress Reporting (APR) system. The APR system provides an integrated approach to reporting results for the state and federal accountability requirements and includes information about Haynes Charter for Enriched Studies and its numerically significant subgroups. Haynes Elementary Charter will continue to rely on the API information to implement this charter.

Haynes Charter for Enriched Studies has experienced double digit growth in California Academic Performance Index scores over the last four years in all subject areas. Haynes Charter for Enriched Studies will continue to strive for improvements in the California Academic Performance Indexes for English Language Arts, Mathematics, and fifth grade Science.

Haynes Charter for Enriched Studies will strive to meet or exceed the AYP 2013-14 targets (74% in English Language Arts and 82% in Mathematics) set by the state of California for all of our subgroups.
Below is a comparison of Haynes Elementary, Los Angeles Unified, and the State of California. The API is used in meeting state requirements and as one of the federal AYP (Adequate Yearly Progress) requirements under NCLB.

### Haynes API

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### LAUSD API

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### State API

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<td>Growth API</td>
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<td>742</td>
<td>755</td>
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### AYP/CST Subgroups

The academic achievement outcomes to be measured by Haynes Charter for Enriched Studies will focus on student’s development of basic skills and conceptual understanding of the four core content areas of English/Language Arts, Mathematics, Science, and Social Studies (in addition to ESL for qualifying students). Outcomes will include knowledge acquisition, problem solving, and reasoning skills in each of the core content areas. The measurable outcomes in all academic areas will be aligned with California State Standards. In addition to meeting the California AYP goals for English Language Arts and Mathematics, Haynes Charter for Enriched Studies will strive to meet the AYP goals set forth by the state for all subgroups.

At Haynes, subgroups have surpassed the AYP proficiency targets in each of the last four years, with the exception of the English-Language Arts category for the Socioeconomically Disadvantaged subgroup in the most recent reporting year. The percent of Socioeconomically Disadvantaged students scoring proficient/advanced in English-Language Arts has increased from 43.4% to 58.8% over the last four years, but fell short of the 2010-11 target of 67%. Haynes Charter for Enriched Studies will continue to focus on subgroup improvements, providing needed intervention to increase their proficiency/advanced scores.
**Periodic Assessments**

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

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 CST, 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-teach, re-teach, 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.

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.

**Gifted and Talented Learners**

Haynes Elementary Charter is an SAS school which strives to identify and support students who are gifted and high achieving. Students are identified through teacher observation and recommendation, district approved tests, and review of student performance on the CST tests. Haynes classroom curriculum includes differentiated learning; project oriented learning, critical thinking activities, and problem solving using multiple perspectives. Students are assessed using rubrics/criteria charts, performance assignments, student work samples and teacher observation.

**At Risk Learners**

In an effort to support proficiency for all students, the principal and teachers will compile an ongoing record to follow students at risk, including those scoring in the Basic, Below Basic, or Far Below Basic categories. This record will assist teachers in team planning during grade level meetings and in identifying students for needed intervention. It is the goal of the instructional program to have students score in the proficient or advanced range on the CST and teachers will utilize appropriate teaching methodologies and best practices to meet the needs of each at risk learner.
English Language Learners

In accordance with LAUSD policy, all EL students will be held to the high expectations of completing one ELD level per year and advancing one level per year on the CELDT. EL Students will be identified through the use of the LAUSD home language survey, teacher observation, and the CELDT test. Students not identified EO and IFEP, will take the CELDT annually and need to move through the LAUSD EL portfolio levels 1--5. Haynes Charter for Enriched Studies’ goal is to increase the percentage of English Learners scoring early advanced and advanced on the CELDT as well as on the CST annually.

Anticipated Skills and Knowledge Outcomes

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.
ELEMENT 3 – METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

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

Student outcomes are measured through ongoing diagnostic, formative and summative 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 CST 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, Treasures diagnostic tests, and HSP 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 CST, as well as those scoring strategic and intensive on the DIBELS Reading assessment.

Additionally, data from the periodic Treasures Assessments, CORE K12, HSP 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.

ESL 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 is committed to improving outcomes for students historically at risk and developing ways to decrease the achievement gap among these populations. Teachers at Haynes will use a State Adopted ESL program to deliver a high quality, rigorous ESL program for qualifying students. In keeping with LAUSD policy, ESL 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 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. CST 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.
**Testing – LAUSD Specific Language**

Haynes Charter for Enriched Studies follows District required testing calendars and procedures through the use of all state mandated assessments. CELDT tests will be taken by students who have a language other than English indicated by the parent on the Home Language Survey.

Haynes Charter for Enriched Studies agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Haynes will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.
ELEMENT 4: GOVERNANCE

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

Petition for Affiliated Charter Status

Haynes Elementary School is an elementary school grades K-5 that proposes to be converted to an Affiliated Charter within the Los Angeles Unified School District and to be known as Haynes Charter for Enriched Studies. As an Affiliated Charter, Haynes Charter for Enriched Studies shall follow all established LAUSD policies and guidelines.

Haynes Charter for Enriched Studies Governance Council

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

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

Haynes Charter for Enriched Studies shall maintain a Governance Council that will be the chief site-based decision-making body for the school under the authority of the Local District Superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education. The Governance Council shall be governed in its operations and its actions by the charter petition and the Bylaws of the Governance Council of Haynes Charter for Enriched Studies, which can be revised as approved by LAUSD.

