



LOS ANGELES UNIFIED SCHOOL DISTRICT

Haynes Charter for Enriched Studies

A DISTRICT AFFILIATED CHARTER SCHOOL

6624 Lockhurst Drive
West Hills, CA 91307

Renewal Charter Petition

Submitted
March 6, 2025

TERM OF CHARTER

JULY 1, 2025, TO JUNE 30, 2031

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Haynes Charter for Enriched Studies (also referred to herein as “Haynes CES”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

General Information

• The name and title of the contact person for Charter School is:	Mrs. Barbara A. Meade
• The contact address of Charter School is:	6624 Lockhurst Dr. West Hills, CA 91307
• The contact phone number for Charter School is:	818-716-7310
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Region:	North
• The grade configuration of Charter School is:	Transitional Kinder-5th Grade
• The number of students in the first year of this charter term will be:	392
• The grade level(s) of the students in the first year will be:	Transitional Kinder-5th Grade
• Charter School’s scheduled first day of instruction in 2025-2026 is:	August 11, 2025
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.	Grade Levels: Transitional Kindergarten – 5th Grade Current Enrollment: 392 students Operational Capacity: 422 students (Determined annually by LAUSD in accordance with district policy)

<ul style="list-style-type: none"> • The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: 	<i>Traditional</i>
<ul style="list-style-type: none"> • The bell schedule (e.g. daily hours) for Charter School will be: 	<i>Monday, Wednesday, Thursday, Friday:</i> <i>8:00 AM – 2:30 PM</i> <i>Tuesday (Banked Day):</i> <i>8:00 AM – 1:30 PM</i>
<ul style="list-style-type: none"> • The term of this Charter shall be from: 	<i>July 1, 2025-June 30, 2031</i>
<ul style="list-style-type: none"> • If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved: 	<i>July 1, 2025-June 30, 2027</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Haynes Charter for Enriched Studies is a high-performing, District-Affiliated Charter School located in a residential community in the West San Fernando Valley. As an LAUSD affiliated charter, we are committed to maintaining our reputation as a premier educational institution while expanding opportunities for students from diverse backgrounds.

From 2020 to 2025, enrollment has steadily increased, with a waiting list of over 300 non-resident students from Transitional Kindergarten through 5th grade. As a School for Advanced Studies (SAS), full inclusion school for enriched studies, we provide a rigorous academic curriculum that meets the needs of high-achieving students, English Learners, and students with disabilities.

Technology-infused learning across all subjects

- Comprehensive music and arts programs
- A collaborative STEAM (Science, Technology, Engineering, Art, Math) program in partnership with neighboring schools
- Inclusive instruction to support diverse learning needs
- Equitable Adaptive Language Arts & Mathematics Initiative-This program tailors language arts and mathematics instruction to each student's unique learning profile using adaptive assessments and culturally responsive strategies.

Haynes CES California Dashboard indicate that we have a problem with Chronic Absenteeism, ever since the pandemic. Our school has improved going from Red to Orange, so some of what we are doing is working.

In light of the data, our school has prioritized chronic absence efforts to reduce Chronic Absenteeism.

Attendance Plan

- We assure our staff we have accurate data with 100% attendance submittal rates school wide.
- We monitor attendance daily and keep records about who is absent daily for future follow up and data.
- Attendance team, principal, APEIS, SAA, office staff, nurse, and teachers. Will meet monthly and follow up with progress determined by data. Teams will inform teachers and staff of the attendance goals and the students that are at risk
- Outreach – following up on absences daily with personal phone calls home, progressive warning letters home, parent conferences, referral to outside resources if needed, participated in the i Attend Student Outreach Day contacting or visiting homes, and referrals to SSPT.
- Parent workshops on the importance of attendance and how it's tied to your child's academic success.
- Recognition of attendance improvement for students at weekly drawing and monthly assemblies with certificates and coupons for incentives.
- Plans for activity at school so students are excited to come to school, such as Spirit Day, assemblies, talent show, field trips, lunchtime clubs, Cultural Heritage Day, Winter Program, Steam Day, Books Blankets and Breakfast, Reading Buddies, Cool 2 B Kind playground activities every Wednesday, Pajama Day, to name a few !

These are steps we have taken and will continue to use what works to improve, and decrease Chronic Absenteeism.

Commitment to Enrichment and Community Engagement

At Haynes Charter for Enriched Studies, our staff, students, parents, and local community actively collaborate to sustain a variety of environmental, performing arts, physical education, health, and science programs.

Environmental Initiatives

- The Beautification Committee promotes environmental awareness through school-wide and community-based gardening and beautification projects.
- Climate Champion Club (won grant last year)

Performing Arts & Cultural Programs

- These groups perform at community events and school celebrations, strengthening student engagement and cultural awareness.

- Cultural Dance Performance
- Hula Dance Ensemble
- Theatre Program
- Mural and Community Collaborative Art Displays
- Yearly Talent Show
- Cultural Heritage Celebrations
- School Assemblies and Guest Performances
- Using Apps to Create Digital Presentations

Cool 2 Be Kind (C2BK) – Bullying Prevention & Kindness Initiative

Haynes Charter for Enriched Studies was the first LAUSD elementary school to support the nationally recognized Cool 2 Be Kind (C2BK) program, in collaboration with El Camino Real Charter High School (ECRCHS). The C2BK chapter at ECRCHS was founded by two Haynes alumni, demonstrating the lasting impact of our school's character education efforts.

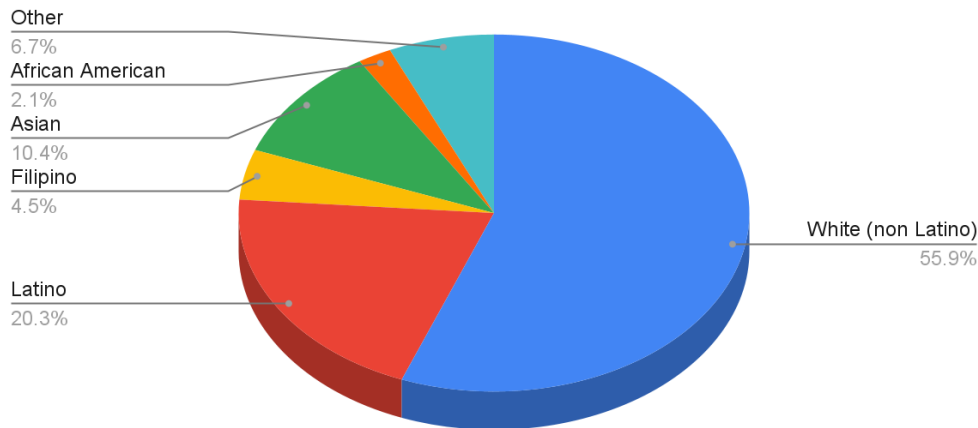
- As a feeder school to El Camino Real High School (ECRCHS), Haynes CES hosts Cool 2 B Kind (C2BK) kindness events, where students, staff, and community members take a "Pledge of Kindness" displayed on school-wide banners.
- Haynes CES students actively participate in Blue Ribbon Week, promoting daily kindness activities within the school and broader community.
- School Wide Unity Day
- Anti-Bullying Assemblies

Strengthening Community Partnerships

Haynes Charter for Enriched Studies continues to enhance community involvement, ensuring that all stakeholders experience and contribute to our mission and vision. Our collaborative approach fosters an environment where academic excellence, creativity, and kindness thrive, preparing students for success in middle school and beyond.

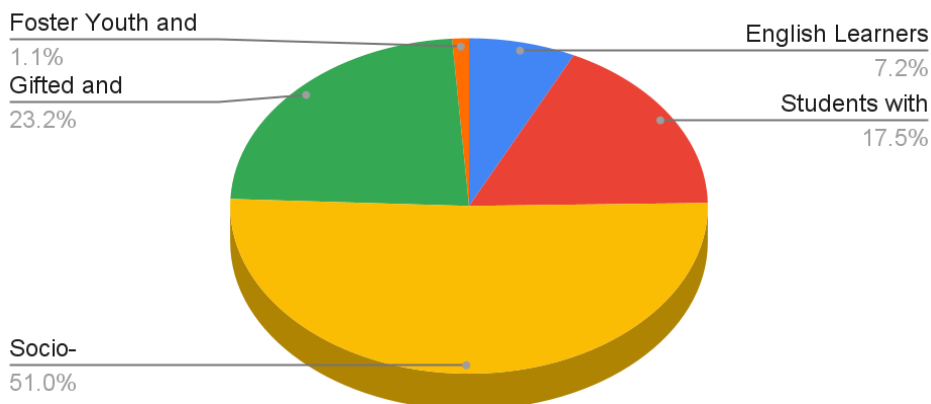
Student Population To Be Served

Student Ethnicity Subgroups (2023-2024)



As the data above shows, in the 2023-2024 school year Haynes Charter for Enriched Studies educates a total population of 392 students. Our student population is ethnically as well as academically diversified. Our student population is 55.9% white, 20.3% Latino, 10.4% Asian, 2.1% African American, 4.5% Filipino, and 6.7% identifying as two or more races. (California Dashboard, <https://www.caschooldashboard.org/reports/19647336017529/2022>)

Haynes Learner Subgroups (2023-2024)



Of the 2023-2024 student population, 23.2% are identified as gifted, 51% are socio-economically disadvantaged, 17.5% are students with disabilities, 7.2% are English Learners, and 1.1% are foster youth or homeless. (California Dashboard, <https://www.caschooldashboard.org/reports/19647336017529/2022>)B

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

Goals and Philosophy

Mission and Vision

Haynes Charter for Enriched Studies is committed to fostering a nurturing, inclusive environment where every stakeholder collaborates in the pursuit of excellence. Our mission is to empower each student to reach their full potential by building a robust foundation of skills, knowledge, and values within a progressive, safe, and child-centered setting. We envision a dynamic partnership among students, families, educators, and community members that continually adapts to enhance educational experiences and prepare learners to be resourceful, responsible, and globally aware citizens.

Institutional Goals

Our primary objective is to provide an innovative and enriched instructional program that challenges every student to embrace learning and reach their highest potential. To accomplish this, we implement curricula aligned with the Common Core State Standards, district expectations, and authentic assessments to optimize student achievement. Our classrooms incorporate innovative teaching strategies, including flexible groupings and targeted interventions, ensuring that instruction is tailored to meet the diverse needs of all learners. We prioritize interactive, hands-on learning experiences with a strong emphasis on technology integration, preparing students for success in a digital world. Additionally, we actively engage families and community members as essential partners in the learning process, fostering a supportive educational environment. To promote long-term academic success, we collaborate with local middle and high schools, ensuring a seamless and continuous pathway in public education that prepares students for future challenges and opportunities.

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

An educated individual today is a lifelong learner who embraces change and intellectual challenges. For example, our students might experiment with a simple science project

to see what happens when different colors mix or create art projects where they imagine new worlds. They are encouraged to ask questions like “Why do leaves change color?” or “How do birds fly?” and use their imagination to craft stories or design creative solutions with building blocks. Additionally, they learn to work together by collaborating on group activities, such as building a model city using tablets and hands-on materials and exploring technology through fun, interactive games. They also engage with their community by sharing cultural stories, participating in class projects about local traditions, and learning to appreciate and celebrate the unique backgrounds of their friends, all of which helps them thrive in our interconnected global society.

How Learning Best Occurs

We believe that learning flourishes in an environment marked by collaboration, enrichment, innovative teaching methods, including the use of flexible groups, active participation, and openness. Our approach is designed to engage students at various levels of Bloom's Taxonomy and incorporate depth and complexity, ensuring that Students:

- Expand their strengths and address areas for improvement through continuous exploration and discovery, applying Bloom's higher-order thinking skills like analysis, synthesis, and evaluation. (e.g., students may critique a piece of literature and relate it to their own experiences).
- Connect classroom learning to real-world applications while engaging both individually and in cooperative groups. Through Depth and Complexity, they reflect on big ideas and make interdisciplinary connections, prompting students to ask "What if?" questions and explore the multiple perspectives of problems. (For example, students might analyze community problems and create their own solutions in collaborative projects).
- Work beyond standard expectations by engaging in tasks requiring critical thinking and problem-solving skills, encouraging deep inquiry, abstraction, and hypothesizing about solutions through inquiry-based approaches and by working beyond simple recall and comprehension, such as developing hypotheses and testing them.
- Benefit from differentiated instruction provided by dedicated educators, constantly assessing students' progress through adaptive tools and assessments. This approach ensures all learners meet high expectations—adapting to each student's specific learning profile while maintaining rigor and academic excellence. Using continuous evaluation and culturally responsive pedagogies, teachers calibrate their instruction to challenge, assess, and support each student's unique academic journey. Through this model, Haynes Charter for Enriched Studies fosters lifelong learning by developing

students' ability to critically evaluate, creatively innovate, and construct meaning that connects to their lives, communities, and the wider global world.

Haynes Charter for Enriched Studies remains dedicated to providing a safe, supportive, and challenging academic arena where every student is inspired to maximize their potential and prepare for college, career, and life beyond.

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

The goals of the program at Haynes Charter for Enriched Studies are designed to develop the whole child by fostering self-motivation, competence, and lifelong learning through educational inquiry and enriched programs. Students are encouraged to take ownership of their learning, engage in critical thinking, and develop leadership skills that will prepare them for success in an evolving world.

Encouraging Self-Motivation:

Haynes empowers students to become self-motivated learners by helping them set personal goals, monitor progress, and take responsibility for their learning. For example:

- Vision boards allow students to visualize their future, setting academic and personal goals.
- Goal-setting activities, such as writing a weekly learning reflection, help students track their progress and identify areas for improvement.
- Classroom and school leadership roles, like leading morning meetings or mentoring younger students, student council, playleaders (5th grade students guiding kindergarten play during lunch recess), encourage accountability and confidence.

Building Competence and Collaboration:

Through interactive learning experiences and teamwork, students develop academic confidence and social-emotional skills. Examples include:

- Literature circles, where students collaborate to discuss books, critique reasoning, and develop strong communication skills.
- Math problem-solving groups, where students use critical thinking to explain their reasoning and work through challenges together.
- Student-led projects, such as designing a school recycling initiative, help students practice leadership, teamwork, and problem-solving.

Developing Critical and Complex Thinking:

Haynes CES fosters complex thinkers by providing opportunities for students to problem-solve, think critically, and persevere. Examples include:

- STEAM (science, technology, engineering, arts, mathematics) challenges, such as designing a bridge or coding a simple animation, encourage students to test solutions and refine their thinking.
- Debates and Socratic seminars, where students defend their viewpoints and critique the reasoning of others.
- Genius Hour projects, where students choose a topic of interest to research and present their findings to their peers.

Encouraging Creativity and Technological Innovation:

Students are encouraged to create original artistic and technological products that reflect 21st-century skills and prepare them for a competitive global society. Examples include:

- Digital storytelling projects, where students create multimedia presentations combining writing, art, and technology.
- Music, dance, and visual arts showcases, allowing students to express their creativity and cultural perspectives.
- Coding and robotics challenges, where students design and program their own interactive games or models.

By integrating inquiry-based learning, collaboration, creativity, and critical thinking, Haynes ensures that students become lifelong learners, equipped with the skills and confidence to thrive in the 21st century.

By providing opportunities for student choice, critical thinking, collaboration, and hands-on experiences, Haynes ensures that students become engaged, independent learners who are excited to continue learning beyond the classroom for years to come.

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)

GOAL #1

Academic Excellence

Our goal is to cultivate an environment of continuous improvement that propels all students toward academic excellence, as demonstrated by measurable growth in standardized assessments and enriched educational experiences aligned with the California Common Core Standards. This will be achieved through three main outcomes:

Student Performance Achievement:

Students will demonstrate significant gains in English Language Arts and Mathematics, as evidenced by improved performance on CAASPP and SBAC assessments. This outcome will reflect mastery of CCSS-aligned content and skills, ensuring that students meet or exceed established proficiency levels.

Comprehensive Course Action:

The school will provide a rigorous, standards-based curriculum in the core subjects of ELA, Mathematics, Science, and Social Studies, complemented by a robust enrichment program. This program will include innovative offerings in Computers, Dance, Music, and Physical Education, fostering both academic and creative development to prepare students for diverse future endeavors.

Data-Driven Interventions for Subgroups:

Leveraging a wide range of assessment data—including SBAC scores, iReady diagnostics, DIBELS, ELPAC, and classroom assessments—the school will implement targeted interventions for student subgroups, including English Language Development (ELD) students in both ELA and Math. These interventions are designed to close achievement gaps and ensure equitable access to high-quality instruction for every learner.

Through these strategic outcomes, our commitment to academic excellence will equip all students with the skills and knowledge necessary to succeed in an ever-evolving academic and professional landscape.

- Consistent with its charter, the school will annually maintain or increase the number of students achieving proficiency level or above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments.
- The School will meet or exceed state targets schoolwide for English Learned, Low income students, foster youth, and for all numerically significant subgroups, as required by law and the

Related State Priorities:

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

Local Priorities:

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Specific Annual Actions to Achieve Goal	
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Student Performance Achievement

- Annual Data Review & Benchmarking:
 - Convene a data team each year to review CAASPP and SBAC ELA and Math scores, alongside iReady diagnostic data.
 - Set clear performance benchmarks and target growth areas based on these assessments.
- Instructional Enhancements:
 - Integrate evidence-based, CCSS-aligned teaching strategies into classroom practice through annual professional development focused on addressing identified gaps in ELA and Math.
- Progress Monitoring:
 - Schedule periodic benchmark assessments (e.g., quarterly) to monitor student progress and adjust instructional strategies as needed.

