



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

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## **Hesby Oaks Leadership Charter**

A DISTRICT AFFILIATED CHARTER SCHOOL

15530 Hesby Street, Encino CA 91436

## **Renewal Charter Petition**

Submitted  
March 6, 2025

### **TERM OF CHARTER**

**JULY 1, 2025 TO JUNE 30, 2030**

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## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

[Hesby Oaks Leadership Charter] (also referred to herein as “[Hesby]”, “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:	Movses Tarakhchyan
• The contact address of Charter School is:	15530 Hesby Street Encino, CA 91436
• The contact phone number for Charter School is:	(818)528-7000
• Charter School is located in LAUSD Board District:	4
• Charter School is located in LAUSD Region:	North
• The grade configuration of Charter School is:	TK-8
• The number of students in the first year of this charter term will be:	510
• The grade level(s) of the students in the first year will be:	TK-8
• Charter School's scheduled first day of instruction in 2025-2026 is:	August 14, 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.	510
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule (e.g. daily hours) for Charter School will be:	8:00-2:23 (UTK-5) 8:00-3:03 (6-8)
• The term of this Charter shall be from:	July 1, 2025-June 30, 2030
• If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	July 1, 2025-June 30, 2027

## **COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL**

Hesby Oaks Leadership Charter is a UTK-8 span school located in Encino, California. It is situated in a residential neighborhood adjacent to the 405 and 101 Freeways. We are part of Local District North in the Los Angeles Unified School District. The school reopened in 2006 as a span and we currently have 489 students. Before 2006, Hesby Oaks campus was closed for 26 years and was formerly known as Hesby Street Elementary.

During the current charter term, Hesby Oaks participated in the California Assessment of Student Performance and Progress (CAASPP). The CAASPP Dashboard gives local educational agencies and schools performance levels on the state indicators. The data from the CAASPP dashboard indicates that students in grades 3-8 are ranked in four possible categories; exceeding, met, nearly met, and not met. For the 2023-2024 school year, 76.90% of students met or exceeded the standard for ELA and 69.38% met or exceeded the standards for Math. Compared to students across the state of California, Hesby students are performing 29.86% better in ELA and 33.84% better in Mathematics. Much of this success is due to the innovative features of our instruction. Students learn through a workshop model, project-based learning, and collaboration. Teachers meet and plan across grade levels to evaluate Common Core and Next Generation Science Standards.

Special Education services are provided to 11% of our students through the resource program, speech and language development, occupational and physical therapy, any additional services written into an IEP, and a part time psychologist. A part time assistant principal instructional specialist is on campus 2-3 days a week. While these services help students with disabilities, we understand that there are students without IEPs who, based on assessments, still struggle to meet academic goals. In order to address this issue, we now offer after school intervention. This is offered 1-2 times a week for elementary students and 4 times a week for middle school students. This is generally offered for students that have not yet met grade level standards and the focus is dependent on the student need at a given time.

A full time school counselor works with and supports all students.

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

We have highly qualified teachers on our staff. These teachers assist new teachers and staff members on high-quality teaching practices and offer curricular support to all.

## **STUDENT POPULATION TO BE SERVED**

Our school is comprised of: 64% White, 16% Latino, 1% African American, 4% Asian, 2% Filipino, and 7% of students are of two or more races. 37% of the students are socioeconomically disadvantaged, but all students within LAUSD receive meals free of charge. Additionally, 1% of our students are English Learners (EL), and 14% of our students receive Special Education service (including IEPs and 504 Plans). Hesby Oaks Leadership Charter serves a large, gifted population, comprising 27% of our school populace. Our gifted students are clustered in classrooms in grade levels UTK-5. The middle school students are mixed for science and social studies, Middle school offers accelerated math and English programs. Specific student educational interests include Leadership, Marine Biology, STEAM, Drama,

Speech, and Computer science.

Upon completing 5<sup>th</sup> grade, students feed into our middle school that is on the same campus. Upon culmination 8th graders will matriculate several public and non-public schools. The majority of public schools they will attend are Birmingham Charter, SOCES, Daniel Pearl, Taft, El Camino, Cleveland, Lake Balboa College Preparatory Magnet K-12, and High Tech High School.

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

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

### **What It Means to be an “Educated Person” in the 21<sup>st</sup> Century**

The instructional philosophy at Hesby Oaks Leadership Charter is to prepare students to become productive members of a multicultural, globally-oriented society. An overall goal of Hesby’s instructional program is to ensure that students are career and college ready. These skills include the ability to think critically, to reason, to question, to work cooperatively, to remain intellectually flexible and to make connections across the curricula. Children of the 21<sup>st</sup> century must be involved in educational experiences that lead to meaningful, flexible and adaptable learning. A curriculum that promotes these experiences enables students to acquire knowledge and tools for ongoing learning.

Hesby Oaks students are college and career ready. One of the ways Hesby Oaks prepares students is through the use of technology. All students participate in computer lab instruction on a weekly basis. There are iPad carts, Chromebook carts, and desktop computers so that each student has a device for in class projects, assignments, and assessments using technology.

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

Additionally, ongoing professional development of the teaching and administrative staff encourages and enhances the best teaching practices, innovation and creativity in teaching and differentiating among all learners at the school. Professional development at Hesby Oaks Leadership Charter is determined by parent and teacher response to needs assessment surveys. The Academic Support Committee also helps to identify students’ instructional needs in order to determine appropriate topics for professional development. Information from workshops is then shared among the staff at Hesby Oaks.

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

- Students actively participate in the process of learning.
- Students have their individual areas of strengths broadened and developed.
- Students have their individual areas of need identified, improved, and eliminated.
- Students engage in experimentation, exploration and discovery.