The Governance Council shall meet at least six times during the traditional school year to discuss policy and make decisions on the direction for the school. All teachers, parents, and community members are encouraged to attend council meetings. Subject to LAUSD policies and procedures, the Council shall have authority for aspects of its operation including, but not limited to, the development and implementation of policies
related to curriculum, personnel consistent with District policies and procedures and collective bargaining agreements, professional development, categorical block grant budget and finance, site-level scheduling, community relations, classroom usage (within District policy), use of the school site (within District policy), safety, discipline, charter revision subject to District approval, dispute resolution (within District policy), appointment of school representatives to external organizations, and interactions with LAUSD. It will be the Governance Council’s responsibility to perform a school evaluation based upon the measurable goals and terms outlined in this charter.

A. **Process which Ensures Staff, Student and Other Stakeholder Involvement**

Parents play a very active and important role in our school, and continuing this strong partnership will ensure the success of Haynes Charter for Enriched Studies. This collaboration greatly enriches both our academic and social program. Because parents are and will be involved in all levels of decision-making at Haynes Charter for Enriched Studies, their participation will help to fulfill our promise of a well-rounded and effective education for all children. At least one elected parent representative will serve on each of the school’s Governing and Executive Committees, including but not limited to: personnel, curriculum, District Advisory Committees, Budget, Safe and Healthy School, Core Academics, Technology, Arts, Professional Development, Facilities, and Schoolwide Positive Behavior Support. Parents attend monthly parent meetings where they elect their own officers and representatives and where they set goals for their participation. By participating in the process, parents will learn skills related to teaching their children, planning, budgeting, management, and problem solving. The principal will attend parent meetings.

B. **Methods by Which Schools Consult with Parents and Teachers Regarding School’s Educational Program**

**School Governance**

Involvement in the Governance Council and the various governing council committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school’s educational program. This will enable us to continue meeting the unique and changing needs of each Haynes student. All Governing Council and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email blasts), and an agenda of each meeting will be posted publicly (at the school site and on the school’s website) at least 24 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any “public comments” period will be added to a later agenda for official discussion. Haynes Charter for Enriched Studies will comply with the Brown Act. Minutes of meetings will also be posted on the school campus in the main office, and on the website. The foregoing meeting requirements will be subject to any exceptions permitted under the Brown Act.
Additional Parent Involvement Opportunities
Parent involvement is key to the success of the school, with opportunities for both parents who stay at home and those who work full-time. These opportunities include events such as: Ice Cream Social/Meet Your New Teacher event, Back-to-School Night, Open House, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification/Green Team, Math Night, Read Across America, field trips, Cultural Heritage Festival, assorted fundraising/community building PTO events, frequently updated school email/website information, and the monthly PTO meetings. Haynes also announces opportunities by automated phone calls (ConnectEd). Teachers communicate during weekly collaboration meetings, professional development meetings, and regular faculty meetings. Parents are an essential link in making the school a vital part of the community, and in fostering the diversity and excellence of Haynes’ enriched educational program. A parent’s inability to participate does not impact admission for enrollment.

C. Decision-Making Process and Organizational Chart

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

D. Compliance with all Laws Relating to Public Agencies in General, all Federal Laws and Regulations and State Codes Haynes Charter for Enriched Studies will comply with the Brown Act.

LAUSD Specific Language
Members of the Haynes Charter for Enriched Studies governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest. The District reserves the right to appoint a non-voting single representative to the Charter School governing council.
E. **Haynes Charter for Enriched Studies’ Relationship with District/County**

The Haynes Charter for Enriched Studies Governing Council will work collaboratively with the Local District and District to determine the applicability of District policies and procedures to Haynes Charter for Enriched Studies. Haynes will continue its operation as a fiscally affiliated charter school. Haynes Charter for Enriched Studies will work collaboratively with the District to ensure all programs, services, and future needs are funded.

F. **Process for Amendments to Charter**

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

Haynes Charter for Enriched Studies, a school for advance studies, is currently a high-achieving elementary school in Local District 1 and will continue to pursue innovative, pioneering ideas that can serve as a model for other schools within all of LAUSD, both in addressing the implementation of innovative curriculum and instructional techniques, and in supporting those students who may need additional attention and intervention to succeed. We do this by providing additional educational resources such as:

- Targeted instruction by certificated teachers for identified students not meeting benchmark
- Class-size reduction teachers
- Learning Center
- Additional support by paraprofessionals

All of these pursuits stem from the interest and support of the leaders of our school, thereby ensuring the active participation of parents, teachers and administrators as stakeholders in the educational process.

G. **Articles of Incorporation and Bylaws of Nonprofit Corporation**

Since we are applying to convert to an affiliated charter school, we do not need to submit articles of incorporation and bylaws of a nonprofit corporation. We have however submitted the Bylaws of the Governance Council (Appendix 2).
H. Selection Process of Council Members and Relevant Governance Council

Members of the Governance Council shall serve two-year terms: one-half of the teacher members and one-half of the parent members will be elected each year. The voting members of the Governance Council shall include representatives from the school’s various constituencies. 5 staff members and 1 alternate teacher representatives, who shall be elected from and by the credentialed teachers employed at the school, which will include:

- The Principal
- UTLA Chapter Chair
- Two Certificated Representatives (to be elected by certificated staff)
- One Classified Representative (to be elected by classified staff)
- 5 parent members – elected by parents of Haynes’ students

There shall be up to four (4) alternate parent Council representatives designated. The “First” alternate shall be the alternate with the most votes as compared to the other alternate(s). All vacant seats shall be filled within one month by a special election called by the Governance Council Chair.

Executive Committee

Haynes Charter for Enriched Studies will have an Executive Committee comprised of the principal, one teacher elected yearly by the teachers who are voting members of the Governance Council, and one parent elected yearly by parents who are voting members of the Governance Council. Vacancies on the Executive Committee shall be filled immediately.