Comprehensive Course Action

- Curriculum Review & Alignment:
 - Annually review and update curriculum maps for core subjects (ELA, Mathematics, Science, and Social Studies) to ensure ongoing alignment with California Common Core Standards.
- Enrichment Program Development:
 - Expand and refine the enrichment program by integrating courses in Computers, Dance, Music, and Physical Education.
 - Organize an annual review meeting with enrichment staff to update course offerings and ensure they complement core academic learning.
- Professional Development:
 - Conduct annual training sessions for both core and enrichment teachers to foster innovative, cross-curricular approaches that promote a holistic educational experience.

Data-Driven Interventions for Subgroups (including ELD in ELA and Math)

- Targeted Intervention Planning:
 - Each year, establish an intervention team to analyze SBAC, iReady, DIBELS, ELPAC, and classroom assessment data to identify students in need of additional support—especially focusing on ELD subgroups.
- Individualized Learning Plans:
 - Develop and update intervention plans tailored to each subgroup's needs, incorporating targeted strategies and specialized resources.
- Regular Monitoring & Adjustments:
 - Implement quarterly review sessions to evaluate the effectiveness of interventions, using data insights to refine instructional practices and intervention strategies.

- **Staff Training & Collaboration:**
 - Provide annual professional development focused on data literacy and intervention best practices, ensuring that teachers and support staff can effectively use assessment data to guide instruction.
- **Family & Community Engagement:**
 - Host annual workshops for families and community stakeholders to share progress updates and strategies, ensuring that interventions are supported both in and out of the classroom.

These actions, implemented annually, create a systematic approach to enhancing academic performance, expanding enrichment opportunities, and delivering data-driven support to all student subgroups, ultimately advancing our commitment to academic excellence.

Expected Annual Measurable Outcomes

Outcome #1:

Haynes Charter for Enriched Studies is steadfast in its pursuit of academic excellence by integrating rigorous, data-driven instruction across English Language Arts, mathematics, and language proficiency for English Learners—all in alignment with the Common Core State Standards. Our commitment is demonstrated through a comprehensive analysis of i-Ready diagnostic and progress monitoring data that shows measurable gains in literacy. Students have consistently improved in phonemic awareness, vocabulary development, reading comprehension, and writing proficiency, with a steady increase in those meeting or exceeding grade-level proficiency. These outcomes reflect our effective use of targeted interventions and personalized instruction, which have narrowed achievement gaps among all learners, including English Learners and students with disabilities.

In mathematics, our focused approach has led to significant growth in key areas such as number sense, algebraic thinking, and problem-solving. The improvements evidenced in i-Ready math assessments and classroom-based evaluations underline our commitment to building a strong mathematical foundation and enhancing students' reasoning and fluency. Targeted small-group instruction and tailored intervention programs have further ensured that every student can master grade-level mathematical concepts.

Equally important, our efforts to support English Learners have resulted in notable gains in language proficiency and reclassification rates. Data from ELPAC assessments, i-Ready reading diagnostics, and DIBELS reveal steady progress in reading fluency, comprehension, and foundational literacy skills. By integrating designated and integrated English Language Development instruction with personalized interventions, we are effectively closing language proficiency gaps and enabling English Learners to access core academic content successfully.

Moving forward, Haynes Charter will continue to leverage these rich data insights to further personalize instruction, enhance teacher professional development in CCSS-aligned strategies, and refine our intervention programs. This holistic and proactive approach ensures that every student is equipped with the academic and language skills necessary for future academic success and career readiness, solidifying our commitment to excellence as we seek charter renewal.

Metric/Method for Measuring:

Smarter Balanced Distance from Standard (DFS) Met in English Language Arts- Grades 3-5						
APPLICABLE STUDENT GROUPS	Baseline 2023-2024 (Based on most recent data available)	2024-2025	2025-2026	2026-2027 <small>(Not applicable if categorized as Low Performing)</small>	2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	2028-2029 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	28.8%	29.8%	30.8%	31.8%	32.8%	33.8%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	12.3%	13.3%	14.3%	15.3%	16.3%	17.3%
Foster Youth Students	0%	0%	0%	0%	0%	0%
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	10.6%	11.6%	12.6%	13.6%	14.6%	15.6%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	*	*	*	*	*	*
White Students	21.9%	22.9%	23.9%	24.9%	25.9%	26.9%

Metric/Method for Measuring: Smarter Balanced Distance from Standard (DFS) Met in Math - Grades 3-5						
APPLICABLE STUDENT GROUPS	Baseline 2023-2024 (Based on most recent data available)	2024-2025	2025-2026	2026-2027 <small>(Not applicable if categorized as Low Performing)</small>	2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	2028-2029 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	7.6%	8.6%	9.6%	10.6%	11.6%	12.6%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	8.8%	9.8%	10.8%	11.8%	12.8%	13.8%
Foster Youth Students	0%	0%	0%	0%	0%	0%
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	*	*	*	*	*	0%
Filipino Students	*	*	*	*	*	*
Latino Students	-15.2%	-14.2%	-13.2%	-12.2%	-11.2%	-10.2.2%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%

Students of Two or More Races	*	*	*	*	*	*
White Students	7.8%	8.8%	9.8%	10.8%	11.8%	12.8%

Metric/Method for Measuring: Reclassification Rate						
APPLICABLE STUDENT GROUPS	Baseline 2023-2024 (Based on most recent data available)	2024- 2025	2025- 2026	2026- 2027 (Not applicable if categorized as Low Performing)	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	31.58%	25+%	25+%	25+%	25+%	25+%
25	31.58%	25+%	25+%	25+%	25+%	25+%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

<p>Outcome #2:</p> <p>Our school will deliver a standards-aligned curriculum in core subjects, English Language Arts, Mathematics, Science, and Social Studies, while also integrating a comprehensive enrichment programs that include Computers, Dance, Music, and Physical Education. Through this dual approach, every student will receive a well-rounded education designed to foster academic excellence and holistic development.</p> <p>As a result of this initiative, students will demonstrate measurable academic growth through improved standardized assessments and enhanced classroom performance in core subjects. Simultaneously, participation in the enrichment programs will develop essential 21st-century skills such as digital literacy, creativity, teamwork, and physical wellness. Instruction will be delivered using data-driven practices and differentiated strategies to ensure equitable access and personalized learning experiences for all students.</p>

This integrated curriculum not only builds strong academic foundations but also nurtures creativity, physical health, and technological proficiency—preparing students for success in higher education, future careers, and an ever-evolving global society.

Metric/Method for Measuring:

Annual Review of Master and Student Schedules
Collection and Observation of Enrichment Classes

APPLICABLE STUDENT GROUPS	Baseline 2023-2024 (Based on most recent data available)	2024- 2025	2025- 2026	2026- 2027 (Not applicable if categorized as Low Performing)	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Outcome #3:

Our goal is to ensure significant academic growth for all students, with a targeted focus on subgroups including English Language Development (ELD) students in both English Language Arts (ELA) and Mathematics. By implementing a comprehensive, data-driven intervention system, we will provide tailored support through evidence-based strategies such as small-group instruction, personalized learning plans, and continuous progress monitoring. As a result, we anticipate measurable improvements in proficiency levels—with a targeted increase in the percentage of ELD students meeting or exceeding grade-level standards in ELA and Math. This initiative is designed not only to narrow achievement gaps but also to promote equity and excellence across our entire student population.

Metric/Method for Measuring:

Diagnostic Assessments, built in assessments, Student Work Samples, District Interim Block Assessments

APPLICABLE STUDENT GROUPS	Baseline 2023-2024 (Based on most recent data available)	2024- 2025	2025- 2026	2026- 2027 (Not applicable if categorized as Low Performing)	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

GOAL #2

Joy and Wellness

At Haynes Charter for Enriched Studies, we are committed to fostering a joyful, inclusive, and enriched learning environment where students feel supported, motivated, and excited to attend school each day. In alignment with LAUSD's Joy and Wellness initiative, we will improve attendance and reduce chronic absenteeism by implementing proactive strategies that nurture student well-being, create a sense of belonging, and strengthen partnerships between school, home, and the community.

Expected Outcomes:

- Increase overall student attendance by 1% by the end of the academic year.
- Reduce chronic absenteeism by 1%, ensuring more students are engaged in daily learning.
- Strengthen students' sense of joy, connection, and well-being,

Related State Priorities:

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

Local Priorities:

- ☐:
☐:

leading to a more positive school climate and higher academic success.

By embedding joy and wellness into our daily practices, we will create an environment where every student at Haynes Charter for Enriched Studies feels valued, supported, and motivated to be present every day.

Specific Annual Actions to Achieve Goal

1. Creating a Joyful and Engaging School Culture:

- Implement morning community circles, mindfulness activities, and social-emotional learning (SEL) lessons to build connections and promote a positive mindset for learning.
- Organize school-wide spirit days, student-led assemblies, and recognition programs (i.e., "Character Awards" and "Attendance Champions") to celebrate student presence and participation.
- Foster student voice and leadership by involving students in decision-making about school events and activities that enhance engagement.

2. Addressing Barriers to Attendance Through Wellness Support:

- Establish a student wellness check-in system, where staff and teachers regularly connect with students struggling with attendance and provide appropriate support.
- Strengthen counseling and intervention services, ensuring students and families have access to mental health and socio-emotional resources.
- Develop a calm corner or wellness space within classrooms where students can reset and regulate their emotions before returning to class.

3. Strengthening School-Home Partnerships to Reduce Chronic Absenteeism:

- Address attendance awareness with parents, emphasizing the importance of daily learning and routines.
- Utilize attendance incentives such as positive reinforcement, and student recognition for improved or outstanding attendance.

4. Social-Emotional Learning (SEL) Integration:

- Implement and expand SEL practices, including mindfulness, community circles, and positive behavior interventions to support student well-being.
- Conduct student wellness check-ins at least twice per academic year to assess emotional and social needs.

5. Physical and Mental Wellness Promotion:

- Enhance access to movement-based learning, recess activities, and brain breaks to ensure students engage in daily physical activity.

6. Joyful and Inclusive Learning Environment:

- Foster student engagement through hands-on, inquiry-based learning experiences that spark curiosity and excitement in all subject areas.
- Expand enrichment opportunities in the arts, STEM, and nature-based learning to promote holistic development and encourage self-expression.

7. School Community and Belonging:

- Strengthen our culture of inclusivity by celebrating diverse cultures, backgrounds, and traditions through school-wide events and classroom activities.
- Implement peer mentorship and buddy programs to build positive student

relationships and a sense of community.

Annual Monitoring & Accountability

- Student & Parent Feedback: Administer annual surveys to measure student happiness, sense of belonging, and well-being.
- Teacher Reflection & SEL Data Review: Teachers reflect on SEL practices in staff meetings and review student data to guide support strategies.
- Community Partnerships: Strengthen partnerships with local organizations that provide mental health, wellness, and enrichment resources.
- Schoolwide Recognition Programs: Implement recognition systems such as "Character Awards" to reinforce a positive school culture.
- Teachers will be given collaboration time to create lessons to be delivered within their classrooms.
- Administration will provide support and conduct classroom observations to provide actionable feedback to improve the quality of instruction.
- Set internal benchmark performance targets for all students.
- Design and deliver appropriate professional development opportunities for teachers to attend training on Common Core implementation strategies for ELA and mathematics with a focus on critical thinking, problem solving, and real world applications.
- Continue professional development for all teachers on English Language strategies with a focus on reclassification and on the SBAC and ELPAC.
- Professional development for teachers and staff will include techniques for implementing SDAIE, Bloom's Taxonomy, Depth and Complexity, scaffolding, visual realia, thinking maps, journals, and purposeful groupings to help all students' increase their ELPAC levels in order to reclassify within three to four years from the initial classification.
- Teachers will explain instructional purposes and make connections with the big ideas.
- Teachers will model appropriate use of academic language.
- Teacher's questions will be rigorous and invite student thinking.

Expected Annual Measurable Outcomes

Outcome #1: Attendance

Haynes Charter for Enriched Studies will foster a positive, engaging, and inclusive school environment that encourages consistent student attendance across all demographics. By integrating joy and wellness initiatives, students will feel a stronger sense of belonging, motivation, and connection to their school community, leading to improved attendance rates and reduced chronic absenteeism.

Measurable Indicators:

1. Increased Overall Attendance Rates
 - The school will achieve an annual increase in overall student attendance rates, ensuring that all students have equitable access to learning opportunities.

- Targeted interventions and supports will be implemented to address chronic absenteeism among at-risk student populations.
- 2. Attendance Improvement Across All Demographics
 - Attendance data will be monitored to ensure that all student groups, including diverse cultural, socioeconomic, and ability levels, experience improved attendance.
 - Culturally responsive engagement strategies will be implemented to address barriers to attendance for different student populations.
- 3. Implementation of Joy and Wellness-Based Attendance Incentives
 - The school will implement positive attendance reinforcement programs, such as classroom celebrations, recognition awards, and individual student incentives.
 - Enrichment activities, morning engagement routines, and student-driven initiatives will be designed to make school a welcoming and exciting place to be every day.
- 4. Strengthened Family and Community Partnerships for Attendance Support
 - Room Parents and PTO involvement will be expanded to help support attendance initiatives, fostering a strong school-home connection.
 - Room Parent Meetings will be used as a platform to discuss attendance trends, student engagement, and ways families can support daily attendance.
 - PTO-sponsored events and incentives will encourage students and families to feel more connected to the school community, reinforcing the importance of regular attendance.
- 5. Targeted Support for Students Struggling with Attendance
 - The school will implement early identification and intervention strategies for students who are frequently absent, including check-ins with teachers, school counselors, and support staff.
 - Peer mentorship and buddy programs will be used to help students feel connected and motivated to attend school.
- 6. Data-Driven Monitoring and Adjustments
 - Attendance data will be regularly analyzed by leadership and support teams to identify trends, assess the effectiveness of attendance initiatives, and make necessary adjustments.
 - Student and parent surveys will provide feedback on barriers to attendance and areas for improvement.

Expected Impact:

By embedding joy, wellness, and inclusive engagement strategies into the school culture, Haynes Charter for Enriched Studies will increase daily student attendance, reduce chronic absenteeism, and ensure that all students—regardless of background—feel motivated and supported to attend school consistently.

Metric/Method for Measuring:

Percent of Students with Attendance Rate of 96% or above

APPLICABLE STUDENT GROUPS	Baseline 2023-2024 (Based on most recent data available)	2024- 2025	2025- 2026	2026- 2027	2027- 2028	2028- 2029
				(Not applicable if categorized as	(Not applicable if categorized as	(Not applicable if categorized as

				Low Performing)	Low Performing)	Low Performing)
All Students (Schoolwide)	50.1%	51.1%	52.1%	53.1%	54.1%	55.1%
English Learners Students	50%	51%	52%	53%	54%	55%
Socioeconomically Disadvantaged Students	55.6%	56.6%	57.6%	58.6%	59.6%	60.6%
Foster Youth Students	0%	0%	0%	0%	0%	0%
Students with Disabilities	25%	26%	27%	28%	29%	30%
African American Students	50%	51%	52%	53%	54%	55%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	73.5%	74.5%	75.4%	76.4%	77.4%	78.4%
Filipino Students	60%	61%	62%	63%	64%	65%
Latino Students	39.4%	40.4%	41.4%	42.4%	43.4%	44.4%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	47.5%	48.5%	49.5%	50.5%	51.5%	52.5%
White Students	49.9%	50.9%	51.9%	52.9%	53.9%	54.9%

Outcome #2:

By fostering a joyful, supportive, and wellness-centered school culture, Haynes Charter for Enriched Studies will see a measurable reduction in chronic absenteeism as students feel more motivated, connected, and supported in their learning environment. Through targeted social-emotional learning (SEL) initiatives, positive reinforcement, and strong family partnerships, students will experience improved mental well-being, sense of belonging, and enthusiasm for school.

Success Indicators:

- Decrease in chronic absenteeism by 1% as students experience greater motivation and joy in attending school.
- Increase in overall student attendance rates, reflecting a more engaged and present student body.
- Improved student well-being and social-emotional health, as measured through school climate surveys, student feedback, and engagement in SEL activities.
- Stronger family-school connections, with increased participation in attendance support programs and wellness initiatives.

By embedding joy and wellness into daily routines, Haynes Charter for Enriched Studies will create an inclusive, vibrant learning environment where students thrive socially, emotionally, and academically.