- Students see the connection between what they learn and the real world.
- Students work well individually and cooperatively as members of a group.
- Students are encouraged to go beyond the standard curriculum and delve more deeply into the various subject areas.
- Students are provided with direct instruction based on their needs. .
- Students are presented with challenges in problem solving and critical thinking.
- Students develop skills and attitudes for being lifelong learners.
- Teachers have high expectations for all students.
- Teachers work collaboratively.
- Teachers use differentiated instruction to address each child's needs and potential.
- Teachers use formative and summative data to drive instruction.
- Teachers continue to grow through professional development, self-reflection, and remain lifelong learners.
- The Principal has high expectations concerning student behavior, academic development, and the levels of student self-esteem and satisfaction.
- The Principal has high expectations for teacher and staff professionalism, teacher effectiveness in ensuring that learning takes place for all students, and the levels of teacher and staff self-esteem and satisfaction.
- The Principal, as the academic leader, empowers school community members to identify, articulate, and address a shared vision for the school's educational program.
- The Principal ensures that quality learning is taking place in addressing the Common Core Standards through a rigorous program using formative data, teacher input, and current best practices.
- The Principal is a lifelong learner improving his/her skills through professional development, experience, and reflective practices.
- Parents are actively involved with the school.
- Parents understand how to assist and be active participants in their child's learning.
- Parents support the school's efforts to continually improve to meet the changing needs of their children.
- Parents actively participate in school governance and serve on school committees.

### **How Learning Best Occurs**

Hesby Oaks Leadership Charter recognizes that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals. Teachers, parents, and community members need to create an environment and culture that is inherently reflective of our school, home and community. Learning best occurs when all stakeholders fulfill their joint, collaborative responsibility to provide this culture of educational excellence for every child. Working together creates an atmosphere focused upon the importance of education, which in turn inspires shared learning. Hesby Oaks Leadership Charter will serve as an academic arena to develop a desire for lifelong learning in all children. The school shall provide a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences. Well-qualified teachers, support personnel, and diverse classrooms will provide optimal opportunities for each child to be reached and supported in their educational development. Classroom instruction will take into account the multiple modalities of learning, culture, prior knowledge, and the varying abilities among students. Finally, learning best occurs when all stakeholders believe in a growth mindset (Tomlinson, 2012) for students or the belief that all children are capable of higher level thinking and academic achievement regardless of their life circumstances.



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

Students become lifelong learners by cultivating a growth mindset, embracing curiosity, actively seeking out new information and challenges, developing critical thinking skills, setting personal learning goals, and utilizing technology to access diverse learning opportunities, all while maintaining a passion for continuous learning and personal growth. This is done by collaboration, differentiated instruction, student autonomy, and leadership opportunities throughout each school day

### **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).)

<b>LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)</b>	
<b>GOAL #1</b>	
Students will move toward proficiency in English Language Arts and Mathematics.	<b>Related State Priorities:</b> <input type="checkbox"/> 1      X 4      X 7 X 2 <input type="checkbox"/> 5      X 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :
	<b>Specific Annual Actions to Achieve Goal</b>
Conduct ongoing review of standards based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of the high quality standards-based program for all students, including ELs, low-income students and foster youth (2) Set internal baseline performance targets and (3) design and deliver appropriate professional development	
Provide or obtain training opportunities for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.	
Implement personalized intervention strategies and programs, including a push-in co-teaching model of small group instruction for English Learners and students with disabilities, in order to meet individual academic needs of specific students.	

## Expected Annual Measurable Outcomes

### Outcome #1:

The school will annually increase the number of students achieving proficiency in English Language Arts

### Metric/Method for Measuring:

Percentage of students performing at or above proficiency levels CAASPP English Language Arts assessments

APPLICABLE STUDENT GROUPS	Baseline	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	77%	78%	79%	80%	81%	82%
English Learners Students	33%	34%	35%	36%	37%	38%
Socioeconomically Disadvantaged Students	76%	77%	78%	79%	80%	81%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	37%	38%	39%	40%	41%	42%
African American Students	60%	61%	62%	63%	64%	65%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	*	*	*	*	*	*
Latino Students	66%	67%	68%	69%	70%	71%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	86%	87%	88%	89%	90%	91%
White Students	79%	80%	81%	82%	83%	84%

*\*student group not numerically significant at this time*

**Outcome #2:**

The school will annually increase the number of students achieving proficiency in Mathematics.

**Metric/Method for Measuring:**

Percentage of students performing at or above proficiency level on CAASPP Mathematics assessment.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	69%	70%	71%	72%	73%	74%
English Learners Students	*	*	*	*	*	*%
Socioeconomically Disadvantaged Students	62%	64%	65%	66%	67%	68%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	33%	34%	35%	36%	37%	38%
African American Students	40%	41%	42%	43%	44%	45%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	90%	91%	92%	93%	94%	95%
Filipino Students	*	*	*	*	*	*
Latino Students	51%	52%	53%	54%	55%	56%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	74%	75%	76%	77%	78%	79%
White Students	73%	74%	75%	76%	77%	78%

*\*student group not numerically significant at this time*

**Outcome #3:**

The school will annually increase the number of students in 2nd grade that are demonstrating proficiency in early literacy.

**Metric/Method for Measuring:**

Percentage of students performing at or above proficiency level on the DIBELS assessment.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	68%	69%	70%	71%	72%	73%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	33%	35%	36%	38%	40%	42%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	70%	71%	72%	73%	74%	75%
African American Students	66%	67%	68%	69%	70%	71%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	*	*	*	*	*	*
Latino Students	63%	64%	65%	66%	67%	68%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	89%	90%	91%	92%	93%	94%

*\*student group not numerically significant at this time*

GOAL #2						
Maintain excellent attendance for all students.				Related State Priorities:		
				X 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2      X 5 <input type="checkbox"/> 8 X 3      X 6		
				Local Priorities:		
<input type="checkbox"/> :			<input type="checkbox"/> :			
<input type="checkbox"/> :						
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>- Encourage self care</li> <li>- Maintain a 0% Middle School Dropout Rate</li> <li>- Lessons on Health and proper nutrition</li> <li>- Teachers have low absentee rate</li> <li>- Parents are contacted when students are absent</li> <li>- For specific subgroups, provide additional counselling services specifically to serve them</li> </ul>						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Percentage of students maintain 96% attendance rate (173-180 day/school year) each year.						
<b>Metric/Method for Measuring:</b> Daily Attendance						
APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	51%	52%	53%	54%	55%	56%
English Learners Students	50%	51%	52%	53%	54 %	55%
Socioeconomically Disadvantaged Students	46%	47%	48 %	49%	50%	51%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	37%	38%	39%	40%	41%	42%
African American Students	69%	70%	71%	72%	73%	74%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	15%	14%	13%	12%	11%	10%
Filipino Students	*	*	*	*	*	*
Latino Students	47%	48%	49%	50%	51%	52%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	60%	61%	62%	63%	64%	65%
White Students	48%	49%	50%	51%	52%	53%

*\*student group not numerically significant at this time*

**Outcome #2:**

Percentage of students miss 16 days or more each school year (Chronically absent).