The Executive Committee shall:

- Set the agenda for Governance Council meetings
- Refer issues to the Governance Council or its committees

The Executive Committee may not exercise the authority of the Governance Council. The Executive Committee will normally meet weekly but may convene more or less frequently as necessary to conduct its business. Members of the Governance Council shall excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest. Such conflicts may arise whenever a Council member may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governance Council. Council members shall either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governance Council determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governance Council by any person.
Haynes shall comply with LAUSD’s policies and regulations regarding ethics and conflicts of interest in their decision making process.

**Role of Committees**

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

Committees may include but are not limited to:

- Curriculum
- Personnel
- District Advisory
- Finance/Budget
- Facilities/Safety
- Technology
- Arts

Other committees will be formed as the need arises. Additional committee members will be volunteers based on interest and expertise. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Governance Council Chair and/or The Governance Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Haynes Charter for Enriched Studies Governance Council Chair will appoint a chairperson. The Council, as needed, will determine committee meeting dates and times and all committees will comply with the Brown Act.

I. **Grievance Procedure for Parents and Students**

As a District affiliated charter, Haynes Charter for Enriched Studies shall comply with District’s Grievance Policy and Procedure for Parents and Students.

J. **LAUSD Charter Policy – LAUSD Specific Language**

The Haynes Charter for Enriched Studies will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time.
K. **Responding to Inquiries – LAUSD Specific Language**

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

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

L. **Notifications – LAUSD Specific Language**

Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Haynes Charter for Enriched Studies.
Haynes Charter for Enriched Studies Organizational Flow Chart

LAUSD

Local District 1

Haynes Governance Council

Personnel
Curriculum
District Advisory Committees
Finance/Budget
Coordinated Safe and Healthy Schools

Core Academics
Technology
Arts
Professional Development
Facilities, Health and Safety
Schoolwide Positive Behavior Support

Haynes Charter for Enriched Studies
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

Haynes Charter for Enriched Studies believes that all persons are entitled to equal employment opportunity. Haynes Charter for Enriched Studies shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

Haynes Charter for Enriched Studies will abide by District policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendations to the Local District Superintendent who will make the final decision. Haynes Charter for Enriched Studies has a policy of recommending the most qualified candidates in all job positions for employment. All full-time classroom teaching positions at Haynes Charter for Enriched Studies shall be filled by NCLB highly qualified credentialed employees. All administrative positions at Haynes Charter for Enriched Studies shall be filled in accordance to District and personnel commission policies and filled by individuals with the appropriate credentials for such administrative positions. Credentialed administrators will be recommended to the Local District Superintendent for a final determination. While Haynes Charter for Enriched Studies recommends employees through an interview process and in accordance to District and personnel commission policies, the District is the employer and all candidates must be processed through the District. As an affiliated charter school, Haynes Charter for Enriched Studies will abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99 and other collective bargaining units and LAUSD. All employees shall be compensated according to District contracts and the respective collective-bargaining agreements. Staff is subject to District decisions regarding reduction in force and layoffs.

LAUSD credential office will maintain all copies of teacher and administrative credentials to be readily available for inspection. Haynes Charter for Enriched Studies teachers are able to utilize the LAUSD credential office to assist with any credential issue that might surface.

Background checks are conducted through LAUSD as the official employer of staff at Haynes Charter for Enriched Studies. Background checks are assumed by LAUSD and must take into account any and all LAUSD union contracts and collective bargaining agreements with regards to privacy and permissibility.
**Personnel**

Haynes Charter for Enriched Studies shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD – UTLA CBA must be adhered to, particularly in regard to Local School Site Council composition and responsibilities.

**Staff Selection**

**Certificated Personnel**

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

**Classified Personnel**

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

Unless the District has assigned all employees in a classification to a specific basis, Haynes Charter for Enriched Studies will have autonomy in assigning positions to specific working basis.

**Professional Development**
In addition to any District-mandated professional development, Haynes Charter for Enriched Studies shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by Haynes Charter for Enriched Studies will, in turn, be funded by the District consistent with its practice for other District schools.

**Administrative Selection Procedures**

Haynes Charter for Enriched Studies shall adhere to all applicable court mandates, state and federal laws, district and personnel Commission policies, and collective bargaining agreements with regards to recommending for selection its own administrative staff and shall not discriminate on the basis of ethnicity, national origin, religion gender, age, disability, or sexual orientation. When a principal or assistant principal is needed for Haynes Charter for Enriched Studies an Interview/Selection Committee shall be selected and approved by the Haynes Charter for Enriched Studies School Site Council. Said committee may include, but is not limited to, the UTLA chapter chair, two (2) veteran teachers of at least three years experience at Haynes Charter for Enriched Studies, one (1) parent of a current student and a classified representative whose primary duties are school based operations.

The application for a new administrator will be filed in accordance to District and personnel commission policies. The applicant(s) will be interviewed by the selection committee and the selection committee will be authorized, by consensus or at least 75% majority vote, to decide which applicant will be recommended for employment to the Local District Superintendent. Upon employment, all administrative candidates will be subject to LAUSD evaluation procedures from Local District personnel. In the event that LAUSD permanently reassigns an administrative employee of Haynes Charter for Enriched Studies, the Haynes Charter for Enriched Studies School Site Council shall be notified by LAUSD as soon as possible. Upon notification, the selection committee will begin the selection process to fill the vacant position according to the process identified above and consistent with District policies. Upon employment principal candidates will be expected to:

- provide assistance, guidance and supervision in instructional practices and curriculum development
- visit classrooms regularly and provide timely feedback on instructional practices
- provide Site for identifying goals for student achievement and to monitor and share progress of students identified at risk
- develop partnerships among students, parents, community members, teachers, and support staff
- provide timely information to teachers, parents and the school community about school affairs
• oversee the instructional program
• utilize a shared decision making format with the School Site Council and respective committees
• provide opportunities for professional growth
• assist with student discipline
• attract new resources to the school
• oversee business practices of the school
• monitor the expenditures of all school funds in accordance with federal, state and district guidelines
• maintain regular, punctual attendance
• maintain professional appearance and attitude
• evaluate performance of certificated and classified personnel in alignment with collective bargaining agreements
• maintain a school climate that ensures the safety, health and welfare of students and personnel
• attend all School Site Council meetings
• uphold all aspects of the charter and work cooperatively with the District when differences arise

Teacher Selection Procedures

Haynes Charter for Enriched Studies shall participate in the selection of its own teaching staff consistent with District policies and procedures and shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability, or sexual orientation. All full time classroom teaching positions shall be filled by NCLB highly qualified credentialed employees. Upon employment, teacher candidates will be subject to the evaluation procedures as determined by the UTLA/LAUSD contractual agreement.

Interested teacher candidates will be asked to apply in accordance with District and personnel commission policies. Candidates will submit a resume, plus letters of recommendation from former supervisors or other references. The candidate may be subjected to an informal classroom visit by members of the selection committee or asked to present a demonstration letter. Candidates are expected to demonstrate that they have read the school charter and are familiar with the goals, vision and duties expected of a teacher. Teacher candidates shall be recommended by the Selection Committee as approved by the Haynes Charter for Enriched Studies School Site Council and may include, the Principal, one (1) parent, two (2) teachers (where 1 teacher must be from the approximate grade level where the opening exists). Other non-voting members may be included on the selection committee as decided by the committee to add expertise in interviewing for the vacant position. The Haynes Charter for Enriched Studies School Site Council approves and authorizes the autonomy of said committee. The recommendation will be forwarded to the Local
Upon employment at Haynes Charter for Enriched Studies, teacher candidates will be expected to:

- provide a quality, enriched and integrated curriculum based on the school’s charter
- provide a quality, enriched and integrated curriculum that responds to the needs of English Language Learners, students with special needs, students identified “at risk” and Gifted and Talented students
- integrate technology to enhance curriculum
- comply with Individual Education Plans (IEP)
- provide continual assessment of student progress and to maintain records of such progress
- monitor and adjust classroom lessons to meet the changing needs of students
- provide an effective room environment that reflects and facilitates the academic program
- continue to work on professional growth
- provide ongoing and open communication with parents
- be an active participant in at least one aspect of school governance
- participate in grade level meetings and share best practices
- maintain regular and punctual attendance
- maintain professional appearance and attitude
- work collaboratively with peers
- attend School Site Council Meetings (when held on contractual time)

All classroom teachers will be highly qualified and have the appropriate credential issued by the State Commission on Teacher Credentialing for his/her teaching assignment. LAUSD will monitor and hold all teaching credentials and notify administration of any impending renewal requirements in a timely manner. Haynes Charter for Enriched Studies shall continue to use substitute teachers through LAUSD under current procedures.

**Plant Managers, Cafeteria Managers and Custodians**

Classified positions need to be filled in accordance with Personnel Commission rules, hiring list, rehiring list, etc. Plant managers and custodians are employees of LAUSD. When a vacancy occurs, the Haynes Charter for Enriched Studies School Site Council shall nominate a committee to interview candidates provided by LAUSD. Plant managers and custodians will perform maintenance and operations for the school site to ensure that the school is maintained and operated appropriately. The plant manager will be responsible for work schedules and procedures as provided for in the collective bargaining agreement. The plant manager will participate in LAUSD and Local District monthly meetings.
School Administrative Assistants and Office Technicians

SAA and Office Tech personnel are employees of LAUSD. When a vacancy occurs, the Haynes Charter for Enriched Studies School Site Council shall nominate a committee to interview candidates in accordance to district and personnel commission policies. The selection committee will interview the candidates and notify LAUSD of the acceptance of a candidate for employment at Haynes Charter for Enriched Studies. The SAA and Office Technicians will be responsible for duties as determined by the school principal as well as duties described in the collective bargaining agreement.

Other Staff

Haynes Charter for Enriched Studies may from time to time require Instructional Assistants or other staff when budget conditions are favorable. All instructional aides will be selected in accordance to District and personnel commission policies. All instructional aide employees will meet NCLB guidelines and be under the direct supervision of a classroom teacher with duties assigned to them by the classroom teacher and the administration. Haynes Charter for Enriched Studies recognizes that the library assistant position is a unique opportunity to enhance our curriculum and that the librarian is a major part of the Haynes Charter for Enriched Studies program. Consequently, Haynes Charter for Enriched Studies will select our own librarian according to District and personnel commission policies. The library aide position is a LAUSD position; therefore, Haynes Charter for Enriched Studies will follow the appropriate collective bargaining agreement for the library aide position.

From time to time, Haynes Charter for Enriched Studies may submit a Request for Personnel Action for professional experts. These requests must be reviewed and approved by the Haynes Charter for Enriched Studies School Site Council and appropriate paperwork will be submitted for processing through LAUSD. Haynes Charter for Enriched Studies may utilize categorical block grant funds for these requests.