Metric/Method for Measuring:**Chronic Absenteeism Rate**

APPLICABLE STUDENT GROUPS	Baseline 2023-2024 (Based on most recent data available)	2024- 2025	2025- 2026	2026- 2027 (Not applicable if categorized as Low Performing)	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	16.6%	15.6%	14.6%	13.6%	12.6%	11.6%
English Learners Students	11.1%	10.1%	9.1%	8.1%	7.1%	6.1%
Socioeconomically Disadvantaged Students	18.6%	17.6%	16.6%	15.6%	14.1%	13.1%
Foster Youth Students	0%	0%	0%	0%	0%	0%
Students with Disabilities	12.5%	11.5%	10.5%	9.5%	8.5%	7.5%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	4.8%	3.8%	2.8%	1.8%	0.8%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	16.5%	15.5%	14.5%	13.5%	12.5%	11.5%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	16.2%	15.2%	14.2%	13.2%	12.2%	11.2%

White Students	19.5%	18.5%	17.5%	16.5%	15.5%	14.5%
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GOAL #3	
<p><u>Engagement and Collaboration</u></p> <p>State Priority 3: Parental Involvement (Engagement)</p> <p>State Priority 5: Pupil Engagement (Engagement)</p> <p>State Priority 6: School Climate (Engagement)</p> <p>At Haynes Charter for Enriched Studies, we are committed to fostering a joyful, engaging, and collaborative school environment where students, families, and staff work together to support academic success, student well-being, and a strong sense of community. Through meaningful parental involvement, student engagement, and a positive school climate, we will improve attendance, reduce chronic absenteeism, and create enriching opportunities that empower every student to thrive socially, emotionally, and academically.</p> <p>This goal aligns with key California State Priorities as follows:</p> <ul style="list-style-type: none"> • State Priority 3: Parental Involvement (Engagement) – Strengthening family-school partnerships through parent education workshops, school-wide communication initiatives, and increased parent participation in decision-making bodies such as the PTA, LSLC (Local School Leadership Council), and School Site Council. • State Priority 5: Pupil Engagement (Engagement) – Increasing student participation in extracurricular activities, leadership opportunities, and engaging learning experiences that promote attendance, motivation, and school connection. • State Priority 6: School Climate (Engagement) – Creating a safe, inclusive, and positive school culture through social-emotional learning (SEL) practices, student recognition programs, and school-wide wellness initiatives. <p><i>By prioritizing wellness, collaboration, and engagement, we will cultivate a supportive, inclusive, and high-achieving educational experience where all students feel valued, motivated, and inspired to succeed. The Local School Leadership Council (LSLC) will play a key role in ensuring stakeholder voice in decision-making, fostering collaborative efforts between staff, families, and students to continuously enhance school climate, engagement, and overall student success.</i></p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	

Success Indicators:

- State Priority 3: Parental Involvement (Engagement)
 - Increase parent participation in school events, workshops, and decision-making committees (e.g., PTA, School Site Council, English Learner Advisory Committee).
 - Establish regular communication channels (newsletters, parent meetings, digital platforms) to strengthen home-school connections and keep families informed and engaged.
 - Implement parent education workshops focused on academic support, social-emotional learning, and student well-being.
- State Priority 5: Pupil Engagement (Engagement)
 - Improve student participation in school activities, leadership opportunities, and enrichment programs that promote engagement and a sense of belonging.
 - Increase student involvement in collaborative decision-making through student councils, peer mentorship programs, and classroom leadership roles.
 - Enhance student attendance and motivation by creating engaging learning experiences that incorporate student interests, voice, and choice.
- State Priority 6: School Climate (Engagement)
 - Foster a positive and inclusive school climate by implementing peer recognition programs, kindness initiatives, and student-led activities that promote respect and community.
 - Utilize school-wide social-emotional learning (SEL) practices to build strong relationships and support student well-being.
 - Increase family and community partnerships through volunteer opportunities, community service projects, and school-wide engagement events.
- Additional Indicators
 - An explanation of the school report card.
 - LSLC Meetings
 - Meaningful opportunities for providing and gathering parental input by parent surveys
 - Teaching and learning how to support the educational program.
 - The school experience survey will be communicated via the website, connect-ed, email and notices sent home to increase participation.
 - Opportunities to work as collaborative partners will be made available through the PTO, LSLC councils, and curriculum committees.
 - School implements a volunteer program where parents are welcomed to participate in their child's classroom which gives them the opportunity to be active participants in their child's education.
 - Parents will participate in our LSLC Council, standing curricular committees and will share in the school decision making process in order to improve students' achievement.

Expected Annual Measurable Outcomes

Outcome #1:

Haynes Charter for Enriched Studies will foster meaningful and active parental involvement to strengthen the home-school connection and support student success. By expanding

opportunities for parents to participate in school decision-making, attend workshops, and engage in their child's education, we will build a collaborative and engaged school community.

Success Indicators:

- Increase in parent participation in school governance and decision-making bodies, including the Local School Leadership Council (LSLC), School Site Council (SSC), and PTA.
- Higher attendance at parent education workshops and engagement events, such as curriculum nights, social-emotional learning sessions, and attendance awareness programs.
- Enhanced communication between school and families, with increased use of newsletters, school-wide digital platforms, and parent-teacher conferences to support student learning and well-being.
- Stronger parent volunteerism and involvement in school activities, including classroom support, enrichment programs, and community-building events.
- Improved parent satisfaction and sense of partnership, as measured through school climate surveys and parent feedback.

By empowering parents as partners in their child's education, Haynes Charter for Enriched Studies will create a collaborative, informed, and engaged school community that enhances student learning, well-being, and overall school success.

Metric/Method for Measuring:

School Experience Survey Parent Participation

APPLICABLE STUDENT GROUPS	Baseline 2023-2024 (Based on most recent data available)	2024- 2025	2025- 2026	2026- 2027 (Not applicable if categorized as Low Performing)	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	39%	40%	41%	42%	43%	44%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

White Students	*	*	*	*	*	*
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Metric/Method for Measuring:
Budget Survey Parent Participation

APPLICABLE STUDENT GROUPS	Baseline 2023-2024 (Based on most recent data available)	2024- 2025	2025- 2026	2026- 2027 (Not applicable if categorized as Low Performing)	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	50%	51%	52%	53%	54%	55%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2:

Haynes Charter for Enriched Studies will foster a student-centered learning environment that encourages active participation, leadership, and engagement in both academics and school life. By providing diverse opportunities for students to take ownership of their learning, participate in extracurricular activities, and develop a strong sense of belonging, we will improve overall student engagement and motivation.

Success Indicators:

- Increase in student participation in school clubs, leadership opportunities (i.e., Student Council), and extracurricular activities (i.e., Play-leading, Cool 2 B Kind Activities, Climate Champions)
- Improved student attendance and reduced chronic absenteeism, reflecting higher motivation and commitment to school.
- Higher engagement in classroom learning, as measured through student surveys, teacher observations, and participation in project-based and collaborative learning activities.

- Growth in student leadership and voice, with students actively involved in decision-making discussions through platforms like Student Council and classroom leadership roles.
- Increase in student participation in social-emotional learning (SEL) initiatives, peer mentorship programs, and school-wide community-building events.

By cultivating a positive, engaging, and inclusive school culture, Haynes Charter for Enriched Studies will ensure that all students feel motivated, valued, and inspired to take an active role in their education and school community.

Metric/Method for Measuring:

Student Participation in School Activities and Extracurriculars

APPLICABLE STUDENT GROUPS	Baseline 2023-2024 (Based on most recent data available)	2024- 2025	2025- 2026	2026- 2027 (Not applicable if categorized as Low Performing)	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100% 100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Outcome #3:

Haynes Charter for Enriched Studies will foster a safe, supportive, and inclusive school environment where all students feel valued, respected, and connected to their peers, teachers, and the school community. By promoting social-emotional learning (SEL), kindness initiatives, and a culture of respect, we will enhance the overall school climate and ensure that students thrive both academically and socially.

Success Indicators:

- Improved student sense of belonging and safety, as measured through school climate surveys and student feedback.
- Increase in positive student behavior and peer interactions, with fewer disciplinary incidents and higher participation in school-wide kindness and inclusion programs.
- Expansion of SEL programs and mindfulness activities, equipping students with self-regulation, empathy, and conflict-resolution skills.
- Greater student and family participation in community-building events, such as multicultural celebrations, wellness activities, and school spirit days.
- Stronger implementation of recognition programs, including student awards, positive behavior incentives, and classroom celebrations that promote respect, perseverance, and citizenship.

By prioritizing school climate and well-being, Haynes Charter for Enriched Studies will create a joyful, welcoming, and emotionally supportive environment where students feel safe, engaged, and empowered to succeed.

Metric/Method for Measuring:

Student Participation in Play-leading, Reading Buddies, Student Council, Cool 2 B Kind Activities, Climate Champions

APPLICABLE STUDENT GROUPS	Baseline 2023-2024 (Based on most recent data available)	2024- 2025	2025- 2026	2026- 2027 (Not applicable if categorized as Low Performing)	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%

Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

GOAL #4	
<p><u>Operational Effectiveness and Investing in Staff</u></p> <p>State Priority 1: Basic (Conditions of Learning) State Priority 2: State Standards (Conditions of Learning) State Priority 6: School Climate (Engagement)</p> <p>Haynes Charter for Enriched Studies is committed to ensuring high-quality teaching, effective school operations, and a supportive school climate by investing in professional development, maintaining a safe and well-equipped learning environment, and upholding rigorous academic standards. Through ongoing teacher training, resource allocation, and a focus on staff well-being, we will strengthen instructional practices and create an optimal learning environment that supports both student achievement and staff excellence.</p> <p>This goal aligns with California State Priorities as follows:</p> <ul style="list-style-type: none"> State Priority 1: Basic (Conditions of Learning) – Ensure that all students have access to highly qualified teachers, standards-aligned instructional materials, and a well-maintained school facility that supports a safe and effective learning environment. State Priority 2: State Standards (Conditions of Learning) – Provide ongoing professional development to equip teachers with the knowledge and strategies to effectively implement California State Standards and deliver rigorous, engaging, and differentiated instruction for all students. State Priority 6: School Climate (Engagement) – Foster a positive and collaborative staff culture by prioritizing staff well-being, team collaboration, and continuous learning opportunities, ensuring that educators feel supported and motivated to provide high-quality instruction. 	<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <div style="margin-top: 10px;"> <input type="checkbox"/> : <input type="checkbox"/> : </div>

By investing in staff, maintaining operational effectiveness, and fostering a positive school climate, Haynes Charter for Enriched Studies will ensure high-quality instruction, student success, and a thriving learning community for all.	
Specific Annual Actions to Achieve Goal	
<ol style="list-style-type: none"> 1. Investing in Professional Development: <ul style="list-style-type: none"> ○ Provide regular training and workshops on best instructional practices, social-emotional learning (SEL), and differentiated instruction to meet diverse student needs. ○ Support staff in attending conferences, collaborating in professional learning communities (PLCs), and engaging in peer mentoring to foster continuous growth. ○ Implement coaching and leadership development opportunities for teachers to enhance instructional effectiveness and career advancement. 2. Maintaining a Safe, Well-Equipped Learning Environment: <ul style="list-style-type: none"> ○ Ensure that facilities, classrooms, and technology resources are well-maintained, up-to-date, and conducive to learning. ○ Improve campus safety and wellness initiatives to create a secure and welcoming school environment for students and staff. ○ Provide students with high-quality, standards-based instructional materials that support rigorous and engaging learning experiences. 3. Fostering a Positive Staff and School Climate: <ul style="list-style-type: none"> ○ Promote staff recognition and well-being programs to encourage teacher retention and job satisfaction. ○ Strengthen collaboration among teachers, administrators, and support staff to build a cohesive, professional learning environment. ○ Ensure open communication and shared decision-making by engaging staff in discussions through LSLC (Local School Leadership Council) and professional learning teams. 	
Expected Annual Measurable Outcomes	
<p>Outcome #1:</p> <p>Haynes Charter for Enriched Studies is dedicated to providing all students with access to fully credentialed and appropriately assigned teachers, standards-aligned instructional materials, and a well-maintained school environment that fosters academic success and well-being. By ensuring that these fundamental conditions are met, we will create an optimal learning environment that supports student achievement, engagement, and equity.</p> <p>Success Indicators:</p> <ul style="list-style-type: none"> ● 100% of teachers will be fully credentialed and appropriately assigned to their teaching positions, ensuring that all students receive instruction from qualified and experienced educators. 	

- All students, including GATE (Gifted and Talented Education) students, will have access to up-to-date, standards-aligned instructional materials, including AMPLIFY Science, Eureka Math, i-Ready, and culturally responsive curriculum resources, ensuring that learning is rigorous, inclusive, and engaging for diverse learners.
- School facilities will be maintained in good repair, with regular inspections and improvements to ensure a safe, clean, and welcoming learning environment for all students and staff.
- Technology resources will be updated and accessible, ensuring that students and teachers have the necessary tools to integrate digital learning and enhance instruction.
- Increased access to academic and intervention support, including DIBELS screening, targeted small group instruction, and differentiated resources for both struggling learners and GATE students, to ensure that all students receive the appropriate level of challenge and support.

By prioritizing these basic conditions of learning, Haynes Charter for Enriched Studies will establish a strong foundation for educational excellence and equity, ensuring that every student, including gifted and high-achieving learners, has the necessary resources, instruction, and environment to succeed.

Metric/Method for Measuring:

Annual Review of School Compliance with Credentialing and Assignment Requirements

APPLICABLE GROUPS	Baseline 2023-2024 (Based on most recent data available)	2024-2025	2025-2026	2026-2027 (Not applicable if categorized as Low Performing)	2027-2028 (Not applicable if categorized as Low Performing)	2028-2029 (Not applicable if categorized as Low Performing)
All Teachers (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #2:

Haynes Charter for Enriched Studies is dedicated to the comprehensive implementation of state-adopted academic content and performance standards for all students, including English learners and gifted students. By providing targeted professional development, aligning curriculum and instruction, and ensuring access to necessary resources, we aim to enhance student achievement and prepare students for college and career success.

Success Indicators:

- 100% of teachers will participate in ongoing professional development focused on the effective implementation of California State Standards, including:
 - Common Core State Standards (CCSS) for English Language Arts and Mathematics
 - FOSS Science Curriculum
 - UFLI Curriculum
 - LETRS
 - OG
 - Heggerty
 - Next Generation Science Standards (NGSS)

- English Language Development (ELD) standards
- GATE (Gifted and Talented Education) professional development to support differentiated instruction for advanced learners
- AMPLIFY Science training to enhance inquiry-based learning
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) training to support data-driven reading intervention
- Eureka Math training to strengthen conceptual understanding in mathematics
- i-Ready training to provide targeted intervention and personalized learning paths for students
- Culturally responsive and inclusive curriculum training to ensure that instruction reflects and respects diverse student backgrounds
- Curriculum and instructional materials will be fully aligned with state standards across all subject areas, ensuring that all students, including English learners and gifted students, have access to rigorous and relevant learning experiences.
- Increased proficiency rates on state assessments, reflecting improved student mastery of state standards through high-quality instruction and intervention.
- Regular monitoring and support will be provided to ensure fidelity of standards implementation, including classroom observations, teacher feedback, and analysis of student work.

By prioritizing professional development and the effective implementation of state standards, Haynes Charter for Enriched Studies will ensure that all students receive high-quality, equitable instruction that equips them with the knowledge and skills necessary for academic success and lifelong learning.

Metric/Method for Measuring:

Annual Williams Instructional Materials Review and Certification Process

APPLICABLE GROUPS	Baseline 2023-2024 (Based on most recent data available)	2024-2025	2025-2026	2026-2027 (Not applicable if categorized as Low Performing)	2027-2028 (Not applicable if categorized as Low Performing)	2028-2029 (Not applicable if categorized as Low Performing)
Williams Instructional Materials	100%	100%	100%	100%	100%	100%
Budget Review	100%	100%	100%	100%	100%	100%
Inventory	100%	100%	100%	100%	100%	100%

Outcome #3:

Our school will sustain operational excellence by maintaining outstanding facilities inspections year after year. Through proactive maintenance, timely repairs, and ongoing staff training in facilities management and safety protocols, we ensure that our campus remains a safe, clean, and inspiring environment for both teaching and learning. This commitment not only reflects our operational effectiveness but also underscores our strategic investment in staff, fostering a workplace where excellence in education is supported by superior facilities.

Metric/Method for Measuring:

Facilities Inspections						
APPLICABLE GROUPS	Baseline 2023-2024 (Based on most recent data available)	2024-2025	2025-2026	2026-2027 (Not applicable if categorized as Low Performing)	2027-2028 (Not applicable if categorized as Low Performing)	2028-2029 (Not applicable if categorized as Low Performing)
Facilities Inspections	100%	100%	100%	100%	100%	100%

Instructional Design

Our curriculum aligns with the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) while integrating the Science of Reading, including UFLI (University of Florida Literacy Institute) and Amplify CKLA (Core Knowledge Language Arts). These structured literacy programs provide a systematic, evidence-based approach to phonics, fluency, vocabulary, and comprehension, ensuring that students develop strong foundational literacy skills that support success across all subject areas.

We believe that powerful learning is best achieved through a balanced approach that combines teacher-directed instruction with student-centered, inquiry-based learning. By incorporating project-based learning, multiple intelligences, and differentiated instruction, Haynes CES fosters an engaging environment where students take ownership of their learning and develop into well-rounded, critical thinkers.

Teaching Methodology:

Teachers at Haynes CES use current research, student data, and best instructional practices to ensure rigorous, high-quality learning at each grade level. Our varied teaching methodologies provide all students, including GATE, Special Education, English Learners, and Socioeconomically Disadvantaged students, with access to high-quality instruction that meets their individual learning needs.