**Metric/Method for Measuring:**

Daily Attendance

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	11%	10%	9%	8%	7%	6%
English Learners Students	31%	30%	29%	28%	27%	26%
Socioeconomically Disadvantaged Students	27%	26%	25%	24%	23%	22%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	14%	13%	12%	11%	10%	9%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	11%	10%	9%	8%	7%	6%
Filipino Students	*	*	*	*	*	*
Latino Students	13%	12%	11%	10%	9%	8%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	7%	6%	5.5%	5%	4.5%	4%
White Students	17%	16%	15%	14%	13%	12%

*\*student group not numerically significant at this time*

**Outcome #3:** Percentage of School-based staff having 96% attendance or above

**Metric/Method for Measuring:**

As verified by LAUSD

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All school based staff (schoolwide)	65%	66%	67%	68%	69%	70%
English Learners Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Socioeconomically Disadvantaged Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Foster Youth Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students with Disabilities	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
African American Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
American Indian/Alaska Native Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

GOAL #3						
Increase parent, community, and student involvement.	<div style="text-align: right; padding-bottom: 10px;"> <b>Related State Priorities:</b>  <input type="checkbox"/> 1     <input type="checkbox"/> 4     <input type="checkbox"/> 7  <input type="checkbox"/> 2     X 5     <input type="checkbox"/> 8  X 3     <input type="checkbox"/> 6 </div> <div style="text-align: right;"> <b>Local Priorities:</b>  <input type="checkbox"/> :  <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>- ConnectEd and school report card</li> <li>- Hold four or more parent meetings per year about the educational process</li> <li>- School will provide parent education events to disseminate information and create partnerships with parents and families</li> <li>- Provide opportunities for parents to be involved in a child's classroom activities</li> </ul>						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Percent of students who feel part of their school (question on School Experience Survey)						
<b>Metric/Method for Measuring:</b> LAUSD School Survey						
APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	74%	75%	76%	77%	78%	79%
English Learners Students	83%	84%	85%	86%	87%	88%
Socioeconomically Disadvantaged Students	65%	66%	67%	68%	69%	70%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	53%	54%	55%	56%	57%	58%
African American Students	49%	50%	51%	52%	53%	54%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	57%	58%	59%	60%	61%	62%
Filipino Students	*	*	*	*	*	*
Latino Students	77%	78%	79%	80%	81%	82%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	71%	72%	73%	74%	75%	76%

*\*student group not numerically significant at this time*



**Outcome #2:**

Percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."

**Metric/Method for Measuring:**

LAUSD School Survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Parents (Schoolwide)	71%	72%	73%	74%	75%	76%
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

**Outcome #3:**Percent of parents reporting on the School Experience Survey: “This school provides instructional resources to help me support my child's education.”

**Metric/Method for Measuring:**

LAUSD School Survey

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Parents (Schoolwide)	66%	67%	68%	69%	70%	71%
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

GOAL #4						
Ensure School Safety	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <b>Related State Priorities:</b>  X 1      <input type="checkbox"/> 4      <input type="checkbox"/> 7  <input type="checkbox"/> 2      <input type="checkbox"/> 5      <input type="checkbox"/> 8  <input type="checkbox"/> 3      X 6 </div> <div style="padding-top: 5px;"> <b>Local Priorities:</b>  <input type="checkbox"/> :  <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>- Supervision throughout the day</li> <li>- Campus Aide</li> <li>- Lunch time library access</li> <li>- Games available to all students in different locations</li> <li>- Positive reinforcement</li> <li>- Use of character development program: 7 Habits of Highly Effective People</li> <li>- Leadership by peers</li> <li>- Clear expectation of behavior in classrooms</li> <li>- Open door policy with parents</li> <li>- Student support and progress team (SSPT)</li> </ul>						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Number of students suspended						
<b>Metric/Method for Measuring:</b> Data entered into MiSiS						
APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	0	Maintain 0	Maintain 0 0	Maintain 0 0	Maintain 0	Maintain 0 0
English Learners Students	0	Maintain 0	Maintain 0	Maintain 0 0	Maintain 0	Maintain 0
Socioeconomically Disadvantaged Students	0	Maintain 0	Maintain 0	Maintain 0 0	Maintain 0 0	Maintain 0
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0	Maintain 0	Maintain 0	Maintain 0 0	Maintain 0	Maintain 0
African American Students	0	Maintain 0	Maintain 0	Maintain 0 0	Maintain 0	Maintain 0
American Indian/Alaska Native Students	0	Maintain 0	Maintain 0	Maintain 0 0	Maintain 0	Maintain 0

Asian Students	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0
Filipino Students	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0
Latino Students	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0
Native Hawaiian/Pacific Islander Students	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0
Students of Two or More Races	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0
White Students	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0

*\*student group not numerically significant at this time*

## Outcome #2:

Number of expulsions

## Metric/Method for Measuring:

As verified by MiSiS

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0
English Learners Students	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0
Socioeconomically Disadvantaged Students	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0
African American Students	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0
American Indian/Alaska Native Students	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0
Asian Students	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0
Filipino Students	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0
Latino Students	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0
Native Hawaiian/Pacific Islander Students	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0
Students of Two or More Races	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0
White Students	0	Maintain 0	Maintain 0	Maintain 0	Maintain 0	Maintain 0

*\*student group not numerically significant at this time*

**Outcome #3:**

Number of students that feel safe at school

**Metric/Method for Measuring:**

LAUSD School Survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	88%	89%	90%	91%	92%	93%
English Learners Students	91%	92%	93%	94%	95%	96%
Socioeconomically Disadvantaged Students	79%	80%	81%	82%	83%	84%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	73%	74%	75%	76%	77%	78%
African American Students	53%	54%	55%	56%	57%	58%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	62%	63%	64%	65%	66%	67%
Filipino Students	*	*	*	*	*	*
Latino Students	91%	92%	93%	94%	95%	96%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	79%	80%	81%	82%	83%	84%