All employees will be evaluated according to the collective bargaining agreements for each bargaining unit. Teacher assistants and instructional aides will be evaluated yearly using the LAUSD evaluation form. All classified staff will be evaluated in accordance with the collective bargaining agreement for each respective unit. Special education assistants will be evaluated by the principal or assistant principal on a yearly basis using the LAUSD standard evaluation form. Teachers can be exempt from the STULL evaluation process as determined by the UTLA contract and the school site administrator, typically an extension of up to 5 years can be mutually agreed upon. Administrators will be evaluated by the Local District Superintendent or designee.
ELEMENT 6 – HEALTH AND SAFETY

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

Haynes Charter for Enriched Studies will occupy the LAUSD facility/property at:
6624 Lockhurst Drive,
West Hills, CA 91307

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

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

Insurance

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

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

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

In accordance with LAUSD policy and procedure, Haynes Charter for Enriched Studies will work with the office of Risk Management and the Leasing and Asset Management
Office to secure all necessary insurance and other documents when hosting special events or when an outside party plans to use this LAUSD facility. Through LAUSD, Haynes Charter for Enriched Studies will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance, including the Certificate of Occupancy. Haynes Charter for Enriched Studies will be subject to regular safe school inspections by the LAUSD Office of Environmental Health and Safety and work to correct any corrective action notices in a timely manner. Haynes Charter for Enriched Studies will also undergo regular SARC inspections by the Complex Project Manager and will work to remedy any corrective actions in a timely manner. Haynes Charter for Enriched Studies will complete the Safe School Plan each year, file such plan with OEHS and have the plan readily available for inspection. Staff will be trained on the Safe School Plan on an annual basis. Haynes Charter for Enriched Studies conducts regular safety drills, meetings, and includes safety as part of professional development.

As an affiliated charter school, LAUSD will continue to provide services to maintain this facility and keep it in a condition conducive to a safe learning environment. Services would include regular and deferred maintenance, repair of equipment, trash removal, fire alarms, security systems, pest control, lawn and garden maintenance, asbestos management, response to trouble calls, locksmith services, plumbing services, carpenter services, school police services and other cleaning services. These services will extend into the food services area. Haynes Charter for Enriched Studies will work with the Transportation Branch and complete the safe riding practices training on a yearly basis.

As part of the processing for employment, LAUSD and Haynes Charter for Enriched Studies will require that each school employee furnish a criminal record summary as described in Education Code section 44237. Employees will also submit to a fingerprint test. These inquiries should be requested at the time of initial employment with LAUSD and kept of file with the employee’s record. As an affiliated charter school, administrators, teachers and other LAUSD employees should not have to undergo background checks or criminal record statements any more than a typical LAUSD employee would have to submit to.

LAUSD will continue to provide employees of Haynes Charter for Enriched Studies timely notices of routine and mandatory TB requirements. LAUSD will maintain and monitor staff TB clearances and send notification for updates in a timely manner.

All employees will need to update and be trained in their understanding of Child Abuse Reporting Procedures and Laws on a yearly basis. LAUSD will provide the opportunity for this training through the Learning Zone. The principal of Haynes Charter for Enriched Studies will ensure that all employees fulfill the yearly requirement and renewal procedure and understand their role as mandated reporters. All employees are mandated reporters of suspected child abuse/neglect. As such, all reporters with knowledge of or suspicion of child abuse/neglect call the appropriate law enforcement
department or the Department of Children and Family Services immediately or as soon as practically possible within 36 hours of receiving the information concerning the incident. Mandated reporters inform the principal that a report has been made.

Haynes Charter for Enriched Studies, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times. Haynes Charter for Enriched Studies implements FERPA and ensures safe and confidential securing of student records. All student records are kept in a separate room under lock and key. Access to student records is available to designated staff members. Student records when reviewed by appropriate LAUSD personnel must be signed out and a record kept as to who has viewed the records and why they have viewed them. Pupil records are available for review to the parent or legal guardian only.

All students will submit an immunization record upon enrollment. Immunizations will be entered into the SIS and maintained by both the school nurse and Haynes Charter for Enriched Studies office technicians.

The school principal will conduct and certify in accordance with LAUSD timelines that the following required actions and activities have been completed in accordance with District nondiscrimination and safety mandates, policies, and procedures:

- Anti-bullying Policy
- Child Abuse Reporting Procedures
- Code of Conduct with Students
- Crisis Team Policies
- Ethics Policies
- Hate-Motivated incidents/Hate Crimes Policy
- Injury and Illness Prevention Program Requirements
- Safe School Planning Mandates
- Section 504 and Students/Other Individuals with Disabilities
- Sexual Harassment – Employees Policies and Procedures
- Sexual Harassment – Students Policies and Procedures
- Threat Assessment Policies
- Title IX Policy/Complaint Procedures
- Uniform Complaint Procedures (UCP)
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)

Haynes Charter for Enriched Studies has elected to become an affiliated charter school recognizing that the needs of the students at Haynes Charter for Enriched Studies are different than those of a “typical” LAUSD student, but yet recognizing the value in continuing with the District to mutually benefit by shared professional development and to act as a model for reform for other LAUSD schools as well as to provide an alternative setting for parents looking beyond their home school. By remaining with the District as an affiliated charter, Haynes Charter for Enriched Studies will better be able to offer admission to students from outside the traditional attendance area. Haynes Charter for Enriched Studies also allows for “Open Enrollment” and conducts a lottery for any interested students wanting to gain admittance.

Haynes Charter for Enriched Studies conducts tours open to all parents interested in the school and what it offers. During a tour, prospective parents learn about the Haynes Charter for Enriched Studies program, the parent organization, and after school opportunities. These tours are advertised in the school newsletter, website and posted on the school marquee. Targeted areas include the school communities within the San Fernando Valley. These areas are targeted because of the potential to increase our African American and Hispanic populations. The most significant way we recruit minority students is by virtue of our reputation. Minority parents whose children have attended Haynes Charter for Enriched Studies are a great community resource in attracting potential enrollees by sharing their educational experiences at Haynes Charter for Enriched Studies. Spanish speaking school site personnel help to translate information for Spanish speaking families.