Research-Based Instructional Strategies at Haynes:

- **Explicit Phonics Instruction (UFLI and Amplify CKLA):** Students engage in daily structured literacy lessons that include phonemic awareness, decoding, and fluency practice. For example, kindergarten students use letter tiles to build CVC words, while third graders apply morphology strategies to decode multisyllabic words.
- **Inquiry-Based Learning:** Students investigate real-world questions through hands-on projects, such as designing an ecosystem in science or researching historical figures for a class presentation.
- **Literature Circles:** Students collaborate in small groups to discuss Amplify CKLA texts, practicing comprehension strategies, text analysis, and critical thinking.
- **Differentiated Instruction with Depth and Complexity Icons:** Teachers adapt lessons to challenge students at various levels by incorporating open-ended questions, critical thinking tasks, and problem-solving challenges.

- Thinking Maps & Graphic Organizers: Students use visual tools to organize their thoughts, analyze information, and deepen their understanding of texts and concepts.
- Writer's Workshop: Students engage in structured writing lessons where they brainstorm, draft, revise, and publish narratives, opinion pieces, and research reports.
- Hands-On Math (Touch Math, Manipulatives, and Real-World Application): Math concepts are reinforced through interactive learning, such as using base-ten blocks for place value or measuring classroom objects for a real-world measurement lesson.
- Cooperative Learning Strategies (Think-Pair-Share, Reciprocal Teaching, and Team-Teaching): Students engage in discussions, work collaboratively to solve problems, and learn from one another through peer interactions.
- Direct Instruction and Curriculum Compacting: Teachers provide explicit instruction when introducing new concepts, while advanced students receive enrichment and accelerated learning opportunities.
- STEM & Hands-On Science: Students engage in NGSS-aligned experiments and engineering challenges, such as building a simple circuit, growing plants under different conditions, or coding a basic robot.

Technology Integration to Enhance Learning:

To personalize learning and provide targeted interventions, Haynes utilizes technology tools such as:

- iPads & Chromebooks for research, digital storytelling, and interactive learning.
- Document Cameras & smart projectors to enhance visual learning and engagement.
- Accelerated Reader (AR), Happy Numbers, IXL, and I-Ready for personalized reading and math practice.
- Educational Apps & Platforms (Schoology and Google Classroom) to support differentiated instruction.

By integrating the Science of Reading, differentiated instruction, project-based learning, and advanced technology tools, Haynes Charter for Enriched Studies ensures that students are engaged, challenged, and well-prepared for future academic success. Our approach nurtures independent thinkers, problem solvers, and lifelong learners who are confident in their ability to thrive in an ever-changing world.

Curriculum and Instruction

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

At Haynes Charter for Enriched Studies, we provide a rigorous, well-rounded curriculum that meets and exceeds California Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Our cross-grade-level planning ensures consistency in instruction, and our dedicated educators continuously refine their teaching methods to support student engagement, critical thinking, and academic success.

Language Arts: Science of Reading-Aligned Instruction

Haynes Charter for Enriched Studies follows a structured literacy approach grounded in the Science of Reading, ensuring that all students develop strong phonemic awareness, decoding, fluency, vocabulary, and comprehension skills. Our language arts curriculum includes:

- Amplify CKLA (Core Knowledge Language Arts): A research-based, knowledge-building literacy program that integrates phonics, vocabulary, fluency, and comprehension with rich literature and informational texts.
- UFLI (University of Florida Literacy Institute): A structured phonics intervention program for struggling readers, ensuring that all students have the foundational skills needed to become confident readers.
- Comprehensive Writing Instruction: Students engage in curriculum-based writing, where they develop narrative, opinion, and informative writing skills with a focus on structure, revision, and creativity.
- Reader's Theater, Role-Playing, and Drama: Interactive activities bring literature to life, helping students improve fluency and expression. Shakespeare *Midsummer Night's Dream*
- Grade-Level Core Literature Studies: Example books include *The Hundred Dresses*, *Charlotte's Web* (3rd grade), *Front Desk*, *Wonder* (4th grade), and *Esperanza Rising*, *Number the Star*, *Phantom Tollbooth*, *Tuck Everlasting* (5th grade).
- Technology Integration for Reading and Writing: Students utilize I-Ready, Read works, Newsela, Accelerated Reader, and Google Docs to supplement instruction.
- GATE Depth & Complexity Integration: Advanced students engage with Bloom's Taxonomy, Wordly Wise vocabulary enrichment, and critical thinking challenges.
- Minimum of 2 Hours Daily for ELA Instruction & 1 Hour for English Language Development (ELD).

Mathematics: Eureka Math (EngageNY)

Haynes follows Eureka Math, a concept-based program that builds deep mathematical understanding through:

- Problem Solving & Computational Fluency: Students develop strong number sense through daily number talks, real-world problem-solving, and fluency practice in addition, subtraction, multiplication, and division.

- Math Tools & Manipulatives: Students use rulers, protractors, base-ten blocks, fraction strips, and Touch Math to build conceptual understanding.
- Cross-Curricular Connections: Literature is incorporated into math using books like *The Greedy Triangle* and *Sir Cumference*.
- Grade-Level Math Projects: Examples include 100th Day of School Activities (Kindergarten), Hands-On Equations (3rd grade), Decimal Laundry Line (4th grade), Volume City, Stock Market Project, Tax Day Project, Restaurant Math (5th Grade).
- Technology Integration: IXL, Happy Numbers, Moby Max.
- Building Fact Fluency Curriculum

Science: FOSS (Full Option Science System)

Haynes follows the FOSS Science Program, a hands-on, inquiry-based approach aligned with NGSS. Students engage in:

- Three Rotations of Science: Earth Science, Life Science, and Physical Science are explored through investigations and experiments.
- Hands-On Activities: Examples include Compost Project- Decomposers, Butterfly Metamorphosis, Food-Based Rock Cycle Experiments, and Engineering Design Challenges.
- Field Experiences & Outdoor Learning: Students deepen their understanding of science through Griffith Observatory and Fulcrum Camp Day (5th grade), Cold Creek Hike (4th grade), and Chumash Interpretive Center Visits (3rd grade).
- Technology Integration: Digital resources from FOSS, BrainPop/BrainPop Jr., and Mystery Science enhance student learning.

Social Studies & History

Our history and social science program encourage students to explore past, present, and future perspectives through:

- Hands-On & Interactive Learning: Students role-play historical events (e.g., *Rosa Parks bus scene recreation*), engage in map and geography studies, and use topographic maps.
- In-Depth Grade-Level Projects: Examples include Flat Stanley Postcard Exchange (1st grade), Living Museum of Historical Figures (2nd grade), Mission Reports (4th grade), and Colonial Day (5th Grade).
- Cultural Heritage Day: A school-wide celebration that honors diversity through food, clothing, and artifact exploration.
- Field Trips: Examples include the Reagan Library, Gene Autry Museum, and California History Exhibits.

Health & Physical Education: The Body Shop

Haynes integrates The Body Shop curriculum into health and PE to promote:

- Physical Fitness & Motor Skills Development: Students engage in structured PE activities aligned with state standards.
- Social-Emotional Learning: Lessons focus on healthy relationships, self-regulation, and positive communication.
- Health & Wellness Education: Students learn about nutrition, exercise, and substance abuse awareness through interactive activities and discussions.
- School Wide Assemblies- Dairy Council, BMX Bikes for Bullying, Hula Hoop Fitness Assembly

Technology & Digital Citizenship

Haynes ensures that students develop 21st-century technology skills while promoting safe and responsible online behavior through:

- Weekly Computer Classes: Taught by a dedicated technology teacher, students learn keyboard skills, research strategies, and coding.
- Common Sense Digital Citizenship Curriculum: All grades receive instruction on internet safety, ethical online behavior, and responsible technology use.
- 1:1 Chromebook & iPad Integration: Students use devices for research, writing, and interactive learning experiences.
- Google Classroom & Educational Apps: Students collaborate using Google Docs, PowerPoint, Excel, and iMovie and enhance learning.
- STEM & Coding Opportunities: Older students engage in robotics and programming projects to develop computational thinking skills.

Visual & Performing Arts

The Visual & Performing Arts Program at Haynes provides students with creative expression opportunities through:

- Music, Art, & Theater Lessons: Provided by LAUSD arts teachers and classroom-integrated projects.
- Exploration of Famous Artists: Students study Van Gogh, Cezanne, Grandma Moses, Monet, and more, using various artistic media.
- Live Performances & Theatrical Productions: Each grade level participates in school-wide productions like *Rumpus in the Rainforest* and *The Rainbow Fish*.
- Field Trips to Cultural Institutions: Students visit MOCA, The Getty Museum, and Thousand Oaks Performing Arts Center.
- Biannual Performances: Students participate in a Winter Show and Spring Dance, showcasing their musical and Dance growth.

Comprehensive, Engaging, and Future-Ready Learning

At Haynes Charter for Enriched Studies, we are committed to providing a challenging, engaging, and well-rounded education that prepares students for success in middle school and beyond. By integrating evidence-based literacy instruction, hands-on STEM learning, arts enrichment, and digital citizenship, we empower students to become critical thinkers, problem solvers, and lifelong learners in an ever-evolving world.

Transitional Kindergarten

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

Transitional Kindergarten (TK) at Haynes Charter for Enriched Studies provides a developmentally appropriate, play-based learning environment that serves as a bridge between preschool and traditional kindergarten. As the first year of a two-year kindergarten program, TK helps young learners build foundational skills in academics, language development, and social-emotional growth through engaging, hands-on experiences.

Our TK program is designed to nurture the whole child, emphasizing:

The Creative Curriculum for Transitional Kindergarten (TK) is a play-based, research-driven approach designed to nurture young learners through hands-on, developmentally appropriate experiences.

Key Components of the Creative Curriculum for TK

1. Learning Through Play & Exploration

- Play is the foundation of the TK learning experience, allowing students to develop problem-solving skills, social interaction, and creativity in a natural way.
- Structured and unstructured play opportunities include dramatic play centers, building blocks, sensory tables, and outdoor learning experiences.

2. Social-Emotional Development

- TK students learn self-regulation, cooperation, turn-taking, and emotional expression through guided activities and interactive experiences.
- Social-Emotional Learning (SEL) curriculum to teach skills such as conflict resolution, self-awareness, and empathy.
- Daily routines, circle time, and classroom jobs help students build responsibility and independence.

3. Early Literacy & Language Development

- Foundational Literacy Skills: Following the Science of Reading approach, students engage in phonemic awareness, letter recognition, and vocabulary development through dramatic play reenactments, music, and movement support language development and creative expression.

4. Early Math Concepts

- Math manipulatives (counters, shapes, ten frames, and number lines) provide tactile learning experiences.
- Interactive games and real-world math connections help students recognize numbers and simple math concepts in their environment.

5. Inquiry-Based Science & Social Studies

- Students observe, predict, and explore the world through hands-on investigations.
- Outdoor learning activities encourage exploration of weather, seasons, plant life, and animals.
- Social studies lessons focus on community helpers, cultural awareness, and learning about themselves and their families.

6. Art, Music, & Creative Expression

- Art centers provide materials for painting, drawing, cutting, and gluing, helping students develop fine motor skills.
- Music and movement activities allow students to sing, dance, and explore rhythm, fostering language development and self-expression.
- Dramatic play centers encourage storytelling, role-playing, and social interaction.

How the Creative Curriculum Supports TK Students

- Provides a developmentally appropriate bridge between preschool and kindergarten.
- Builds social-emotional skills, academic readiness, and independence in a nurturing environment.
- Encourages inquiry, problem-solving, and creativity through hands-on, play-based learning.
- Fosters a love for learning and curiosity that prepares students for future academic success.

At Haynes Charter for Enriched Studies, our Creative Curriculum for TK ensures that students develop confidence, foundational skills, and a passion for exploration, making their transition to kindergarten both seamless and exciting!

Alignment with State Standards

Throughout the TK year, students develop kindergarten readiness skills by working toward:

- The California Preschool Curriculum Framework & Preschool Learning Foundations, ensuring that learning experiences are age-appropriate and build a strong foundation for future success.

- Common Core Kindergarten Content Standards, gradually introducing early kindergarten concepts in a way that meets each child's developmental needs.
- Differentiated Instruction, providing individualized learning experiences that support diverse learning styles and readiness levels.

At Haynes Charter for Enriched Studies, our TK program lays the groundwork for lifelong learning, ensuring that students enter kindergarten with confidence, curiosity, and a love for learning.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, Title 5, section 11960. Charter School shall comply with all applicable District policies and procedures and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

As an LAUSD affiliated charter school, Haynes CES follows LAUSD's academic calendar.

Bell Schedule

129 Regular Days - 323 total instructional minutes per day

	School Starts	Recess Starts	Recess Ends	Lunch Starts	Lunch Ends	Dismissal
Kindergarten	8:02	9:10	9:30	11:30	12:15	2:30
Grades 2,5	8:02	10:10	10:30	11:45	12:30	2:30
Grades 1,3,4	8:02	10:10	10:30	12:00	12:45	2:30

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

	School Starts	Recess Starts	Recess Ends	Lunch Starts	Lunch Ends	Dismissal
Kindergarten	8:02	9:10	9:30	11:30	12:15	1:30
Grades 2,5	8:02	10:10	10:30	11:45	12:30	1:30
Grades 1,3,4	8:02	10:10	10:30	12:00	12:45	1:30

5 Minimum Days, 253 total instructional minutes per day

	School Starts	Recess Starts	Recess Ends	Lunch Starts	Lunch Ends	Dismissal
Kindergarten	8:02	10:50	11:20	--	--	12:45
Grades 2,5	8:02	10:10	10:40	--	--	12:45
Grades 1,3,4	8:02	10:25	10:55	--	--	12:45

10 Shortened Daily Schedule, 288 total instructional minutes per day

	School Starts	Recess Starts	Recess Ends	Lunch Starts	Lunch Ends	Dismissal
Kindergarten	8:02	10:50	11:20	--	--	1:55
Grades 2,5	8:02	10:10	10:40	--	--	1:55
Grades 1,3,4	8:02	10:25	10:55	--	--	1:55

Special Events Calendar at Haynes

Back to School Night

Monster Mash

Cultural Heritage Celebration Day

Winter Musical Program

Read Across America Week

STEAM Day

Spelling Bee

Talent Showcase

Spring Dance/Open House

Various Grade Level Specific Events (for example, Theater performances)

TK/KINDERGARTEN DAILY SCHEDULE

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

1st GRADE DAILY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:02-9:00	Homeroom Social Studies Science Computers	Homeroom Social Studies Science Computers	Homeroom Social Studies Science Computers	Homeroom Social Studies Science Computers	Homeroom Social Studies Science Computers
9:00-10:10	Language Arts	Language Arts	Physical Ed. 9:30-10:10	Language Arts	Language Arts
10:10-10:30	Recess	Recess	Recess	Recess	Recess
10:30-10:55	Physical Ed.	Physical Ed.	Physical Ed.	Physical Ed.	Physical Ed.
11:00-12:00	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
12:00-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:30	Math	Math	Math	Math	Math
1:30-2:30	Art/Science/Soci al Studies/ Digital Citizenship	Art/Science/Social Studies/ Digital Citizenship	Art/Science/Socia l Studies/ Digital Citizenship	Art/Science/Soci al Studies/ Digital Citizenship	Art/Science/Socia l Studies/ Digital Citizenship

2nd GRADE DAILY SCHEDULE

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

3rd GRADE DAILY SCHEDULE

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

4th GRADE DAILY SCHEDULE

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

5th GRADE DAILY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:02-8:30	Homeroom (Health, Arts)	Physical Ed.	Homeroom (Health, Arts)	Physical Ed.	Homeroom (Health, Arts)
8:30-10:10	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
10:10-10:30	Recess	Recess	Recess	Recess	Recess
10:30-11:00	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
11:00-11:45	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:45-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
1:00-2:00	Science Social Studies	Science Social Studies	Science Social Studies	Science Social Studies	Science Social Studies
1:00-2:30	(Digital Citizenship, Health, Arts)	Pack for Early Dismissal at 1:30	Physical Ed.	(Digital Citizenship, Health, Arts)	Computer Lab
	P.E. 200 Minutes per 10 days				

Bell Schedule

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Select Y/N	129	323	39	263	5	253	10	288	183	36000	56069	20069
1	Select Y/N	129	323	39	263	5	253	10	288	183	50400	56069	5669
2	Select Y/N	129	323	39	263	5	253	10	288	183	50400	56069	5669
3	Select Y/N	129	323	39	263	5	253	10	288	183	50400	56069	5669
4	Select Y/N	129	323	39	263	5	253	10	288	183	54000	56069	2069
5	Select Y/N	129	323	39	263	5	253	10	288	183	54000	56069	2069
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

Mathematics Placement Act

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

WASC Accreditation

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

Professional Development

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

At Haynes Charter for Enriched Studies, our teachers are dedicated to continuous professional growth and actively participate in selecting areas for professional

development to enhance their instructional practices. Collaboration across grade levels ensures that teachers identify and address the specific needs of our student population. Teachers will receive dedicated banked time as outlined in Article IX-B Section 2.0, for collaborative professional development, enhancing instructional practices and student outcomes. Teachers who complete advanced training in these areas will be eligible for stipends as an incentive to encourage participation and implementation of best practices, according to Article IX-B. Banked time schedules will be communicated at the start of the school year to all staff.