\*student group not numerically significant at this time

GOAL #5						
Provide basic services	<div style="text-align: right; padding-right: 10px;">Related State Priorities:</div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <span>X 1</span> <span><input type="checkbox"/> 4</span> <span><input type="checkbox"/> 7</span> </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <span><input type="checkbox"/> 2</span> <span><input type="checkbox"/> 5</span> <span><input type="checkbox"/> 8</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> 3</span> <span><input type="checkbox"/> 6</span> </div> <div style="text-align: right; padding-right: 10px; margin-top: 5px;">Local Priorities:</div> <div><input type="checkbox"/>:</div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>- Provide credentialed teachers</li> <li>- Provide classroom aides</li> <li>- Provide safe environment</li> <li>- Provide clean environment</li> <li>- Provide all students with access to standards aligned instructional material</li> <li>- Provide positive teaching and learning environment</li> </ul>						
Expected Annual Measurable Outcomes						
<p><b>Outcome #1:</b> Percentage of teachers that are appropriately credentialed for the students they are assigned to teach</p> <p><b>Metric/Method for Measuring:</b> CA credentials as verified by LAUSD</p>						
APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Teachers (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

\*student group not numerically significant at this time

**Outcome #2:**

Percentage of students provided with standards based instructional materials by Williams Act requirements

**Metric/Method for Measuring:**

Results of Textbook survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
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	*	*	*	*	*	*
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

*\*student group not numerically significant at this time*

**Outcome #3:**

Percentage of facilities the school will maintain in good repair

**Metric/Method for Measuring:**

LAUSD School survey.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Facilities (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

*\*student group not numerically significant at this time*

## INSTRUCTIONAL DESIGN

### 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.

The scope and sequence of skills taught across the grade levels and the different subjects the school plans to teach are outlined below. The innovative components of the educational program include *Common Core, California State Standards, and Next Generation Science Standards* and this will be addressed with cross grade-level and cross-content planning. The appropriate staff will be trained in science of reading, balanced literacy, CGI math, and differentiated instruction to support these educational programs and meet the needs of our diverse learners.



### *Language Arts*

- Promote a rigorous curriculum that meets the Common Core for language arts K-8.
- Develop critical reading skills through use of Shared Reading, Interactive Reading, Direct Instruction, differentiated lessons, Guided Reading, and one-on-one conferencing
- Support reading using a Balanced Literacy model.
- Enhance reading by helping students choose “just right” books at their reading levels to build independent reading stamina.
- Support Common Core’s Informational Reading, Writing and Speaking standards through Science and History.
- Critique, justify, and theorize in compositions and writing across disciplines.
- Develop students’ grammar and spelling skills through direct and targeted instruction based on formative assessments
- Teachers will use district measures to determine student reading levels; students who don’t show growth will be recommended for intervention
- Demonstrate critical thinking skills specific to depth of knowledge.
- Use the latest technology as a tool for presentation and project exhibits: construct opinion, informational, and narrative writing through Writer’s Workshop.

### *English Language Development/English as a Second Language*

- Utilize SDAIE (Specifically Designed Academic Instruction in English) throughout instruction.
- Promote a rigorous curriculum that meets the CA English Language Development Standards for language arts K-8.
- Shared Reading, Interactive Reading, Direct Instruction, differentiated lessons, Guided Reading, Flexible Grouping, vocabulary work, and one-on-one conferencing targeting the specific needs to EL students
- Support ELD standards using a Balanced Literacy model embedded with scaffolding.
- Supporting EL students as they build independent reading stamina by providing high-interest reading materials across all reading levels.
- Support ELD and Common Core’s Reading, Writing, Listening, and Speaking standards through Science and History with embedded and explicit vocabulary support.
- Define and develop Academic Language and vocabulary by critiquing, justifying, and theorizing in reading and writing across disciplines.
- Develop EL students’ grammar and spelling skills through specific and purposeful instruction based on formative assessments

- Teachers will frequently use district measures to determine student reading levels; students who don't show growth will be recommended for intervention
- Give ample opportunities to demonstrate critical thinking skills specific to DOK through projects based on multiple learning modalities
- Use technology as a tool for further exploration and opportunities for learning and growth

### *Mathematics*

- Promote a rigorous curriculum that meets Common Core Standards.
- Enhance mathematics using the district curriculum, Illustrative Math, and CGI (Cognitively Guided Instruction)
- Develop understanding of the mathematical practices through problem solving.
- Use real-life examples to apply math skills to daily problem solving situations.
- Recognize relevant information and review applications by checking for reasonableness.
- Discern number operations and use alternate methods necessary to solve word problems.
- Connect math across the disciplines through STEAM projects.
- Develop student skills using mathematical tools (protractors, calculators, computers, rulers, compasses).
- Build upon foundational skills at each stage to develop higher-level mathematical reasoning and problem-solving abilities

### *Science*

- Hypothesize and develop inquiry-based experiments utilizing the science and engineering practices
- Students will engage with real-world problems and apply scientific practices in a more complex way using the Next Generation Science Standards
- Use hands-on experiments to further research and prove/disprove conjectures.
- Integrate science and writing by using the language of the discipline.
- Understand the need for eco-friendly products and life-changes to better our local and global community.
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels and make cross-curricular/discipline connections.
- Apply math, graphing and technology skills to collect, organize and analyze data to draw conclusions.
- Participate in professional development addressing the Next Generation Science Standards.
- Connect science across the disciplines through STEAM projects.

### *History and Social Studies*

- Promote a rigorous curriculum that meets the state content standards for history and social studies.
- Students will understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.
- Through critical thinking skills, students will relate over time historical events and be able to find parallels and patterns through cross-curricular projects.
- Students use USC's Four Worlds framework for analyzing the politics, economy, society, and culture of ancient, medieval, and modern history.
- Students will interpret geographical and historical information to draw conclusions.
- Use role-play and interactive units to gain first hand experiences and bring history alive.
- Analyze a variety of primary and secondary sources to create authentic products.

### *Additional Enrichment Instruction*

It is proven that students can learn at a higher rate by applying test-based knowledge paired with hands-on experiences with science, the arts, technology and media. Enrichment programs are fully incorporated into the appropriate grade-level curriculum for all levels (K-8) and meet and exceed the established Common Core State Standards. Hesby Oaks Leadership Charter offers art enrichment, physical education (K-5), Orchestra (3-5), and technology programs. Qualified specialists are brought in to teach these programs. The instruction in these specific areas is delivered during the school day so that every student in the school has the opportunity to participate.