Court-ordered Integration

Haynes Charter for Enriched Studies shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratio.
Haynes Charter for Enriched Studies shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons. School officials will routinely monitor enrollment and work closely with LAUSD officials to insure that the school's minority population meets or exceed the Crawford Court Order.
ELEMENT 8 – ADMISSION REQUIREMENTS

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

Haynes Charter for Enriched Studies shall not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Haynes Charter for Enriched Studies will be non-sectarian in programs, admission policies, employment practices and other school operations. Tuition will not be charged for students attending Haynes Charter for Enriched Studies. Haynes Charter for Enriched Studies will not require any child to attend this Charter School nor hold any employee as mandated to work at this Charter School.

Haynes Charter for Enriched Studies is a neighborhood school lying within the boundaries of the Los Angeles Unified School District. Preference is provided for students residing in the LAUSD created attendance area as they are eligible to attend Haynes Charter for Enriched Studies as a neighborhood student. Haynes Charter for Enriched Studies also enrolls students through the Open Enrollment process when space is available. Parents interested in sending their children to Haynes Charter for Enriched Studies who live outside of the district designated attendance boundary are eligible to submit an application for a random public drawing. Lottery applications will be available and would need to be returned by specified dates.

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. On the designated drawing date, the principal and SAA will randomly draw the names of the candidates. Parents of lottery applicants will be notified immediately of their standing as either admitted or placement on the waiting list. The number of random applications will be determined or based upon Fall enrollment projections provided by the LAUSD office of statistics and demographics. All potential incoming students will then be divided into grade levels and their names will be drawn randomly. Each student will be assigned a number in the order in which they are drawn. Students will be accepted only if space is available in the particular grade level.

Siblings applying during the same year are pulled separately, and each application is considered separately. A sibling is not automatically provided an enrollment spot. Siblings of students who are already enrolled at Haynes Charter for Enriched Studies will be grouped together for the waitlist lottery and pulled first to provide parents the opportunity to have their children at the same school. Space is determined by availability per grade level.

A waiting list will be completed when the number of applications exceeds the number of available positions at each grade level. The waiting list will prioritize candidates according to the order in which they were drawn during the random drawing.
Haynes Charter for Enriched Studies will keep up to 10% of the enrollment capacity unfilled in each grade level for resident students who may move into the residential area during the school year. Students who are enrolled through the Affiliated Charter lottery process and the District’s SAS program need not reapply each year to stay at Haynes Charter for Enriched Studies. Haynes Charter for Enriched Studies strives to maintain a diversified student population. Participation in the lottery, when available, assists us in reaching for that goal.

**McKinney-Vento Homeless Assistance Act**

Haynes Charter for Enriched Studies will adhere to the provisions of the 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.
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)

Categorical Funds

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

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

Haynes Charter for Enriched Studies must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

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

Timing for Distribution of Categorical Block Grant Funds

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

Other Sources of Funds

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

**Administrative Fees**

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

**Payment for Other Services**

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

**Documentation**

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

**Per-Pupil Budgeting**

Where possible, Haynes Charter for Enriched Studies will have the ability to implement the District’s per-pupil budgeting model.

**Audit and Inspection of Records**

Haynes Charter for Enriched Studies agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Haynes Charter for Enriched Studies is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.
Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Haynes Charter for Enriched Studies books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

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

Haynes Charter for Enriched Studies will develop and maintain internal fiscal control policies governing all financial activities.
ELEMENT 10 – STUDENT SUSPENSIONS AND EXPULSIONS

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

As an affiliated charter school of the Los Angeles Unified School District, Haynes Charter for Enriched Studies will follow all discipline proceedings established by the District. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement and services as required by law. Any provisions in this charter petition, or Haynes Charter for Enriched Studies’ discipline process that conflict with LAUSD discipline policy and procedures, state and federal laws shall be null and void.

Haynes Charter for Enriched Studies shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures. The Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Haynes Charter for Enriched Studies implements consistent, positive behavior support. Utilizing personal responsibility, accountability and reflection, students learn to monitor their own actions and decisions. To reinforce scholarly behavior, parents, students and teachers sign a yearly pledge, based on a shared set of expectations. All students are expected to:

- Be Safe
- Be Responsible
- Be Respectful

Specific behavioral expectations are posted in all classrooms and throughout the school. The principles are reinforced and practiced by all school staff, students, and parents. Student intervention begins in the classroom, with accommodations, re-teaching of behavioral expectations, positive reinforcement, and clear expectations. Additional intervention includes office referrals, counseling with the principal, mentoring, parent conferences, adjustments of IEP (including the Behavior Support Plan), and review of 504 accommodations prior to any suspension in line with District’s policy and procedure.

Haynes Charter for Enriched Studies will follow Education Code and District policy when a suspension or expulsion is necessary. If a child requires recess restriction, they will be under the supervision of a teacher EC 44807.5. When a teacher recommends
classroom suspension, the child must have committed an act described in EC48900. The student in question may be removed from class for the day of suspension plus the following day. This student must be referred to the Principal or designee and must be placed in a supervised location that is not another regular classroom. Teachers may also ask parents to attend class, EC48900.1. A teacher may require the completion of tests and assignments missed during the period of suspension.