Commitment to Advanced Training & Expertise

Many of our teachers have completed specialized training, including:

- Orton-Gillingham Certification, providing structured literacy instruction for struggling readers and students with dyslexia.
- LETRS (Language Essentials for Teachers of Reading and Spelling), an evidence-based program aligned with the Science of Reading.
- Gifted Symposium Training, equipping teachers with strategies to challenge and engage Gifted and Talented Education (GATE) students.
- Reading Specialist Certification (in progress), with several teachers actively working toward becoming certified reading specialists to further support literacy development.

Professional Development Focus Areas

As we move forward, teachers have identified the following key areas for ongoing professional learning:

- Technology Integration, including the use of Google Classroom, Chromebooks, iPads, and interactive learning platforms.
- English Learner Strategies, ensuring equitable access to the curriculum for all students.
- Special Education Best Practices, including strategies for teaching students with autism, ADHD, and other diverse learning needs.
- Gifted & Talented Education (GATE) Strategies, incorporating depth, complexity, and acceleration techniques.
- Teachers in the SAS program will participate in ongoing professional development focused on advanced instructional strategies, including the use of prompts for depth and complexity, as specified in UTLA Article IX-B, Section 6.0. Training schedules will be coordinated with district-approved banked time for professional development.
- Art & Creativity in the Classroom, fostering student engagement and self-expression.
- Positive Behavior Support & Classroom Discipline, ensuring a safe, structured, and nurturing learning environment.
- Social Studies Instructional Best Practices, enhancing historical thinking skills and cultural awareness.

- SBAC (Smarter Balanced Assessment Consortium) Preparation, equipping students with test-taking strategies and digital literacy skills.
- Next Generation Science Standards (NGSS) Training, integrating hands-on, inquiry-based science instruction.
- Common Core ELA & Math Strategies, aligning instruction with rigorous state standards and best practices.

Commitment to State & District Initiatives

Teachers at Haynes actively engage in professional learning through conferences, seminars, and district-sponsored workshops. State initiatives guide much of our professional development, including:

- Response to Instruction and Intervention (RTI²), ensuring differentiated instruction and targeted student support.
- Effective English Learner Instruction, supporting students through designated and integrated ELD strategies.
- Special Education Inclusion & Support, ensuring that all students receive high-quality, equitable education.
- Teachers will receive dedicated banked time as outlined in Article IX-B Section 2.0, for collaborative professional development, enhancing instructional practices and student outcomes.
- Banked time schedules will be communicated at the start of the school year to all staff.
- Teachers who complete advanced training in these areas will be eligible for stipends as an incentive to encourage participation and implementation of best practices.

Through ongoing collaboration, advanced training, and expertise in research-based instructional strategies, the educators at Haynes Charter for Enriched Studies remain leaders in innovative teaching, ensuring that all students receive a high-quality, engaging, and equitable education.

Tuesday PD Schedule

Haynes CES PD priorities are designed to cultivate a rich and inclusive learning environment where every student thrives. Aligned with our District's Strategic Plan, these priorities promote diversity and differentiation, ensuring every student can succeed. By leveraging evidence-based decision making by our teachers, we continuously improve and grow a vibrant community dedicated to excellence. By focusing on social-emotional well-being and community building, we create safe, affirming learning environments. By

differentiating to meet student strengths and needs, all students can attain their greatest potential.

Date	TOPIC	FACULTY MEETING
August 19	MiSiS & ELPAC/ Start Smart & Dibels + Sp. Ed., SSPT	Yes
August 26	SEL, Training, SEL student	Yes
September 2	Common Core Writing Standards/Criteria Charts for Narrative Writing + Implementation	Yes
September 9	Grade Level Meetings ~ Criteria Charts for Narrative Writing, Plan for Students	No
September 16	Developing parallel prompts for Narrative Writing	Yes
September 30	Curricular Committee Meetings ~ELA, STEM & Art	No
October 7	ELPAC Test results	Yes
October 14	Grade Level Meetings- DIBELS, Data Analysis	No
October 23	CKLA Assessments Training	Yes
October 28	ELD-Standards/Reclassification	Yes
November 4	Progress Report, Marking Practices	Yes
November 10-14	Parent Conferences	No
November 18	Grade Level Meetings/ELD Collaboration	No
December 2	Teaching and Learning Framework – Standard 3	Yes
December 9	Depth of Knowledge & Growth Mindset	Yes
December 16	Grade Level Meetings ~ELD/ Data Analysis, 2 nd Semester Planning, flexible grouping changes	No
December 22	Winter Break	No
December 26	Winter Break	No
January 9	Winter Break	No
January 12	School Resumes	
January 13	Shifting the Balance Intro	Yes
January 20	Schoology Gr. 3-5 W/ Training, Prep for ELPAC/RFEP	Yes
January 27	Grade Level Meetings, Data Analysis	No
February 2	Schoology Gr. K-2 w/ Training	Yes
February 10	Grade Level Meetings, Data Analysis, Instructional Planning	No
February 17	Curricular Committee	No
February 24	Shifting the Balance, Science of Reading	Yes

March 3	NGSS Gr. 3-5	Yes
March 10	SBAC Training	Yes
March 17	NGSS Gr. K-2	Yes
March 24	Grade Level Meetings	No
March 27- April 3	Spring Break	No
April 7	Curricular Committee	No
April 14	I Ready P.D.	Yes
April 21	Grade Level Meetings	No
April 28	Primary Learning Strategies	Yes
May 5	Grade Level Meetings ~ End of Year Planning	No
May 12	EL Reclassification and transition to Middle School	Yes
May 19	Shifting the Balance	Yes
May 26	Cum/Report Card Collaboration	No
June 2	Class Reorganization	
June 9	2026-27 Committee Planning	

Meeting the Needs of All Students

English Learners

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

At Haynes Charter for Enriched Studies, we are committed to providing high-quality, research-based instruction to support English Learners (ELs) in achieving English proficiency while mastering academic content. Our ELD program aligns with California's English Learner Roadmap and follows the LAUSD English Learner Master Plan to ensure that all ELs receive appropriate support in reading, writing, listening, and speaking.

English Language Proficiency Assessment & Identification

Based on responses to the Home Language Survey during enrollment, students with a primary language other than English are assessed with the English Language Proficiency Assessments for California (ELPAC) to determine their initial English proficiency level and eligibility for ELD services. The ELD Coordinator and classroom teachers are responsible for monitoring the progress of English Learners, including

ELPAC testing, maintaining ELD portfolios, and reclassifying students who meet the state's reclassification criteria.

Instructional Support for English Learners

Integrated & Designated ELD Instruction

EL students receive both integrated and designated ELD instruction to ensure they develop English proficiency while accessing core academic content.

Integrated ELD: All teachers use Specially Designed Academic Instruction in English (SDAIE) strategies to provide language support while teaching grade-level content. This includes:

- Visual aids, graphic organizers, sentence frames, and realia to enhance comprehension.
- Collaborative discussions and structured conversations to develop oral language skills.
- Scaffolded writing assignments that gradually build independence.

Designated ELD: EL students receive targeted small-group instruction focusing on:

- Academic vocabulary development
- Grammar, sentence structure, and oral language skills
- Reading comprehension strategies and fluency building
- Writing proficiency using step-by-step language supports

Teachers utilize the district-adopted ELD curriculum, as well as supplementary resources, including:

- UFLI (University of Florida Literacy Institute) for phonics and decoding skills
- Amplify CKLA Language Studio for vocabulary and comprehension development
- Reading Horizons and Rosetta Stone for additional reading and language practice

Professional Development & Teacher Training for English Learners

Teachers who complete advanced training in these areas will be eligible for stipends as an incentive to encourage participation and implementation of best practices. The ELD program at Haynes is supported by highly trained educators who have completed:

- Orton-Gillingham and LETRS training, providing structured literacy instruction for ELs who need phonemic awareness and decoding support.
- SDAIE training, ensuring that teachers effectively integrate language development strategies into all subject areas.

- Gifted Symposium and differentiated instruction training, ensuring that EL students who qualify for GATE (Gifted and Talented Education) receive appropriately challenging instruction.
- Reading Specialist Certification (in progress), with several teachers earning advanced credentials to provide specialized literacy support.

Monitoring Progress & Reclassification of English Learners

To ensure that English Learners are making consistent progress toward reclassification, the ELD Coordinator and principal analyze student achievement data and track progress through:

Quarterly assessments of ELD students, including ELPAC results, DIBELS (Dynamic Indicators of Basic Early Literacy Skills) scores, and I-Ready Performance

Reclassification Monitoring: The school follows district policies for reclassification, ensuring that students meet the following criteria before being reclassified as Fluent English Proficient (RFEP):

- Overall ELPAC score of 4 (Well Developed)
- Grade-level proficiency in English Language Arts (ELA) based on SBAC scores and classroom assessments
- Teacher evaluation of academic performance
- Passing Scores on DIBELS or I-Ready ELA
- Parent consultation and approval

Intervention for ELs Not Meeting Reclassification Criteria:

- Students who do not meet reclassification criteria receive targeted intervention and support.
- SSPT (Student Support and Progress Team) meetings are held to address individual needs and create personalized learning plans.
- Long-Term English Learners (LTELs) receive additional support, including pull-out interventions, small-group instruction, and intensive reading programs.

English Learner Advisory Committee (ELAC) & Parent Engagement

At Haynes, we strongly encourage parent involvement in the education of English Learners through:

The English Learner Advisory Committee (ELAC): A group of parents, teachers, and administrators that meets regularly to:

- Review ELD program effectiveness and make recommendations for improvement.
- Support parent education workshops on how to help their children develop English proficiency.
- Advocate for English Learners at the school and district levels.

Bilingual translators are available for all ELAC meetings and parent conferences, ensuring all families can fully participate.

Commitment to Student Success

The ELD program at Haynes Charter for Enriched Studies is designed to ensure that English Learners:

- Develop proficiency in English while mastering grade-level content
- Build confidence in reading, writing, listening, and speaking
- Achieve reclassification and long-term academic success
- Celebrate their home language and cultural identity

Through data-driven instruction, teacher expertise, and ongoing family engagement, Haynes continues to maximize English Learner progress and achievement, ensuring that all students have the linguistic and academic skills necessary for future success.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

At Haynes Charter for Enriched Studies, we are committed to providing a rigorous, enriched, and differentiated curriculum that meets the needs of both identified GATE students and high-achieving students who may not yet be identified but demonstrate exceptional abilities. Our program is designed to challenge students by incorporating depth, complexity, acceleration, and critical thinking across all subjects while fostering creativity and intellectual curiosity.

GATE Identification Process

Gifted identification at Haynes begins in second grade and continues throughout all grade levels through teacher recommendations and multiple measures to ensure a comprehensive and equitable identification process.

- Teacher Recommendations: Teachers nominate students who exhibit exceptional abilities in critical thinking, creativity, problem-solving, and academic achievement.

- Universal Screening:
 - All second graders take the Otis-Lennon School Ability Test (OLSAT). Students who qualify are identified under the High Achievement category.
 - Fourth and fifth graders are screened based on Smarter Balanced (SBAC) scores in ELA and Math, as well as academic performance (report card grades). If they meet the district criteria, they are identified under the High Achievement or Specific Academic Ability categories.
- GATE Testing: Students recommended for identification are evaluated using the LAUSD-adopted assessment, with the GATE Coordinator leading the process.
- Inclusive Identification Efforts: Haynes prioritizes the identification of students from underrepresented populations, including English Learners, students with special needs, and diverse socioeconomic backgrounds, ensuring equitable access to GATE services.
- LAUSD GATE Policy: Haynes follows LAUSD's GATE identification process and policy and reimburses the district for testing and processing on a fee-for-service basis. If students qualify, they also have the option to participate in LAUSD's Saturday Conservatory of Fine Arts.

Differentiated Instruction & Enrichment for GATE and High-Achieving Students

At Haynes Charter for Enriched Studies, we integrate higher-level thinking skills and differentiated instruction throughout the curriculum to ensure GATE and high-achieving students are continually challenged.

Key Strategies Used in All Classrooms:

- Depth & Complexity Framework: Students analyze topics using Big Ideas, Universal Themes, and multiple perspectives, allowing for deeper connections. Example: Fifth grade's Universal Theme is "Power," woven throughout history, literature, and science.
- Bloom's Taxonomy: Lessons emphasize higher-order thinking skills, requiring students to analyze, evaluate, and create rather than just recall facts.
- Curriculum Compacting & Acceleration: Advanced students move through content at an accelerated pace and engage in enrichment projects that extend learning beyond grade-level standards.
- Tiered Assignments & Flexible Grouping: Students receive assignments tailored to their academic needs and interests, with opportunities to collaborate with intellectual peers.
- Project-Based Learning & Inquiry-Based Instruction: Encouraging student-driven investigations that promote research, critical thinking, and real-world application.
- Creative Problem-Solving Techniques: Students engage in Socratic seminars, debates, STEM challenges, and innovative design projects.
- Students are clustered in SAS/Gifted/High Achieving classes for Math and Language Arts

Ongoing Assessment & Communication with Families

- Continuous Monitoring: GATE and high-achieving students are assessed through multiple measures, including SBAC scores, classroom performance, teacher evaluations, and student portfolios.
- Parent Conferences & Meetings: Parents are provided with regular updates through:
 - Two GATE Parent Meetings per Year covering topics such as GATE identification, differentiation strategies, and enrichment opportunities.
 - One-on-One Conferences with Teachers to discuss student progress and individualized learning plans.
- GATE Enrichment & Extracurricular Opportunities: Parents are informed about academic competitions, summer programs, and leadership opportunities available for advanced learners.

Professional Development & Teacher Training in GATE Instruction

Teachers at Haynes CES are highly trained in differentiation and gifted education strategies and receive ongoing professional development to enhance instruction for gifted and high-achieving students. Teachers in the SAS (School for Advanced Studies) program will participate in ongoing professional development focused on advanced instructional strategies, including the use of prompts for depth and complexity, as specified in UTLA Article IX-B, Section 6.0. Training schedules will be coordinated with district-approved banked time for professional development. Banked time schedules will be communicated at the start of the school year to all staff.

- Annual GATE Training: All teachers receive a minimum of 16 hours of Gifted/SAS (Schools for Advanced Studies) training per year, ensuring that they are well-equipped to differentiate instruction and implement advanced learning strategies.
- Depth & Complexity Icons: Used to enrich curriculum in all subjects.
- Universal Themes & Big Ideas: Integrated into the curriculum to foster thinking and analysis.
- Gifted Symposium Training & Advanced Differentiation Techniques: Ensuring best practices for GATE students.
- All teacher completes 16 hours of Gifted Training per year
- All SAS instructional practices must align with the California Common Core State Standards and District expectations for gifted education, as outlined in Article IX-B of the UTLA Contract.
- Teachers who complete advanced training in these areas will be eligible for stipends as an incentive to encourage participation and implementation of best practices.
- Minimum Qualifications and Training for Intervention Staff: Intervention staff, including substitutes, must meet minimum qualifications as outlined in LAUSD policies and receive targeted training to support the needs of students requiring additional academic assistance. This training will ensure alignment with intervention strategies and best practices for supporting below-grade-level

students.

Class Size Caps for GATE and Advanced Students:

To ensure optimal learning environments, GATE and advanced-level classes will adhere to UTLA Article XVIII guidelines on class size. Maximum student-teacher ratios will be maintained at levels that allow for effective differential instruction and individualized support.

Commitment to Excellence for GATE & High-Achieving Students

At Haynes Charter for Enriched Studies, we recognize that gifted and high-achieving students require a stimulating and enriched learning environment to reach their full potential. Through rigorous differentiation, creative problem-solving, and a focus on depth and complexity, our students develop intellectual curiosity, leadership skills, and critical thinking abilities needed for lifelong success. The GATE Coordinator collaborates with the classroom teacher, monitoring the students' progress according to data from California State Testing-SBAC scores, DIBELS, and i-Ready in both English Language Arts (ELA) and Mathematics. Including classroom performance, teacher evaluations, and students' portfolios.

Students Achieving Below Grade Level

At Haynes Charter for Enriched Studies, we are committed to providing a comprehensive, multi-tiered system of support to ensure that all students receive the necessary interventions and instructional strategies to achieve academic success. The GATE Coordinator collaborates with the SAS teachers. The SAS teacher monitor students with targeted small group instruction, differentiated support, and structured interventions. We address the needs of students performing below grade level according to data from California State Testing-SBAC scores, DIBELS, and i-Ready in both English Language Arts (ELA) and Mathematics.

Targeted Small Group Instruction in ELA and Math

Students performing below grade level receive intentional, research-based small group instruction in both ELA and Mathematics to support foundational skill development and conceptual understanding. Teachers:

- Provide daily or weekly targeted small-group instruction, leveraging assessment data to address specific areas of need.
- Utilize depth and complexity icons to scaffold instruction while promoting critical thinking and problem-solving.
- Incorporate evidence-based intervention programs such as UFLI for phonics, i-Ready for personalized learning paths, and hands-on math strategies to build conceptual understanding.
- Minimum Qualifications and Training for Intervention Staff: Intervention staff, including substitutes, must meet minimum qualifications as outlined in LAUSD policies and receive targeted training to support the needs of students requiring

additional academic assistance. This training will ensure alignment with intervention strategies and best practices for supporting below-grade-level students.