### **Technology**

#### *Technology Vision Statement*

Hesby Oaks Leadership Charter is committed to integrating the best technologies available in order to enrich instructional programs and foster the highest possible academic and social achievement in our students. Hesby understands that the latest technology can be a critical tool in cultivating an ability to identify and reach diverse learning styles, intelligences, strengths, and weaknesses, while creating an environment for effective differentiation. Hesby Oaks Leadership Charter understands the need to use the latest technology as another tool to enhance the learning of the digital natives we teach. We recognize that students need a variety of skills for success in today's world, such as critical thinking, creativity, problem solving, communication and collaboration. Hesby Oaks Leadership Charter students use multiple media and various technologies, and know how to judge their effectiveness as well as assess their results.

In this atmosphere, students are given equitable access to technologies to go beyond the basic mastery of skills, providing opportunity to explore and expand one's own learning in order to gain expertise.

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

Students will develop artificial intelligence (AI) literacy, which includes understanding how AI works, its limitations, ethical considerations, and the ability to use AI responsibly as a tool to enhance learning, critical thinking, and creativity, rather than relying on it solely to produce answers without comprehension.

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

- Differentiated math instruction for grades K-8 through online resources and publisher-provided software.
- Age-appropriate, school-wide Internet access for research and for interschool and school-home communication using e-mail, class websites and our district's learning management system Schoology.
- Access to multimedia devices such as scanners, digital cameras, projectors, iPads, 3D printers, and Chromebooks for school activities and projects
- Training for students and staff in the use of technology.
- Ongoing implementation of new technology guided by the Technology Committee, consisting of the computer instructor, school administrator, teachers and parents.
- Technical support to maintain equipment and maximize functionality.

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

**The expected technology skills for each grade level are:**

*Kindergarten:*

- Name parts of a computer.
- Properly turn the computer on/off.
- Use keyboard & mouse, menus and basic shortcuts.
- Follow established procedures when asking for help.
- Visually compare own screen with the instructor's.
- Open basic programs.
- Draw/paint a picture with a graphics program.
- Save a document with assistance.
- Open & close windows.
- Access Internet sites.
- Type first & last names with initial capital letters.
- Begin to recognize home row keys (A,S,D,F,G,H,J,K,L).
- Understand the requirements to be a responsible digital citizen.

*First Grade:*

- Know the difference between an *application* and a *website*.
- Type 5-10 wpm with 85%+ accuracy.
- Type a sentence with proper capitals, spacing and ending punctuation.
- Recognize home row keys (A,S,D,F,G,H,J,K,L;:;).
- Take pictures using a digital camera.
- Begin to know various search engines.
- Understand not to click on every website ad.
- Understand the requirements to be a responsible digital citizen.

*Second Grade:*

- Type a paragraph with proper capitals, punctuation, indentation and centering of title.
- Know drawing program basic tools (pencils, brush, line, fill bucket, eraser).
- Create slideshow from photos and/or drawing imported with teacher assistance that conveys an experience shared or a concept learned.
- Create a Google Slides presentation (less than 5 slides) from template.
- Type username and password independently when needed.
- Type a URL in the address bar, e.g., [www.starfall.com](http://www.starfall.com).
- Identify active links on a website, follow them and use the back button.

- Type 8-15 wpm with 85%+ accuracy.
- Know how to type symbols (i.e."#", "\$", "%").
- Differentiate between Shift key and Caps Lock.
- Understand the requirements to be a responsible digital citizen.

#### *Third Grade:*

- Competently use the district's learning management system.
- Master capitalization, punctuation, indenting and centering.
- Use spell check and grammar tools to edit.
- Use basic formatting tools.
- Use quotation marks in dialogue.
- Perform basic cut/paste within applications and between applications; import images.
- Create a 4-6 slide Google Slides presentation, adding at least one image.
- Save to a specified folder or location.
- Understand and follow rules of Internet Safety.
- Use relevant sources of information to research an academic question using credible websites, critically evaluate the information found, take notes, and put the information in own words
- Type 10-20 wpm with 85%+ accuracy.
- Understand the requirements to be a responsible digital citizen.

#### *Fourth Grade:*

- Write multiple paragraph compositions using Google Docs.
- Use relevant websites to research an academic question
- Judge websites for legitimacy and appropriateness
- Critically evaluate the information found, take notes, and use the information to create informational books, slideshows, presentations, and research papers
- Type 15-25 wpm with 85%+ accuracy.
- Use presentation software such as Google Slides, iMovie, and Sketch Up.
- Insert and format images into documents and presentations.
- Serve as peer tutor to others working on mastery of specific technology skills.

#### *Fifth Grade:*

- Create video projects independently, including shooting video, transferring content to computer, basic editing, publishing.
- Navigate the Internet independently and safely; teach others how to perform common web-based tasks.

- Use district learning management system to receive and execute assignments and keep an open dialogue with on-going assignments or projects.
- Explain anatomy of web URL, e.g., suffixes, folder hierarchy.
- Students are taught coding to computer language.
- Perform efficient searches for specific information in articles, images, events.
- Publish projects independently, incorporating skills above.
- Type 20-30 wpm with 85%+ accuracy.

#### *Sixth through Eighth Grades:*

- Effectively master all K-5 media and technology skills.
- Use presentation skills to creatively present information using tools such as Google Slides, Prezi or other visual media tools to integrate visuals and research.
- Evaluate web resources to determine their scholarly worth in use for research based projects.
- Create appropriate and usable graphs for use in presentations or research.
- Use and apply appropriate basic principles of graphic design, typography, color theory and layout using digital resources.
- Integrate offline and online resources effectively.
- Use collaborative web based sites to publish and comment on work done by peers.
- Understand the requirements to be a responsible digital citizen including but not limited to: digital communication, digital commerce, digital etiquette, digital security, digital access, digital laws including “fair-use” and copyrights, digital rights & responsibilities and digital literacy.

#### *Media Lab*

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

#### **Other Content Areas**

##### *Music*

- Third through eighth grade students may enroll in Orchestra. Orchestra classes are held weekly.
- Kindergarten through fifth grade students participate in Music-Arts Prototype.
- Perform thematic musical plays based on grade-level standards.

- Kindergarten through fifth grade students (optional for sixth through eighth grades) perform a yearly holiday program, featuring multicultural holiday songs.