Suspension is preceded by an informal conference with the student unless an emergency situation exists, in which case, the conference will be held within 2 days of suspension. The student and parents/guardians/caregivers will be informed of the reasons for discipline and the evidence and shall be given the opportunity to explain or to present a defense. Written parent notification will follow the suspension and parents will meet with the principal in a conference regarding the student's behavior (see below, Administrator's Role in Suspension/Expulsion). Students at Haynes Charter for Enriched Studies will not be suspended unless other means of correction fail to bring about proper conduct. Grounds for suspension include any act listed under E.C. Sections 48900, 48900.3, 48900.4, 48900.7 or 48915. Suspensions for offenses described in EC Section 48915 (c)(1) through (c)(5) require immediate suspension from school, and immediate recommendation for expulsion if it is determined that the pupil had committed the act at school or at a school activity off school grounds.

A student may be suspended for up to no more than five consecutive school days. Suspensions shall not exceed 20 days in any school year unless the student is transferred to another school or program for adjustment purposes, in which case the number of days of suspension may be increased by 10, making the total number of suspension days from school in any school year 30. Every attempt, however, shall be made to address student misconduct by implementing interventions and alternatives to suspension. Students are subject to suspension or expulsion for offenses occurring:

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

**Rules and Procedures for Suspension and Expulsion**

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

**Grounds for Suspension/Expulsion**

In accordance with E.C. Section 48915, the principal shall immediately suspend and recommend a student’s expulsion if he or she determines that the student committed any of the following acts at school or at a school activity off school grounds:

- possessing, selling, or furnishing a firearm
- brandishing a knife at another person
- unlawfully selling a controlled substance
- committing or attempting to commit a sexual assault or committing a sexual battery
- possession of an explosive

**NOTE:** An employee of the school district must verify the student’s possession of the firearm and the principal must confirm that the student was in knowing possession of the firearm.

The principal shall recommend a student’s expulsion if he or she determines that the student committed one or more of the following acts at school or at a school activity off school grounds unless the principal also determines that expulsion is inappropriate due to the particular circumstance:

- caused, attempted to cause, or threatened to cause physical injury to another person
- willfully used force or violence upon the person of another, except in self-defense
- possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal/designee
- unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- committed or attempted to commit robbery or extortion
- caused or attempted to cause damage to school property or private property
- stole or attempted to steal school property or private property
• possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel
  ♦ However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
• committed an obscene act or engaged in habitual profanity or vulgarity
• unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
• disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
• knowingly received stolen school property or private property
• possessed an imitation firearm
  ♦ As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
• committed or attempted to commit a sexual assault as defined in Section 261, 266c, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
• harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
• unlawfully offered, arrange to sell, negotiated to sell, or sold the prescription drug Soma
• engaged in, or attempted to engage in, hazing as defined in Section 32050
• aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only)
• committed sexual harassment, as defined in California Education Code Section 212.5
  ♦ For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.
This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

- caused, attempted to cause, threatened to cause, or participated in an act of violence, as defined in subdivision (e) of Section 233
- This applies to pupils in grades 4 to 12, inclusive.

- intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and having invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment
- This applies to pupils in grades 4 to 12, inclusive.

- made terrorist threats against school officials or school property, or both

Due Process Rights for Students Prior to Suspension or Expulsion

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

Administrator’s Role in Suspension/Expulsion

If suspension is necessary, the principal shall notify the parent, remind the parent that suspension is a disciplinary action and schedule a parent conference. The principal shall inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child’s behavior. No student shall be penalized for his or her parent’s failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent at the school conference (E.C. section 48911).

The principal may suspend a student without affording him/her an informal conference only if an emergency situation exists. The term “emergency situation” means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the designated administrator shall notify both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference shall be held at the earliest time possible, but no later than two school days after the incident takes place unless the student
waives this right or is physically unable to attend. In the latter instance, the conference shall be held as soon as the student is able to attend.

**Suspension Appeal Procedures**

The principal is to advise the parents of the appeal procedures when they disagree with the suspension. The appeal may first be made to the school principal (not designee). If the parents wish to appeal the principal’s decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents’ request; during the period of appeal, the suspension remains in effect for the length of time designated. The results of the appeal may include, but are not limited to:

- sustaining the suspension in all respects
- modification of penalties imposed
- rescinding the suspension and expunging the suspension from the student’s records

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

**Expulsion Procedure**

Only the Principal of Haynes Charter for Enriched Studies can recommend that a pupil be expelled.

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

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

The LAUSD Student Discipline Proceedings Unit is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights. A student may be expelled without suspended enforcement and therefore not be allowed to attend any LAUSD school or program during the term of expulsion.
Pupils who are expelled from Haynes Charter for Enriched Studies shall be given a rehabilitation plan upon expulsion as developed by the LAUSD Discipline Unit at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the LAUSD Board to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil’s readmission is also contingent upon the capacity of the Charter School at the time the pupil seeks readmission.

Therefore, in the event that a student requires expulsion, Haynes Charter for Enriched Studies will work with LAUSD and consider BUL-4655, March 13, 2009 as the guiding practice for expulsion. Haynes Charter for Enriched Studies will notify the Local District Superintendent of any potential expulsion case and provide the LAUSD Superintendent with a copy of the case file for review. It will be the Local District Superintendent that will review the case and prepare the recommendation to expel the student. Haynes Charter for Enriched Studies will cooperate fully as indicated above with LAUSD in preparing the file for student expulsion and participate and cooperate with the Board decision on the plan for rehabilitation.

Whenever a suspension occurs, the principal is to advise the parents of the appeal procedures when they disagree with the suspension or recommendation. The appeal may first be made to the principal. If the parents wish to appeal the principal’s decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents’ request; during the period of appeal, the suspension remains in effect for the length of time designated. The parent shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student’s discipline records if the parents so request.