Math Intervention and Differentiation

Recognizing the importance of strong number sense and problem-solving skills, students receive structured math support through:

- Explicit instruction in foundational math skills, including number sense, operations, fractions, and problem-solving strategies.
- Differentiated lessons with scaffolds, such as manipulatives, graphic organizers, and visual models, to help students grasp abstract concepts.
- Small-group math instruction, led by classroom teachers, interventionists, and aides, ensuring students receive additional practice and reteaching tailored to their needs.
- Adaptive learning platforms, such as i-Ready, Reflex Math, and hands-on problem-solving activities, reinforce key concepts and develop fluency.

Dedicated Intervention Programs and Personnel

To provide consistent, targeted intervention, Haynes Charter has a structured intervention program in place, including:

- A dedicated interventionist who provides pull-out and push-in support for students who require additional academic intervention beyond the classroom.
- Classroom aides who facilitate additional small-group instruction in every grade level, ensuring students receive individualized attention and targeted practice.
- Grade-level intervention blocks, where teachers and aides work collaboratively to provide targeted skill-building in both ELA and math.
- Progress monitoring using data-driven assessments (DIBELS, i-Ready diagnostics, formative assessments) to track student growth and adjust intervention strategies accordingly.
- Minimum Qualifications and Training for Intervention Staff: Intervention staff, including substitutes, must meet minimum qualifications as outlined in LAUSD policies and receive targeted training to support the needs of students requiring additional academic assistance. This training will ensure alignment with intervention strategies and best practices for supporting below-grade-level students.

Structured Literacy and Phonics Support

For students requiring additional literacy support, teachers implement explicit, systematic phonics instruction to strengthen decoding, fluency, and comprehension. This includes:

- Daily structured reading interventions, using phonemic awareness activities, multisensory learning techniques, and guided reading groups.
- Close reading strategies, annotation techniques, and targeted vocabulary instruction to build comprehension and analytical skills.
- Scaffolded writing instruction, with sentence frames, graphic organizers, and structured feedback to support students in developing strong written responses.

Accommodations and Differentiation in Assessments and Assignments

To ensure students can demonstrate their understanding effectively, teachers provide:

- Extended time on assessments and assignments to reduce barriers related to processing and comprehension.
- Alternative assessment formats, including oral responses, project-based assessments, and modified tests, to allow multiple ways of demonstrating mastery.
- Frequent check-ins and guided practice sessions, helping students develop confidence and independence in their learning.

Ongoing Progress Monitoring and Data-Driven Instruction

Student progress is continuously monitored through formative and summative assessments, ensuring that instruction remains responsive to individual needs. Key components include:

- Regular administration of DIBELS, MAZE, i-Ready diagnostics, and classroom assessments to track growth and adjust instruction accordingly.
- Intervention tracking logs, ensuring data-driven adjustments to small-group instruction and intervention programs.
- Frequent teacher collaboration meetings, where educators analyze student data and discuss strategies for supporting below-grade-level learners.

Executive Function and Organizational Support

Recognizing the impact of executive functioning skills on academic success, we implement:

- Structured schedules and visual checklists to support self-regulation, time management, and task completion.
- Explicit instruction in organization, study skills, and goal-setting, equipping students with essential self-management strategies.
- Small-group coaching and peer mentoring opportunities, reinforcing academic habits and personal accountability.

Collaborative Support Systems

A multi-tiered system of support (MTSS) framework ensures that students, teachers, and families work collaboratively to address academic challenges. This includes:

- Coordination with interventionists, resource specialists, and school psychologists to develop individualized learning plans.
- Consistent parent communication, including progress updates, conferences, and home-based strategies to reinforce learning.
- Cross-grade collaboration and professional learning communities (PLCs) to align instructional practices and interventions across grade levels.

Social-Emotional Learning and Growth Mindset Development

Academic success is deeply connected to students' confidence and emotional well-being. Our instructional approach integrates:

- Growth mindset principles, encouraging perseverance and resilience in the face of challenges.
- Social-Emotional Learning (SEL) strategies, such as morning meetings, reflection activities, and goal setting, to build self-awareness and motivation.
- Positive reinforcement systems, peer support programs, and individualized teacher check-ins, fostering a supportive and inclusive classroom culture.

Through these provisions, Haynes Charter for Enriched Studies remains dedicated to equipping all students with the tools and strategies necessary to achieve academic growth and long-term success. By leveraging research-based interventions, structured classroom supports, and collaborative partnerships, we ensure that every student receives the individualized instruction needed to thrive.

Socioeconomically Disadvantaged

At Haynes Charter for Enriched Studies, we are committed to equity in education and ensuring that all students, regardless of socioeconomic background, have access to high-quality instruction, essential resources, enriching experiences, and a supportive learning environment. Through targeted interventions, academic scaffolding, wraparound support services, and experiential learning opportunities, we address the unique challenges faced by socioeconomically disadvantaged students, providing them with the tools necessary to thrive academically, socially, and emotionally.

Access to High-Quality Instruction and Targeted Academic Support

To close opportunity gaps and promote academic success, all socioeconomically disadvantaged students receive:

- Small-group instruction in ELA and Math, led by classroom teachers, interventionists, and classroom aides, to provide additional support tailored to individual needs.
- Targeted intervention programs, such as UFLI for phonics, i-Ready for personalized learning, and math intervention strategies to strengthen foundational skills.
- Differentiated instruction and scaffolding, including sentence stems, graphic organizers, and explicit instruction, to ensure accessibility to grade-level content.

Math and Literacy Intervention Services

To support students struggling in mathematics and literacy, Haynes Charter provides:

- Explicit math instruction in foundational skills, utilizing manipulatives, visual models, and problem-solving strategies to build number sense and fluency.
- Evidence-based literacy support, including structured phonics instruction, fluency practice, and guided reading sessions.
- Adaptive learning programs, such as i-Ready and Read Works, provide personalized skill reinforcement and progress tracking.

Interventionist and Small-Group Support

Socioeconomically disadvantaged students receive additional academic support through school-wide intervention programs, which include:

- Minimum Qualifications and Training for Intervention Staff: Intervention staff, including substitutes, must meet minimum qualifications as outlined in LAUSD policies and receive targeted training to support the needs of students requiring additional academic assistance. This training will ensure alignment with intervention strategies and best practices for supporting below-grade-level students.
- A dedicated interventionist providing pull-out and push-in academic support, ensuring students receive targeted remediation in a small-group setting.
- Classroom aides facilitate additional small-group instruction, reinforcing skills in reading, writing, and math.
- Grade-level intervention blocks, where students receive structured, data-driven intervention aligned with their specific learning needs.

Equitable Access to Resources, Technology, Field Trips, and the Arts

Recognizing that access to learning materials, technology, and real-world experiences can be barriers, we ensure that socioeconomically disadvantaged students have:

- School-provided Chromebooks and internet hotspots, ensuring full participation in digital learning platforms.
- Access to textbooks, school supplies, and instructional materials, removing financial barriers to academic success.

- Sponsored field trips to museums, historical sites, science centers, and college campuses, ensuring that all students experience hands-on, real-world learning opportunities regardless of financial circumstances.
- On-campus guest speakers and enrichment programs, providing students with exposure to careers, science experiments, historical reenactments, and artistic performances.
- Access to music, theatre, and visual arts programs, ensuring that students develop creativity and self-expression through the arts.
- School-wide performances, art showcases, and theatre productions, allowing students to explore their talents, build confidence, and engage in collaborative creative projects.

Computer Science and Coding Instruction

To ensure students are prepared for the 21st-century digital world, Haynes Charter provides:

- Dedicated computer science instruction, where students learn basic coding, problem-solving, and computational thinking.
- Hands-on projects using block-based coding programs (e.g., Scratch) and introductory programming languages (e.g., Python, JavaScript).
- Exposure to robotics, game design, and web development, fostering student engagement in technology-driven fields.
- Opportunities for collaboration with STEM professionals and industry mentors, ensuring students gain exposure to real-world applications of coding and computer science.

Wraparound Services and Family Engagement

To support students holistically, Haynes Charter collaborates with families and community organizations to provide:

- School-based counseling and social-emotional support, helping students navigate challenges related to stress, resilience, and self-advocacy.
- Parent education workshops and family resource events, equipping families with tools to support learning at home.
- Free and reduced-price lunch programs, access to school-based nutrition resources, and referrals to community assistance programs.

Culturally Responsive Teaching and Inclusive Curriculum

To affirm students' identities and foster a sense of belonging, our instructional practices incorporate:

- Culturally relevant texts and diverse perspectives in reading materials, ensuring students see themselves reflected in the curriculum.

- Project-based learning and real-world applications, making learning meaningful and applicable to students' lived experiences.
- Depth and complexity icons promote higher-order thinking, while providing multiple access points for students to engage with the material.

Ongoing Progress Monitoring and Personalized Instruction

Teachers use data-driven instruction to ensure that students receive targeted support based on their academic progress. This includes:

- Frequent formative assessments, such as DIBELS, MAZE, i-Ready diagnostics, and teacher-created assessments, to track student growth.
- Regular intervention tracking logs, ensuring students receive consistent, research-based instruction tailored to their needs.
- Teacher collaboration and professional learning communities (PLCs) to analyze data and adjust instruction accordingly.

Executive Functioning and Organizational Support

Many socioeconomically disadvantaged students benefit from explicit instruction in organization and study skills. To support their development, we provide:

- Structured routines and visual schedules, helping students develop independence and time-management skills.
- Goal-setting and self-reflection practices, teaching students to take ownership of their learning progress.
- Mentorship and peer support programs, fostering academic accountability and positive relationships within the school community.

Social-Emotional Learning (SEL) and Growth Mindset Development

Recognizing that academic success is closely tied to emotional well-being, Haynes Charter incorporates:

- Growth mindset strategies, encouraging perseverance, resilience, and confidence in learning.
- Daily social-emotional learning practices, including morning meetings, mindfulness activities, and self-reflection exercises.
- Individualized teacher check-ins and positive reinforcement strategies, ensuring students feel supported, valued, and motivated.

College and Career Readiness Awareness

To prepare students for future academic success and career exploration, we integrate:

- Exposure to college and career pathways, including guest speakers, field trips to universities, and career exploration projects.

- Academic goal setting and planning, helping students understand the steps needed to achieve their aspirations.
- Mentorship programs connect students with positive role models, fostering ambition and self-efficacy.

Through these provisions, Haynes Charter for Enriched Studies is dedicated to ensuring that socioeconomically disadvantaged students receive the academic, social, and emotional support necessary for long-term success. By providing equitable access to resources, targeted interventions, enriching field trips, arts programs, computer science opportunities, and a nurturing school environment, we empower all students to reach their full potential.

Students with Disabilities

Special Education

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA, California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools.

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

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

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the district and will enter accurate assessment and IEP data

into the district's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

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

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

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

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

c. Assessments

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

Upon a teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15-day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Inclusion

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

g. Staffing Requirements

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

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

h. Student Discipline

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

2. Procedural Safeguards/Due Process Hearings

The District on behalf of and/or in conjunction with the District Affiliated Charter School may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated

Charter School if the District determine that such action is legally necessary to ensure compliance with federal and state special education laws and regulations. In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the district will be named as respondent-s. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

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

4. Funding of Special Education

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

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

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

At its discretion, the district will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required to implement the district's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

Students in Other Student Groups

At Haynes Charter for Enriched Studies, we are committed to ensuring that Homeless and Foster Youth receive equitable access to education, resources, and support services that promote academic success, social-emotional well-being, and stability. Our school adheres to state and federal laws, including the McKinney-Vento Homeless Assistance Act and California's Foster Youth Bill of Rights, to provide comprehensive support tailored to the unique needs of these students.

Homeless Youth Support

Identification & Enrollment:

- Families are identified through the Student Residency Questionnaire (SRQ), completed at enrollment and sent home twice a year for all students.
- The McKinney-Vento Liaison (Principal) ensures that families experiencing homelessness are immediately connected to resources and educational support services.

Academic & Social-Emotional Support:

Homeless youth receive priority access to:

- Academic interventions, tutoring, and homework club
- Counseling and mental health services
- Free meal programs (including breakfast and lunch)
- School supplies, clothing, and transportation assistance (as applicable)

Teachers and administrators monitor student progress using:

- Attendance records and intervention logs
- Classroom observations
- SBAC scores, DIBELS assessments, and report cards

Community & Family Support:

The Principal works with local agencies, shelters, and LAUSD's Homeless Education Program to provide advocacy, referrals, and essential services to ensure students remain engaged in school.

Foster Youth Support

Identification & Enrollment:

- Foster youth are identified during enrollment through the Student Enrollment Form and Notification of Placement Status Form, completed by foster parents or social workers.
- The Foster Youth Liaison (Principal) ensures that students receive immediate and ongoing support.

Academic & Social-Emotional Support:

- Educational interventions and specialized academic support
- Social Emotional Learning (SEL) classroom lessons
- Counseling, social-emotional learning programs, and trauma-informed care
- Meal programs and school-based services
- Mentoring programs
- After school tutoring program
- After school Play Program

Foster youth receive priority access to:

- Educational interventions and specialized academic support
- Counseling, social-emotional learning programs, and trauma-informed care
- Meal programs and school-based services
- Homework club and mentoring programs

Teachers and administrators monitor student progress through:

- Attendance tracking and early intervention strategies
- SBAC scores, DIBELS assessments, and classroom performance data
- Collaboration with foster care advocates, social workers, and guardians

Collaboration with Agencies & Community Resources:

Haynes Charter for Enriched Studies partners with:

- LAUSD's Foster Youth Achievement Program
- Department of Children and Family Services (DCFS)
- Local social workers, community mentors, and advocacy organizations

The Principal and support team work directly with foster families to ensure educational stability, school enrollment, and access to needed services.

Commitment to Educational Equity & Student Success

At Haynes Charter for Enriched Studies, we prioritize the academic, social-emotional, and overall well-being of Homeless and Foster Youth. By providing targeted support consistent monitoring, and strong community partnerships, we ensure that all students, regardless of their circumstances, have the resources and opportunities needed to thrive in school and beyond.

Sharing Promising Practices

Collaboration and Sharing of Practices:

Haynes CES promising practices are shared throughout grade-level meetings, where educators collaborate to create comprehensive designs of project-based curriculum projects that align with curricular scope and sequences and academic standards. Additionally, they are observed by administration, peers, and community members through instructional rounds. Instructional rounds are made available to District and Non-District Schools, by a set up appointment with our principal, for their educators to attend. We foster a culture of continuous improvement and shared learning. This collaborative approach not only enhances instructional practices but also ensures that all students, including those identified for Gifted and Talented Education (GATE) in our School for Advance Studies (SAS) setting, as well as those in special education, benefit from high-quality, rigorous, and engaging educational experiences. Furthermore, Haynes CES is a School for Advance Studies (SAS) demonstration site where best classroom practices and the student-centered learning environment is evident, and we are open to sharing with other schools. Members of our staff also attend the network of Instructional Leader Teachers (ILT) District meetings on a monthly basis, and share our promising practices, insights and strategies with other schools throughout the local district. The network fostering partnerships that enrich the educational experience, observations and follow-up discussions. These collaborative instructional walks allow educators to observe effective practices in action, promoting a shared commitment to excellence. By facilitating these interactions, Haynes CES not only enhances its instructional framework but also creates a supportive community dedicated to student success across the district, including Independent Charter schools. This comprehensive approach ensures that all educators are equipped with the tools and knowledge necessary to provide high-quality education to every student.

Haynes CES is a member of the Taft Community of Schools. We meet usually monthly and share our best practices with our colleagues on a regular basis. Haynes CES feeds into Hale Community Charter and EL Camino Real Charter High School. We collaborate with El Camino Real Charter High School on a regular basis, for special events.

These creative lessons are just an example of some of the promising practices happening at Haynes CES:

1. Study of the Revolutionary War and the Star-Spangled Banner (1st Grade)
Standards: Social Studies Standards (History), English Language Arts Standards (Reading and Writing), Music (Arts)

As part of the district's CKLA Core ELA program, Knowledge Unit 7, first graders study the Revolutionary War, examining its causes and effects. Students explore significant events such as the Boston Tea Party and learn about key American leaders who played pivotal roles in the fight for independence from England. They analyze the Star-Spangled Banner, learning about its historical context and significance. Through this unit, they create frames based on depth and complexity, which help them understand and communicate the multifaceted aspects of the war and its impact on American identity. This project promotes critical thinking and inquiry, as students discuss the emotions and values represented in the anthem and relate them to the historical events studied, as they learn the words of the American National Anthem.

2. Georgia O'Keeffe Flower Drawing (1st Grade)

Standards: Visual Arts Standards, English Language Arts Standards (Speaking and Listening)

In this engaging art lesson, first graders explore the vibrant world of Georgia O'Keeffe's flower paintings. Students learn about the importance of perspective and color blending while creating large-scale flower drawings. Using GATE (Gifted and Talented Education) frames for depth and complexity, students are encouraged to analyze the emotions conveyed through colors and shapes. They engage in critical thinking by discussing their artistic choices and how these choices relate to O'Keeffe's style. This project not only fosters creativity but also enhances speaking skills as students present their artwork to peers, explaining their artistic process and the emotions behind their own work.