### *Art*

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

### *Physical Education*

- The physical education program provided to grades K-5 is aligned to the state standards which the teachers implement. Students in grades 6-8 participate in physical education daily with a credentialed physical education teacher. The program is designed to develop:
  - Motor skills, knowledge and attitudes needed for participation in various sports activities.
  - A level of physical fitness as determined by the California Fitness Test.
  - A positive self-image.
  - Socially desirable behavior and appropriate conflict resolution with peers.
- Students will be introduced to a variety of sports such as basketball, volleyball, softball, soccer, and track. Students will be taught basic skills, rules and strategies related to a variety of sports and will demonstrate leadership by playing student-led games.
- The physical education program is an important component to providing our students with a healthy mind and body. This program also enhances the concepts of team sports and good sportsmanship while incorporating fairness in competition. At Hesby Oaks Leadership Charter, we understand the importance of integrating the theory of physical education with organized and structured play.
- Access to a regular physical education program can enhance all aspects of development including academic performance, kinesthetic knowledge, motor skills and self-esteem. These benefits can be achieved through quality physical education programs. For optimum results, programs should be regular, frequent, developmentally appropriate, success-oriented and instructed by trained physical education teachers (*McKenzie, Sallis, Faucette, Roby, and Kolody, 1993*).



## Leadership

### School-Wide Community Service

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

Hands-on experience is provided to help with environmental issues. Students participate in recycling projects. School activities include constant reminders such as skits during morning assemblies about the ways children can help preserve our resources, including promoting trash-free lunches. The middle school Marine Science elective class also assists by sending students to make weekly rounds to collect recyclable materials from the entire school. Hesby Oaks Leadership Charter encourages conserving energy by carpooling and walking to school. Hesby Oaks Leadership Charter responds to national and global events. For example, student council quickly organized a fundraiser for victims of Japan's earthquake in 2011 and recently raised money for a school damaged by the 2016 Louisiana floods.

*Leadership Roles and Opportunities: School Wide*

### Student Leadership

The school has student leadership opportunities. In elementary classes, students volunteer to meet during their lunchtimes once a week. In middle school, students choose an elective class that meets each day. Both elementary and middle school meet as one school leadership council once a week, as well as separately. This helps them learn how to effectively communicate with and lead others, as well as building community. The core of the student leadership philosophy involves empowering students to become effective speakers and good listeners to the ideas of others. As ideas are shared, students develop deeper and more meaningful connections with one another, increasing their capacity for empathy and for holding multiple perspectives. Also, through the leadership groups, students connect their personal experiences and

perceptions with the content in many areas of the curriculum. Student Leadership members are trained in Emergency Preparedness and work with teachers and staff during emergency drills. Student Leadership members emcee various events including monthly morning assemblies throughout the year. Student Leadership members work on school, community, as well as world-wide philanthropic events, learning how they can make positive change in the world.

#### *Additional School-Wide Leadership Opportunities*

- Groups of K-8 students meet monthly in “Husky Habitats.” Students from the Leadership Class plan, organize and implement activities to promote community.
- Seventh and eighth grade students work with teachers and students as assistants on a daily basis. Through these opportunities, the older students are able to put into practice leadership skills and younger students are able to learn from their older peers.
- Student groups organize and run fundraising events for trips such as the 8<sup>th</sup> grade trip to Washington, D.C.
- Leadership students facilitate book sharing groups of mixed-age students during Hesby Oaks Leadership Charter’s annual “Young Authors’ Fair.”
- Older students are trained in audio-visual technology and help to set up and run student productions, assemblies and classroom events.

#### *Leadership Roles and Opportunities: In the Classroom*

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

Hesby Oaks Leadership Charter, as an inclusive community, fosters independence of thought, intellectual integrity, personal responsibility and social morality. We understand that leadership and strength of character go hand-in-hand. Open dialogue is encouraged among all stakeholders (students, staff, and parents), which enhances the understanding and appreciation of differences and promotes personal and social development. By fostering both positive social values and personal growth, the learning environment will have a beneficial effect on the community at large. This empowers the children to be proactive agents of change, embracing the scope of human diversity. Students K-8 discuss Steven Covey’s *The Leader in Me: The 7 Habits of Highly Effective People*. Students are encouraged to demonstrate their understanding of these habits routinely both in and outside the school environment.

### *Additional Classroom Leadership Opportunities*

- Much of student learning takes place in cooperative groups. This enables students to take leadership roles, brainstorm and problem solve as a team.
- Behavior management systems promote leadership, self-esteem and critical thinking skills.
- Classroom Student Leadership representatives attend weekly student council meetings and relay information to his/her class. 3rd- 5th grade representatives are the liaisons to K-2nd grade classrooms.
- Many classrooms meet with cross age buddies

The affective/social goals of Hesby Oaks include:

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

### **How the Curriculum Addresses Common Core, California Content, and Next Generation Science Standards**

All components of the Hesby Oaks Leadership Charter curriculum will conform to the Common Core, California States and Next Generation Science Standards. All instruction will be standards-based and assessed by the CAASPP as scheduled by the Department of Education and the Los Angeles Unified School District. Hesby Oaks

Leadership Charter determines the extent to which they will implement District-adopted curriculum and periodic assessments.

### *Textbooks*

Hesby Oaks Leadership Charter currently uses District-approved state-aligned textbooks for all core subjects. Hesby Oaks Leadership Charter shall have flexibility in instructional programs and choice of curricular materials. All assessments and curricular materials will be aligned with Common Core, California State and Next Generation Science Standards.

### **Textbook/Program List**

#### *Grades K-5*

<b>Subject</b>	<b>Title</b>	<b>Publisher</b>
English/Language Arts	Balanced Literacy (Readers and Writers Workshop) and Core Knowledge Language Arts & Literacy (CKLA)	Heinemann Amplify Education
Mathematics	Cognitively Guided Instruction in Math (CGI) Illustrative Math	McGraw-Hill
Social Science	Impact	McGraw-Hill
Science	Inquiry-Based	Amplify & Mystery Science
Health	The Great Body Shop	The Children's Health Market, Inc.