**Outcome Data**

Haynes Charter for Enriched Studies shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request in accordance with District policies and procedures.
Rehabilitation Plans

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

Readmission

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

Special Education Discipline

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

Gun Free Schools Act

Haynes Charter for Enriched Studies shall comply with the federal Gun Free Schools Act.
ELEMENT 11 – EMPLOYEE BENEFITS

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

All certificated, classified and administrative staff of Haynes Charter for Enriched Studies are employed by the Los Angeles Unified School District. All certificated and classified employees of the Los Angeles Unified School District participate in the retirement system associated with their bargaining unit and as such, all are administered by LAUSD. Haynes Charter for Enriched Studies and the employees shall have all the rights and privileges as any similar employees of an elementary school within the jurisdiction of LAUSD.

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

As LAUSD employees, administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.
**ELEMENT 12 – 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)

Pupils who choose not to attend Haynes Charter for Enriched Studies, a neighborhood school, may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Each pupil enrolled in Haynes Charter for Enriched Studies has no right to admission in a non-charter District school as a consequence of charter school enrollment except to the extent that such a right is extended by the District.
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

Haynes Charter for Enriched Studies and LAUSD will abide by the Collective Bargaining Agreement in place between school employees and LAUSD.

Procedures for Dealing with Staff Issues

As an affiliated charter school, all administrators, faculty and staff of Haynes Charter for Enriched Studies are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units.

Haynes Charter for Enriched Studies shall abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99, CSEA, Teamsters, other collective bargaining units and LAUSD. The staff is subject to District decisions regarding reduction in force and layoffs.

As an affiliated school the District determines the process by which salaries, benefits, working conditions, and items, i.e., calendars, holidays, vacations, workday and year.

All provisions pertaining to leave and return rights for District union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.

If Haynes Charter for Enriched Studies closes, rights of employees are governed by District policy and applicable collective bargaining agreements.
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)

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

Any Dispute between the District and Haynes Charter for Enriched Studies shall be resolved in accordance with the procedures set forth below:

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

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

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

2. A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Local District.
ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

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

The Los Angeles Unified School District is the exclusive public school employer of the employees of Haynes Charter for Enriched Studies for the purposes of the Educational Employee Relations Act (EERA).

All classified, certificated and administrative employees of Haynes Charter for Enriched Studies will be employees of the Los Angeles Unified School District and will therefore be members of the associated unions and represented by the collective bargaining agreements for each respective unit.
ELEMENT 16 – CHARTER SCHOOL CLOSURE

“...A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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)(P)

Haynes Charter for Enriched Studies reverts back to a District traditional school in the event of a closure.

Revocation

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

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

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

Charter Renewal

Haynes Charter for Enriched Studies must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.
**Closure Procedures**

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

1. If the affiliated Charter School’s governing council voluntarily closes Haynes Charter for Enriched Studies, the LAUSD Board of Education will hold a public meeting officially closing the Charter School. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.
2. The Charter Schools Division will notify the California Department of Education that Haynes Charter for Enriched Studies has closed and the effective date.
3. Upon closure, all of the assets of Haynes Charter for Enriched Studies are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.
4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of Haynes Charter for Enriched Studies upon closing.
5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of Haynes Charter for Enriched Studies will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of closure.
   a. The process for transferring student records shall be in accordance with LAUSD procedures.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Haynes Charter for Enriched Studies’ right to operate as a Charter School or cause Haynes Charter for Enriched Studies to cease operation.

**Facilities**

Haynes Charter for Enriched Studies is an affiliated Charter School with LAUSD and uses LAUSD facilities on a yearly basis. Haynes Charter for Enriched Studies will not move or expand to another facility during the term of this charter. Haynes Charter for Enriched Studies will not open in any location other the present location, an LAUSD owned property, at: 6624 Lockhurst Drive, West Hills, CA 91307.
Charter Petitioner or Developer (affiliated charter): Haynes Charter for Enriched Studies

Charter Management Organization: N/A

Petitioner’s Mailing Address: 6624 Lockhurst Drive
West Hills, CA 91307

Proposed Charter School Location: Same as above

Names of District school sites near proposed location – Lockhurst El., Pomelo Charter, Welby Way Charter

LAUSD Attendance Area: Local District 1

Proposed Charter School to be located within the boundaries of LAUSD: Yes

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

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

**District-Owned Facilities**

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

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

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may
disrupt or prevent Haynes Charter for Enriched Studies from conducting its educational programs. If Haynes Charter for Enriched Studies will share the use of LAUSD facilities with another LAUSD user group, Haynes Charter for Enriched Studies agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

As a condition to the approval of the charter petition Haynes Charter for Enriched Studies will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

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

- **Use.** Haynes Charter for Enriched Studies will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Haynes Charter for Enriched Studies.
- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Haynes Charter for Enriched Studies for use. Haynes Charter for Enriched Studies, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Haynes Charter for Enriched Studies shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**

**Pro Rata Share**

LAUSD shall collect and Haynes Charter for Enriched Studies shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and Taxes; Assessments. Generally, Haynes Charter for Enriched Studies shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or the Charter School's legal or equitable interest created by the use agreement.
Maintenance & Operations Services

In the event LAUSD agrees to allow Haynes Charter for Enriched Studies to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Haynes Charter for Enriched Studies.

Co-Location

If Haynes Charter for Enriched Studies is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Haynes Charter for Enriched Studies shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

Sole Occupant

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

Real Property Insurance

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

Facility Status

The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for

Haynes Charter for Enriched Studies
building and safety standards for the city in which Haynes Charter for Enriched Studies is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. Haynes Charter for Enriched Studies cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

**Occupancy of the Site**

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

**Health & Safety**

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

**Asbestos Management**

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