3. Engineering Leprechaun Catchers (Kindergarten)

Standards: Next Generation Science Standards (Engineering Design), Language Arts Standards (Listening and Speaking)

In this hands-on project, kindergarten students design and build Leprechaun catchers using a variety of materials, allowing for freedom of choice and creativity. This project promotes inquiry and critical thinking as students brainstorm and discuss features that would attract a Leprechaun. They practice sequential ordering by verbally recalling the steps taken to create their traps. Through this process, students learn to collaborate, share ideas, and present their designs to the class, enhancing their communication skills and fostering a sense of community.

4. Milkweed Planting and Environmental Advocacy (3rd Grade)

Standards: Science Standards (Life Science), English Language Arts Standards (Research and Presentation)

Third graders participate in a project-based learning experience focused on environmental advocacy by planting milkweed to support monarch butterflies. Students conduct research on the importance of milkweed in the ecosystem and the need for conservation efforts. They create Google Slides presentations showcasing their findings, which promotes critical thinking and technology skills. By reasoning through their research, students articulate the environmental impact and share persuasive arguments on the importance of saving the environment. This project instills a sense of responsibility and empowers students to engage with real-world issues.

LAUSD's Office of Sustainability Initiatives Unit presented the 2023-2024 HEROES for ZERO Contest! HEROES for ZERO challenges K-12 student teams to help make their schools "Zero Net Energy (ZNE) Ready" by reducing energy consumption, maximizing energy efficiency, and educating fellow students and staff. Teachers are encouraged to connect ZNE activities with the STEAM curriculum. Teams can earn badges in six HEROES categories and win up to \$25,000 for sustainability-related projects at their schools. As a Semi-Finalist, Haynes CES won \$5,000 for our students' project at our school.

Zero Net Energy (ZNE) schools are ultra-efficient and consume only as much energy as they produce from clean, renewable sources. In addition to lowering energy usage and operating costs, ZNE schools can improve student health and productivity. ZNE schools can also serve as teaching tools, providing opportunities to learn about sustainability, high-performance design, and emerging technologies like renewable energy generation and storage.

Haynes CES 3rd grade students created an Eco-Sustainability Video to enter the competition.

The film included;

- Haynes Classroom Energy Audit
- Schoolwide Spin the Wheel Game at Lunchtime, informing students of environmentally sound practices.
- Students created posters with environmental reminders.
- Student decorated Haynes' Office Bulletin board using Newspaper and recycled items.
- Teachers, students and parents planted a school garden using water saving native plants, including milkweed.
- Students wrote a skit about Hero's for Zero, filmed it and performed the skit for the whole school.

5. Stock Market Study and Trend Analysis (5th Grade)

Standards: Mathematics Standards (Statistics), Social Studies Standards (Economics), English Language Arts Standards (Writing and Speaking)

In this rigorous project, fifth graders delve into the world of the stock market, making stock picks based on trend analysis and economic indicators. Students engage in research to explore how companies operate and make informed decisions about their investments. They use Google Docs and Slides to document their analysis and present their findings to the class. This project promotes critical thinking and problem-solving skills while encouraging collaboration. Students learn to persuade their peers about their stock choices, enhancing their public speaking skills and understanding of economic principles.

“A Typical Day”

A visitor to Haynes Charter for Enriched Studies is immediately welcomed by our warm and friendly office staff, where student work is proudly displayed and updated monthly. The office also serves as an information hub, keeping parents and community members informed about school events, enrichment programs, and initiatives. Beyond the office, a walk-through campus reveals a dynamic and engaging learning environment, where students are actively involved in meaningful educational experiences designed to meet their individual needs.

In our kindergarten classrooms, young learners engage in developmentally appropriate, hands-on activities that build foundational literacy, math, and social-emotional skills. A visitor might see students practicing reading concepts by working together on the morning message or playing small-group phonics and sight word games with a parent volunteer. In a math lesson, children may be using ten frames or sorting objects to build number sense. A science lesson might include observing baby chicks hatching in an incubator as students explore life cycles. Outside, kindergarteners interact with their fifth grade “play leaders,” learning about teamwork and character-building through guided play.

In grades one through five, teachers employ research-based instructional practices that integrate the Science of Reading—using programs like UFLI and Amplify CKLA—to build strong foundational decoding skills and advance comprehension in elementary students. In grades one through five, teachers utilize an MTSS (Multi-Tiered System of Supports) data analysis approach, using recent assessment data and observations to flexibly group students by their needs. For example, during literacy sessions, one group might focus on decoding while another works on advanced comprehension and critical thinking tasks. Similarly, in math classes, students are grouped by proficiency levels so that foundational arithmetic skills are reinforced for some while others engage in more challenging problem-solving activities, with teachers providing immediate, targeted feedback throughout.

Each grade level follows a carefully structured schedule to maximize learning and optimize shared resources. At any given moment, second graders might be starting their day on the playground with YMCA physical education coaches while first graders visit the library to check out books and listen to a read-aloud. Third graders could be engaged in a coding lesson in the computer lab with the school's technology teacher, while fourth graders conduct hands-on science experiments using the FOSS Science Program to explore the Next Generation Science Standards (NGSS). Fifth graders may be preparing for Colonial Day by researching life during the American Revolution.

Inside the classrooms, teachers employ a variety of instructional strategies to engage students and deepen their understanding of the curriculum. Students participate in hands-on learning activities, collaborative group discussions, and inquiry-based projects. Close reading strategies and text-based discussions help students build comprehension and analytical skills, while project-based learning encourages them to apply their knowledge in creative and meaningful ways. Teachers integrate technology through the use of interactive whiteboards, tablets, and Chromebooks, providing students with access to digital resources that enhance their learning. Students conduct online research for presentations, collaborate on assignments using Google Docs, and practice math concepts using adaptive online platforms. Each classroom features displays of student work that highlight academic achievement, artistic creativity, and personal growth.

For students needing additional academic support, the Haynes Learning Center offers small-group instruction and individualized interventions. Resource teachers and intervention specialists use evidence-based programs such as UFLI and other programs to strengthen literacy skills, while hands-on math strategies and manipulatives help reinforce number sense and problem-solving. Students work at their own pace with targeted support to build confidence and meet grade-level expectations.

Parents and community members play a vital role in the daily life of Haynes Charter for Enriched Studies. Throughout the school, visitors will see parents volunteering in a variety of ways, from assisting with small-group instruction and classroom activities to leading art projects and cultural programs. A grandparent might be helping first graders with a painting activity, while a parent teaches second graders a dance routine for the Spring Dance and Open House. In the garden, a community volunteer could be working alongside fifth graders as they learn about plant life and sustainability. The Haynes Parent Teacher Organization (PTO) is actively involved in planning school events, organizing fundraisers, and coordinating activities that strengthen the connection between families and the school community.

As visitors leave Haynes Charter for Enriched Studies, they will experience the sense of warmth, encouragement, and academic excellence that defines our school. Our commitment to fostering a nurturing and engaging environment ensures that every student has the opportunity to grow, achieve, and thrive.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND

ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

Standardized Testing

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

Measurable Goals of the Educational Program

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

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

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Our Vision for Student Outcomes

At Haynes Charter for Enriched Studies, we are committed to fostering a rigorous, integrated, and inquiry-based TK-5 curriculum that aligns with Common Core State Standards (CA CCSS) in ELA and Math, California ELD Standards, FOSS and Next Generation Science Standards, and California State Standards for Social Studies. Our cross-curricular, hands-on, project-based enrichment curriculum meets or exceeds state standards for Music, Art, Physical Education, and Technology.

Standards Are Essential

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

Challenging Curriculum

Our goal is to provide a challenging, rigorous 21st-century curriculum that not only meets but exceeds the minimum thresholds established by LAUSD and the State. Our instructional program includes research-based curricula such as Amplify, UFLI, Heggerty, OG (Orton-Gillingham), Renaissance, Science of Reading, LETRS, and Eureka Math to ensure the highest quality education for our students. Additionally, GATE professional developments (PDs), Depth and Complexity strategies, and Bloom's Taxonomy are integrated into all classes to support all levels of learning.

Trained Teachers

At Haynes Charter for Enriched Studies, we hold our students to high standards; therefore, it is imperative that our teachers possess a strong grasp of the subjects they teach. Strategies for significant and ongoing professional development using the selected curriculum are an integral part of the Haynes program.

Desired Outcomes of the School's Instructional Program

English Language Arts

Students will be able to read, write, listen, and speak effectively. They will incorporate the language of discipline and provide examples when writing and speaking. Students will be able to locate sources and interpret information while actively listening and reading. These skills will enable them to compose meaningful writing and oral presentations.

Mathematics

Students will understand and apply logical reasoning, analytical and symbolic processing, arithmetic, and pre-algebraic concepts. They will make sense of problems, persevere in solving them, and create their own word problems to gain a deeper understanding of these applications.

Science

Students will acquire proficiency in fundamental concepts and terms across various branches of science, including Physical, Life, and Earth sciences. They will formulate hypotheses utilizing the scientific method and engage in hands-on experiments requiring critical thinking.

History and Social Studies

Students will demonstrate an understanding of culture, diversity, and world views, recognizing similarities and differences among various personal, cultural, racial, and ethnic perspectives. They will understand the origins, functions, and responsibilities of power, authority, and LSLC.

Technology

Starting in TK, students will develop an understanding of current technology and its real-world applications. Grades TK-5 have access to a weekly scheduled computer lab session. Students in grades 1-5 receive formal keyboarding instruction, with proficiency expected by 3rd grade for SBAC testing. Students will learn computer applications such as PowerPoint and Word and develop coding skills. All students will have scheduled time in the Media Lab and access to iPads and Chromebooks in their classrooms.

Arts

Students will develop knowledge and appreciation for the arts, including music, visual arts, theatre, and dance/creative movement. These disciplines will be integrated into the academic curriculum and supported by enrichment instruction from specialists.

Physical Education

Each student will build a healthy and balanced body and mind through various intramural sports activities and drills aligned with Physical Education standards. Dedicated time will be provided to develop psychomotor skills.

Cultivating Life-Long Learners

Responsibility, perseverance, initiative, and consideration for others are core values we instill in our students. Our 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 with perseverance.
- Emerging independence as active and responsible learners.
- Problem-solving strategies and self-discipline in their schoolwork and interactions with peers.
- Regular school attendance.
- Learning from mistakes to make better choices and gain wisdom.
- Completing homework and class assignments as directed.
- Utilizing time management skills for short-term and long-term assignments.
- Demonstrating citizenship and leadership in the classroom, school community, and beyond.
- Striving for academic excellence through active participation, studying, researching, and completing quality work and projects.
- Becoming lifelong learners who are critical thinkers, problem solvers, inquisitive, investigative, and goal-oriented.

Student Leadership Opportunities

Students in grade 5 will have the opportunity to run for Student Council and participate in a democratic election process. This experience will encourage student engagement in the school community and provide them with team-building and leadership skills. Additional leadership opportunities include:

- **Playleaders**, where grade 5 students support peers in organized recess activities.
- **Reading Buddies**, where older students mentor and assist younger students in developing literacy skills.
- **Climate Champions**, a student-led initiative promoting environmental awareness and sustainability in the school community.
- **Cool to Be Kind Club**, which fosters a culture of kindness, inclusion, and positive social interactions among students.

Through these objectives, Haynes Charter for Enriched Studies aims to empower students with the skills, knowledge, and values needed for success in their academic and personal lives.

Measurable Pupil Outcomes:

Summative Assessment Performance Targets

At Haynes Charter for Enriched Studies, student progress is assessed through multiple measures to ensure a comprehensive understanding of academic growth and

achievement. Our assessment model incorporates teacher observations, student work samples, formative and summative assessments, district and state standardized tests, and performance-based projects. These assessments provide valuable data that drive instructional decisions, support targeted interventions, and inform flexible student groupings throughout the year.

Comprehensive Assessment System

Teachers utilize a collaborative and data-driven approach to assess students in English Language Arts (ELA), Mathematics, Science, and Social Studies. Students are evaluated through:

- Teacher-created assessments, unit performance tasks, and publisher assessments
- Rubrics, project-based learning evaluations, and portfolio assessments
- Formative assessments (exit tickets, student reflections, classroom discussions)
- District benchmark assessments and online assessment tools

Summative assessments are administered at the conclusion of each instructional unit to measure student mastery of concepts. These include commercially available assessments, publisher tests, LAUSD periodic assessments, and the Smarter Balanced Assessment Consortium (SBAC).

Standardized assessments provide an objective measure of student performance, allowing teachers to monitor progress over time and adjust instruction accordingly. These assessments include:

- Smarter Balanced Assessment Consortium (SBAC) – Grades 3-5 (yearly)
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) – Tk-2 (three times per year)
- ELPAC (English Language Proficiency Assessments for California) – English Learners (yearly)
- i-Ready Diagnostic Assessments – Grades K-5 (three times per year)
- FOSS Science & NGSS-aligned assessments – Grades 3-5

The I-Ready Diagnostic Assessments provide adaptive, personalized insights into student progress in reading and mathematics. These assessments allow teachers to identify student strengths, pinpoint learning gaps, and tailor instruction to individual needs.

All assessment data is reviewed systematically to identify trends, strengths, and areas for growth. Student progress is tracked using LAUSD's MyData system, allowing teachers and administrators to analyze performance and implement necessary interventions.

Instructional Approach Based on Assessment Data

Haynes utilizes a Tiered Instructional Model to differentiate learning and meet the diverse needs of our students. Teachers analyze SBAC scores, I-Ready diagnostics, DIBELS assessments, district benchmark data, and classroom performance to create flexible instructional groupings in Language Arts and Mathematics.

Through this approach:

- Tier I (Core Instruction): All students receive standards-based instruction tailored to their needs.
- Tier II (Targeted Support): Students needing additional reinforcement participate in pre-teaching, re-teaching, small-group intervention, and extended learning opportunities.
- Tier III (Intensive Support): Students requiring individualized intervention receive one-on-one instruction, targeted reading support (UFLI Foundations), and scaffolded instruction in core subjects.

Throughout the academic year, teachers collaborate in grade-level teams to analyze assessment data and make instructional adjustments that best support student success.

Measurable Goals for the Charter Term

To ensure continued academic excellence, Haynes Charter for Enriched Studies has established measurable goals for student performance:

- The school's overall SBAC score will rank in the top 10% or higher compared to similar schools.
- 86% or more of students will meet or exceed standards in ELA.
- Fewer than 4% of students will score in the Below Basic or Far Below Basic range in ELA.
- 89% or more of third-grade students will meet or exceed standards in ELA.
- 81% or more of students will meet or exceed standards in Math.
- Fewer than 3% of students will score in the Below Basic or Far Below Basic range in Math.
- 88% of fourth and fifth-grade students will meet or exceed standards in Science, demonstrating mastery of NGSS concepts.
- 50% or more of English Learners will reach English proficiency as measured by ELPAC.
- 86% of students will maintain a 96% or higher attendance rate, reinforcing our commitment to student engagement and success.

Measuring Pupil Progress Toward Outcomes: Formative Assessment

As a District Affiliated Charter School, Charter School shall meet or exceed the district standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Our Charter School shall be responsible for paying all costs

related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

Formative Assessment Measurable Outcomes

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

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

- DIBELS (beginning, middle, and end of year)
- SBAC Interim Assessment Blocks for ELA (3-5)
- SBAC Interim Assessment Blocks for Math (3-5)
- SBAC Summative Assessment for ELA (3-5)
- SBAC Summative Assessment for Math (3-5)
- SBAC Science Test (5th grade)
- UFLI assessments
- CORE Phonics Survey
- Heggerty Phonemic Awareness Assessments
- CKLA/Amplify Assessments
- Eureka Math fluency and concept assessments
- i-Ready Assessments
- PAST Assessments
- MAZE Assessments
- FOSS Unit Assessments

Student outcomes are measured through ongoing diagnostic and formative data collection. Teachers begin each school year by assessing retained skills, utilizing this data to determine flexible groupings. This strategy, unique to our school, places students in achievement-based groups for language arts and math instruction. Groups are formed based on SBAC results, various diagnostic tests, and teacher recommendations.

Teachers at Haynes Charter for Enriched Studies rely on a variety of diagnostic tests at the beginning of the year. These include teacher-created materials, LAUSD-adopted materials, and commercially available assessments such as DIBELS, RESULTS, CKLA/Amplify Assessments, i-Ready Assessments, PAST Assessments, MAZE Assessments, FOSS Unit Assessments, and Renaissance assessments. Grade-level teams analyze results to align instruction with grade-level standards and to plan curriculum units for the school year.

Formative assessments include a range of formal and informal procedures that teachers employ throughout instruction. These assessments guide teachers in modifying

teaching strategies and learning activities to improve student achievement. Formative assessment scores are reviewed in real time to provide qualitative feedback for both students and teachers, enabling instructional adjustments based on student needs.

Summative assessments evaluate student learning at a specific point in time. Administered after unit completion, these assessments include commercially available tests, publisher tests, portfolio assessments, rubrics, and projects. Student progress is measured three times per year to ensure ongoing achievement.

To support student success, the RSP and intervention teachers monitor students on an ongoing basis. They identify students at risk, including those scoring Basic, Below Basic, or Far Below Basic on the SBAC, and those categorized as strategic or intensive on the DIBELS reading assessment.