#### *Grade 6*

<b>Subject</b>	<b>Title</b>	<b>Publisher</b>
English/Language Arts	My Perspectives: Grade 6	SAVAAS
Social Science	History Alive – Ancient World	Teachers' Curriculum Institute
Mathematics	Illustrative Math	Kendall Hunt
Science	Amplify Science	Regents of the Univ. of CA
Health	Comprehensive Health Skills for MS	Goodheart Wilcox Company

*Grade 7*

<b>Subject</b>	<b>Title</b>	<b>Publisher</b>
English/Language Arts	My Perspectives: Grade 7	SAVAAS
Social Science	History Alive!	Teachers' Curriculum Institute
Mathematics	Illustrative Math	Kendall Hunt
Science	Amplify Science	Regents of the Univ. of CA
Health	Comprehensive Health Skills for MS	Goodheart Wilcox Company

*Grade 8*

<b>Subject</b>	<b>Title</b>	<b>Publisher</b>
English/Language Arts	My Perspectives: Grade 8	SAVAAS
Social Science	History Alive!	Teachers' Curriculum Institute
Mathematics/ Algebra	Illustrative Math	Kendall Hunt
Science	Amplify Science	Regents of the Univ. of CA

**Instructional Methods and Strategies**

- Understand the expected student outcome for each standard. Unpack the standard to determine the skills that students must master in order to achieve expected learning outcomes.
- Differentiate instruction. Personalize learning experiences for all students—not just those who perform above the expected learning outcome—but also provide intervention or remediation for underperforming students.
- Break down lessons into manageable concepts, and provide multiple teach/model/practice opportunities for different kinds of learners.
- Support grade-level reading of complex texts by providing students with appropriate reading materials, including vocabulary instruction that applies the Three Tiers of Words: (1) common words, (2) high-frequency words, and (3) domain-specific words.
- Demonstrate all forms of writing with students, and provide detailed explanations so they understand different writing forms. Educators should model the writing process on a daily basis in the classroom.
- Reinforce conceptual understanding of key ideas in math instruction, and require students to justify why an answer is correct.

- Infuse instruction with cross-curricular concepts to embed key ideas, and take advantage of repeated opportunities to integrate, apply, and synthesize standards.

### **Universal Transitional Kindergarten** (UTK)

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.

- The maximum class size for TK is 20 students
- The student-teacher ratio is 10:1, with one adult being a fully certified TK teacher
- By 2025-26, all lead TK teachers must have a Multiple Subject Credential and at least 24 units of Early Childhood Education
- TK teachers may also have additional training or experience in Early Childhood Education
- TK program is full day
- TK is the first year of a two-year kindergarten program
- TK uses a play-based curriculum that is age and developmentally appropriate
- TK helps children develop social skills like respect, kindness, and problem-solving

## **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.

### **Elementary Grades Schedule**

#### **Regular Day School Schedule**

<b><u>Grade</u></b>	<b><u>Schedule</u></b>	<b><u>Recess</u></b>	<b><u>Lunch</u></b>
UTK	8:00-2:23 p.m.	9:55-10:15 a.m.	11:20-12:00 a.m.
Kindergarten	8:00-2:23 p.m.	10:15-10:35 a.m.	11:30-12:10 p.m.
1 <sup>st</sup> -3 <sup>rd</sup>	8:00-2:23 p.m.	10:15-10:35 a.m.	11:40-12:20 p.m.
4 <sup>th</sup> and 5 <sup>th</sup>	8:00-2:23 p.m.	10:15-10:35 a.m.	12:00-12:40 p.m.
Playground - KYDS	2:23-5:30 p.m. Mon., Wed., Thur. and Fri.		

#### **Banked Day Tuesday**

UTK	8:00-1:21 p.m.	9:40-10:00 a.m.	11:05-11:45 a.m.
Kindergarten	8:00-1:21 p.m.	10:00-10:20 a.m.	11:25-12:05 a.m.
1 <sup>st</sup> - 3 <sup>rd</sup>	8:00-1:21 p.m.	10:00-10:20 a.m.	11:25-12:05 p.m.
4 <sup>th</sup> and 5 <sup>th</sup>	8:00-1:21 p.m.	10:00-10:20 a.m.	11:45-12:25 p.m.
Playground- KYDS	1:21-5:30 p.m. Tuesdays		

#### **Minimum Day Schedule**

<b><u>Grade</u></b>	<b><u>Schedule</u></b>	<b><u>Recess</u></b>	<b><u>Lunch</u></b>
UTK	8:00-12:30 p.m.	10:05-10:15 a.m.	11:40-12:00 p.m.
Kindergarten	8:00-12:30 p.m.	10:15-10:25 a.m.	11:40-12:00 p.m.
1 <sup>st</sup> - 3 <sup>rd</sup>	8:00-12:30 p.m.	10:00-10:10 a.m.	11:40-12:00 p.m.
4 <sup>th</sup> and 5 <sup>th</sup>	8:00-12:30 p.m.	10:00-10:10 a.m.	12:00-12:20 p.m.
Playground- KYDS	12:30 - 5:30 p.m.		

#### **Bell Schedule**

UTK – 8 Warning Bell	7:55 a.m.
UTK – 8 Classes Begin	8:00 a.m.
K – 5 Recess Ends	10:35 a.m.
6 – 8 Nutrition Ends	10:14 a.m.
UTK – 3 Lunch Ends	12:20 p.m.
4 – 5 Lunch Ends	12:40 p.m.
6 – 8 Lunch Ends	12:52 p.m.
UTK – 5 Dismissal	2:23 p.m.
6 – 8 Dismissal	3:03 p.m.

## Middle School Schedule

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

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

### Tuesday's Professional Development Block Schedule

#### **Tuesday A**

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

#### **Tuesday B**

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

### Minimum Day Schedule

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

Block schedules alternate each Tuesday beginning the first week of school with an “A” day.