Additionally, data from periodic CKLA/Amplify Assessments, CORE K12, Quarterly Math Assessments, FOSS Unit Assessments, Reading A-Z, DRP Literacy assessments, i-Ready Assessments, PAST Assessments, and MAZE Assessments are analyzed at each grade level. This process helps identify students for intervention, supports student placement in flexible groups, and assists teachers in monitoring progress during grade-level meetings. It also facilitates articulation between grade levels. The instructional program's goal is for all students to achieve proficiency and meet or exceed state standards.

English Learner Development (ELD) Assessments

English Learners are given the ELPAC annually and are monitored using the LAUSD portfolio system. Students are expected to increase fluency by one level per year. ELPAC data is analyzed yearly as part of the data review. Haynes Charter for Enriched Studies is committed to improving outcomes for historically at-risk students and decreasing achievement gaps. Teachers will utilize a State Adopted ELD program to provide high-quality, rigorous instruction for qualifying students. In accordance with LAUSD policy, 5th-grade ELD students will take the Diagnostic Placement Inventory for appropriate middle school placement.

Math Assessments

Mathematical achievement is assessed through periodic assessments. These include District Quarterly Assessments, publisher's chapter and unit tests, teacher-created tests, performance-based assessments, and cooperative group projects. As with language assessments, math assessment data is used to inform instructional groupings and targeted interventions.

Student Progress Monitoring and Parent Communication

Students at Haynes Charter for Enriched Studies will demonstrate their knowledge and skills through a variety of assessments, including teacher-created and commercially available performance, diagnostic, formative, and summative assessments. Pre- and post-tests are administered for each unit at the teacher's discretion. Curricular

committees will determine how and when district assessments are utilized, and SBAC assessments will be administered according to the LAUSD testing schedule.

Students will be graded using LAUSD scoring guides (K-5) on a 4-point scale. Haynes Charter for Enriched Studies will use a District-approved report card, and parents will be informed of student achievement through progress reports issued six weeks before each report card if a student is not meeting grade-level standards. Report cards will be distributed three times per year, and formal parent-teacher conferences will be held once per year, with additional meetings scheduled as needed to support academic progress, social well-being, and student work habits.

At the beginning of each academic year, parents will be informed of grade-level and teacher expectations during Back to School Night. Ongoing communication will be provided through emails, phone calls, and conferences when additional student support is required.

Data Analysis and Reporting

At Haynes Charter for Enriched Studies, we are committed to using data-driven decision-making to enhance instruction, monitor student progress, and ensure equitable access to learning opportunities. By continuously analyzing assessment data, we refine our instructional strategies, develop targeted interventions, and establish future goals that support both individual student achievement and overall school improvement.

Use of Assessment Data to Inform Instruction

To meet the diverse needs of our students, assessment data is systematically reviewed by teachers and administration to drive instructional decisions and professional development priorities. This process includes:

- Continuous Evaluation of Assessment Data: Teachers and administrators regularly review district, standardized, and formative assessments as they become available to adjust instruction, intervention, and enrichment strategies.
- Data-Informed Professional Development: Assessment data is used to identify areas for teacher training and professional growth, ensuring that instructional strategies align with student needs.
- Communication of Student Progress: District, standardized, and authentic assessment results are shared with parents throughout the school year, ensuring that families remain informed about their child's academic progress.
- Schoolwide Data Review & Transparency: Schoolwide performance data is presented at monthly LSLC Council meetings to discuss program development and intervention priorities.
- Immediate Access to Student Data: Through the MiSiS Parent Portal (PASSPORT), parents, teachers, and students can access grades, assessment scores, and attendance records in real time. This enhanced transparency allows

for timely interventions, giving stakeholders the ability to monitor and support student academic growth proactively.

Assessment System & Student Progress Monitoring

Student progress is measured using multiple assessment tools that align with LAUSD and California State Standards. These assessments provide actionable insights into student achievement and help tailor instruction to individual learning needs.

Haynes Charter for Enriched Studies utilizes:

- Smarter Balanced Assessment Consortium (SBAC) for Grades 3-5 (yearly) to measure proficiency in English Language Arts (ELA) and Mathematics.
- i-Ready Diagnostic Assessments (three times per year) for K-5 students in ELA and Math to identify strengths, areas for growth, and personalized learning paths.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (three times per year) to assess reading fluency and comprehension.
- English Language Proficiency Assessments for California (ELPAC) (yearly) to evaluate the progress of English Learners.
- FOSS Science & NGSS-Aligned Assessments for Grades 3-5 to measure science proficiency.
- Classroom-Based Formative Assessments, including teacher-created tests, quizzes, project-based learning tasks, and performance rubrics, to monitor daily and unit-based progress.

All assessment results are analyzed in collaborative grade-level planning meetings to ensure that instruction is responsive to student needs and that interventions are implemented effectively.

How Student Progress is Reported to Families

Classroom teachers play a critical role in assessing student achievement and communicating progress to families. Student progress is evaluated based on:

- Standards-Based Performance: Teachers assess students' mastery of grade-level content standards and their readiness for the next grade level.
- Ongoing Progress Monitoring: Teachers provide regular feedback on class assignments, homework, and formative assessments to ensure students are on track.
- Formal Reporting of Student Progress:
 - Progress Reports are distributed three times per year using the LAUSD Progress Report system.
 - Below Proficient Parent Reports are provided every six weeks to notify parents of students who need additional support.
 - Parent-Teacher Conferences are conducted at the end of the first reporting period and as needed throughout the year.

- Individualized Education Program (IEP) Progress Reports are issued for students receiving special education services to track their progress toward specific goals.

Through transparent communication, data-informed instruction, and targeted interventions, Haynes Charter for Enriched Studies ensures that every student has the opportunity to thrive academically and reach their full potential.

Grading, Progress Reporting, and Promotion/Retention

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

ELEMENT 4 – GOVERNANCE

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

General Provisions

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

If the charter school has a separate charter school Governing Council [The governance framework will adhere to the requirements of UTLA Article XXVII, ensuring collaboration between school leadership and UTLA representatives. School policies will be reviewed annually to maintain transparency and alignment with District standards. Our Charter School shall establish and maintain a Local School Leadership Council (LSLC) in accordance with Article XXVII of the LAUSD-UTLA Collective Bargaining Agreement. The LSLC shall serve as a collaborative decision-making body, ensuring that teachers, staff, administrators, and parents have a voice in key school-wide policies and initiatives. The LSLC shall be composed of elected representatives, including teachers, classified staff, the principal, parents, and, where applicable, student representatives. The composition shall adhere to UTLA Article XXVII guidelines. The LSLC shall be responsible for making site-based decisions in key areas such as school policies, professional development, budgeting of discretionary funds, scheduling, and safety policies. All LSLC decisions shall be made in alignment with District policies and applicable collective bargaining agreements. The LSLC shall work collaboratively with the principal to ensure alignment of decision-making across all governance bodies. The LSLC will not replace the authority of the principal but shall provide a structured, participatory process for shared decision-making at the school site. The LSLC shall comply with all applicable state laws regarding transparency and accountability, including adherence to the Brown Act for public meeting procedures. Meeting agendas and minutes will be made available to stakeholders, and all LSLC representatives shall comply with ethics and conflict-of-interest policies in accordance with LAUSD guidelines. The governance structure, including LSLC operations, shall be reviewed annually to ensure continued alignment with UTLA Article XXVII, District policies, and the needs of the school community. Any proposed changes to LSLC governance shall be subject to review and approval by school stakeholders and the appropriate District authorities.]

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

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

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

The district reserves the right to appoint a single non-voting representative to Charter School's Governing Council.

Legal and Policy Compliance

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

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

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

Stakeholder Involvement

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

The Local School Leadership Council (LSLC) and its various standing/ad hoc committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. The LSLC, established in accordance with UTLA Article XXVII, will serve as a key decision-making body, ensuring that parents, teachers, and staff collaboratively shape policies, instructional priorities, and budget allocations. This collaboration among teachers and

parents enables our school to continue to meet the unique and changing needs of Haynes Charter for Enriched Studies students.

In addition to having parent representatives vote about decision making for the school on the LSLC, all parents are given the opportunity to participate and be involved in their child's education. Our Welcome Packet, given to each student at the start of each school year, outlines the various volunteer opportunities throughout the year. These opportunities include events and communications such as informative Room Parent Orientations, a Beginning of the Year Social, Back-to-School Night, Open House, parent education meetings for CCSS ELA and Math, Next Generation Science Standard and SBAC Updates, Parent/Teacher/Student Surveys, Parent Teacher Conferences, parent participation in the classroom, campus beautification, and weekly newsletters. Haynes Charter for Enriched Studies announces these opportunities through LSLC meetings, Connect Ed blasts, as well as through the school's website, and hard copy flyers that are distributed to each classroom.

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

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

To ensure transparency and accountability, the LSLC will conduct regular public meetings, where parents and community members will have opportunities to provide input on school policies, instructional planning, and student support initiatives. Meeting agendas and minutes will be made publicly available in accordance with California open meeting laws (Brown Act).

In order to develop the school's LCAP, Haynes Charter for Enriched Studies will hold two informational meetings as part of the LSLC and Governance meeting agendas. The principal will present introductory information about LCFF and the LCAP at these meetings. Meeting notifications and information will be sent to our parents via the school's newsletter, flyers, and email. Staff will be provided information during staff meetings. Additionally, the LAUSD School Board Members will hold a local Town Hall meeting to discuss specifics of the LCFF and the LCAP, ensuring that LSLC representatives play an active role in collaborative decision-making.

Haynes Charter for Enriched Studies will consult with parents and teachers regarding the school's educational program by conducting four parent workshops, and LSLC

meetings. These measures ensure that our school remains committed to shared decision-making, transparency, and ongoing engagement with our parent community.

Title IX, Sections 504 and 508, and Uniform Complaint Procedures

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), and the District's Uniform Complaint Procedures.

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

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

Responding to Inquiries

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

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

Notification of the District

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

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

Student Records

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

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School. The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

Federal Program Compliance

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

Equal Employment Opportunity

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

Staffing

The Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, LAUSD collective bargaining agreements (CBAs), specifically Article IX-B (Professional Development), Article XXII (Special Education), and Article XXVII (Shared Decision Making) collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes.

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

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

Certificated Personnel

The Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible

candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available or when an administrative transfer is necessary as determined by the Region administrator (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

The Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements:

Element 5: Additional Amendments

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

General Provisions

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

Health, Safety and Emergency Preparedness Plan

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Clearances and Fingerprinting

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

Immunization and Health Screening Requirements

As a District Affiliated Charter School, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

Safe Place to Learn Act

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

Suicide Prevention

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G).)

Court-ordered Integration

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

General Provisions

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(2)(A).) As an existing District school that has converted to become a District Affiliated Charter School, Charter School’s first priority is to admit students who reside in the former attendance area (boundary) of the school. (See Ed. Code § 47605(e)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(e)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance area (boundaries) of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(e).)

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

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent/guardian used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District Affiliated Charter School, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to their school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Student Recruitment

Haynes Charter for Enriched Studies is committed to expanding access to high-quality education and actively recruits students with diverse learning needs, including those with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities. As an Affiliated Charter School, Haynes Charter for

Enriched Studies is listed in the yearly Choices Brochures. To ensure all families have the opportunity to learn about the unique educational experiences offered at Haynes CES, the school hosts approximately 10 parent tours each school year, announced on our Haynes CES website. These tours provide prospective families with firsthand insight into the school's curriculum, enrichment programs, and student-centered learning environment. Led by members of the Parent Teacher Organization (PTO), these tours allow parents to observe classrooms in action, ask questions, and gain an understanding of the school's community-focused approach to education. Families interested in attending a tour can sign up through the school's website or contact the main office for more information.

In addition to formal tours, prospective students and their families are encouraged to attend PTO-sponsored community events such as Monster Mash, Family Movie Nights, and other school-wide celebrations. These events allow potential new students to interact with current students, families, and staff in a welcoming and informal setting. Attending these events provides families with a genuine feel for the school's vibrant and inclusive culture. Additionally, the annual Open House serves as an opportunity for prospective families to explore student projects, meet teachers, and learn more about the curriculum, enrichment programs, and student support services available at Haynes.

Through these outreach efforts, Haynes Charter for Enriched Studies fosters an open and inclusive environment where all students, regardless of background, have access to high-quality instruction and enrichment opportunities. By providing multiple ways for prospective families to experience the school firsthand, engage with the community, and learn about its academic offerings, Haynes ensures that all students have the opportunity to thrive academically and socially in a supportive and engaging learning environment.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries¹) Haynes of Charter School ("resident students") shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

¹ For all District Affiliated Charter Schools, which are conversion charter schools, the term "former attendance area (boundaries)" includes those sending areas designated under the District's Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

The Charter School will follow LAUSD's Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Haynes Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**

- **Siblings**

- Prospective students who (a) are siblings of students enrolled in grades [TK-5] at Haynes Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.

- **Other LAUSD Students**

- All other prospective students who reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **third** admission preference.

- **California Students**

- **Siblings**

- Prospective students who (a) are siblings of students enrolled in grades TK-5 at Haynes Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

- **Other California Students**

- Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

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

During the month of February, after receiving the list of interested applicants from the Choices Program, the Haynes Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the

date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the [library], or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, [Haynes Charter for Enriched Studies conducts its admissions lottery in accordance with LAUSD's eChoices application process for charter schools, ensuring a fair, transparent, and equitable selection process for all applicants. Families interested in applying must submit an online application through the LAUSD eChoices website during the designated application window. Paper applications are also available for families who require them, following LAUSD guidelines. Once the application period closes, all submissions are reviewed for completeness and accuracy. If the number of applications exceeds the available space in a grade level, a public random lottery is conducted in compliance with California Charter Law and LAUSD policies.]

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

Schools for Advanced Studies (SAS) Program

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

Magnet Program

If an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

Homeless and Foster Youth

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

Non-Discrimination

Charter School shall not require a parent/guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

Documentation of Admissions and Enrollment Processes

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

General Provisions

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

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

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

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

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

Students with Disabilities

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows 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 District policies and procedures. An

IEP team will meet to conduct a manifestation determination and to discuss, if appropriate, alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Section 504 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 School's failure to implement Section 504?

Notification of Student's District of Residence

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

Outcome Data

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

Readmission

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

Gun-Free School Zone Act

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:

Haynes Charter for Enriched Studies
c/o School Principal
6624 Lockhurst Drive
West Hills, CA 91304

To District:

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

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

- 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 Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURE

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

Closure Action

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

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

Revocation of the Charter

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

Request for Voluntary Reversion to Non-Charter School Status

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

Closure Procedures

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

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

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

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

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations. Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Haynes Charter for Enriched Studies (also referred to herein as “Haynes CES”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

Curriculum and Instruction

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

Transitional Kindergarten

Charter School shall comply with all applicable requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled

in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, Title 5, section 11960. Charter School shall comply with all applicable District policies and procedures and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

Students with Disabilities

Special Education

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA, California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools.

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

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

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

The District Affiliated Charter School will participate in internal validation review (“DVR”).

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

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

c. Assessments

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

Upon a teacher or other staff member’s request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian’s request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter

School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Inclusion

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

Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

g. Staffing Requirements

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

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

h. Student Discipline

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform

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

4. Funding of Special Education

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

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

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

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

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

ELEMENT

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

If the charter school has a separate charter school Governing Council N/A

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District

policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School's Governing Council.

LEGAL AND POLICY COMPLIANCE

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

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

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

TITLE IX, SECTIONS 504 AND 508, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), and the District's Uniform Complaint Procedures.

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or

investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

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

Certificated Personnel

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available or when an administrative transfer is necessary as determined by the Region administrator (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District Affiliated Charter School, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(2)(A).) As an existing District school that has converted to become a District Affiliated Charter School, Charter School’s first priority is to admit students who reside in the former attendance area (boundary) of the school. (See Ed. Code § 47605(e)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(e)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance area (boundaries) of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(e).)

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

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent/guardian used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District Affiliated Charter School, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to their school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries²) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The Charter School will follow LAUSD’s Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**

- **Siblings**

- Prospective students who (a) are siblings of students enrolled in TK-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.

- **Other LAUSD Students**

- All other prospective students who reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **third** admission preference.

- **California Students**

- **Siblings**

- Prospective students who (a) are siblings of students enrolled in grades TK-4 at Charter School at the time of the lottery and (b) reside in the State of

² For all District Affiliated Charter Schools, which are conversion charter schools, the term “former attendance area (boundaries)” includes those sending areas designated under the District’s Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

California but not within LAUSD boundaries, shall have **fourth** admissions preference.

□ Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

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

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the library, or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, a public random drawing will be conducted.

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

If an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

Charter School shall not require a parent/guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any

admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows 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 District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss, if appropriate, alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Section 504 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 School's failure to implement Section 504?

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOL ZONE ACT

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

Charter School agrees to resolve any claim, controversy, or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14. Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Region and the Charter Schools Division in accordance with the procedures set forth below:

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

To Charter School:

Hayne Charter for Enriched Studies
c/o School Principal
6624 Lockhurst Drive
West Hills, CA, 93107

To District:

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

- 2) A written response ("Written Response") shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 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 Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school,

including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes

a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

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

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

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

implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

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

ADDITIONAL PROVISIONS

FACILITIES

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

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)