Block	1	2	3
<b>Tuesday A</b>	<b>6</b> PE Jamieson (G2) <b>6</b> Hist Wynkoop (G1) <b>7</b> Hist Pattison (P1) <b>7</b> Sci Bautista (P1) <b>8</b> Engl Megrabyan (CC) <b>8</b> Math Walsh (A) Marcus CONF	<b>6</b> Science Marcus (G2) <b>6</b> PE Jamieson (G1) <b>7</b> Hist Pattison (P2) <b>7</b> Sci Bautista (P2) <b>8</b> Engl Megrabyan (A) <b>8</b> Math Walsh (CC) Wynkoop CONF	<b>6</b> Science Marcus (G1) <b>6</b> Elective Megrabyan (G2) <b>7/8</b> Drama Pattison <b>7/8</b> Leadership Wynkoop <b>7/8</b> Marine Sci Bautista <b>7/8</b> STEAM Walsh Jamieson CONF



<b>Tuesday B</b>	<b>6 Math Marcus (G2)</b> <b>6 Engl Wynkoop (G1)</b> <b>7 PE Jamieson (A)</b> <b>7 Math Walsh CC</b> <b>8 Hist Pattison (P3)</b> <b>8 Sci Bautista (P3)</b> <b>Megrabyan CONF</b>	<b>6 Math Marcus (G1)</b> <b>6 Engl Wynkoop (G2)</b> <b>7 PE Jamieson (CC)</b> <b>7 Engl Megrabyan (A)</b> <b>8 Hist Pattison (P6)</b> <b>8 Sci Bautista (P6)</b> <b>Walsh CONF</b>	<b>6 Elective Marcus or Ventura(G1)</b> <b>6 History Wynkoop (G2)</b> <b>7 Engl Megrabyan (CC)</b> <b>7 Math Walsh (A)</b> <b>8 PE Jamieson</b> <b>Bautista CONF</b> <b>Pattison CONF</b>
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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	Yes	131	323	39	263	10	253			180	36000	55100	19100
1	Yes	131	323	39	263	10	253			180	50400	55100	4700
2	Yes	131	323	39	263	10	253			180	50400	55100	4700
3	Yes	131	323	39	263	10	253			180	50400	55100	4700
4	Yes	131	323	39	263	10	253			180	54000	55100	1100
5	Yes	131	323	39	263	10	253			180	54000	55100	1100
6	Yes	131	383	39	323	10	253			180	54000	65300	11300
7	Yes	131	383	39	323	10	253			180	54000	65300	11300
8	Yes	131	383	39	323	10	253			180	54000	65300	11300
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									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.

Regular professional development and training is essential to the competence and overall effectiveness of all teachers and support personnel. Teachers and their aides participate in ongoing professional development to ensure that they have the skills to

carry out the instructional program. The Academic Support Committee plans professional developments and trainings that will meet the needs expressed by the staff.

These needs are determined in the following manner:

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

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

The staff also uses banked time days to examine and receive training in programs based on the latest research to improve and revitalize our instructional program. All staff are encouraged to attend workshops and trainings that are held off campus and given by experts in their fields. Teachers attend math, writing, science, history, GATE and differentiation conferences. The staff also attends District-sponsored professional development.

The administrator is responsible for providing feedback, assistance and guidance to teachers regarding new programs and professional development learning. Professional developments are a combination of District-mandated topics (such as DVR training, DIBELS Training (K-3), Earthquake Safety, First Aid & Bloodborne Pathogens) as well as sessions planned with staff input. Future topics include an in depth study of the New Generation Science Standards, Balanced Literacy, and best practices for math instruction. Hesby Oaks teachers keep abreast of the most current educational research on best practices and teaching strategies.

## **MEETING THE NEEDS OF ALL STUDENTS**

### **English Learners**

As a District affiliated charter school, Charter School shall implement the provisions of the District's *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*.

ELD instruction takes place on a daily basis and is provided by the classroom teacher in the classroom. A separate, scheduled block of time is used for the systematic, explicit instruction of English while still providing access to the full curriculum. This instruction will tie into the ELA instruction with District-approved instructional materials and is designed to help students make adequate progress toward mastery of the English Language Development (ELD) standards.

At Hesby, our goal is to accelerate the acquisition and academic use of English by our EL's through the use of various strategic instructional strategies including, but not limited to; choral reading, graphic organizers, flexible grouping, accessing prior knowledge, use of visuals, use of technology, brainstorming, interactive read-alouds, shared reading, and think-pair-share. Through these strategies and more, we are able to guide our students as they develop their listening, speaking, reading, and writing skills. Through these multiple, research-based strategies along with on-going formative assessments, we will ensure the success of these students.

All instruction is guided by the CA State Standards, Common Core Standards, and the District's English Learner Master Plan as indicated in LAUSD's REF-5951.0, "when ELs have met the criteria for reclassification and demonstrated they are able to participate effectively with English-speaking peers in a Mainstream English program, they become Reclassified as Fluent-English Proficient (RFEP). The reclassification process and criteria are based on guidelines approved by the California State Board of Education (SBE)."

Teachers will monitor student progress toward reclassification based on student observation and performance. ELPAC and DIBELS data is used to guide instruction and as criteria for reclassification. Through careful analysis of this data, we will provide all students with meaningful access to the full curriculum. Students who do not make adequate progress toward mastery of the English Language Development (ELD) standards, Long Term English Learners (LTELs), and for students "At-Risk" of becoming LTELs will be recommended for after school intervention and/or team members will hold a SSPT (Student Support and Progress Team) to create a plan of instruction and intervention to meet the student's needs.

### **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.

Hesby Oaks Leadership Charter is committed to addressing the needs of Gifted and Talented students. Student progress is monitored through formative and summative assessments and teacher observations.

According to District guidelines, students are identified GATE through the GATE screening committee which is made up of teachers, site administrator and a school psychologist (see Appendix 8 GATE criteria.) In second grade, students are given the

Otis–Lennon School Ability Test (OLSAT), a test of abstract thinking and reasoning ability of children pre-K to 12th grade. GATE recommendation is based on teacher evaluations, progress reports and standardized test scores that demonstrate consistent, high academic achievement and fall within District requirements. GATE testing is requested on a fee for service basis. Parents may also make a GATE referral for their child. Students identified as Gifted and Talented receive differentiated instruction as mandated by the State of California. GATE students are clustered into individual classrooms to achieve a balanced, heterogeneous learning environment. Teachers collaborate to create a differentiated curriculum for their GATE students, accelerated pacing, individual choice and novelty based on Common Core State Standards.

### **Students Achieving Below Grade Level**

Hesby Oaks Leadership Charter's goal is to maximize the learning opportunities of low-achieving pupils throughout their educational journey. The school is continuing its commitment each year to spend school budget funds for teacher assistants which further reduces the adult-student ratio, giving more assistance to those most in need. Hesby Oaks Leadership Charter also has a very active commitment on the part of parents and community members to volunteer their time in the classroom on a regular basis.

Hesby Oaks Leadership Charter recognizes that there are many factors that may affect a student's performance, and the school has made considerable efforts to identify students at academic risk and respond effectively to their specific needs. In addition to providing programs for students eligible for special services, the school also supports programs to give students it identifies as low-achieving or at-risk the individualized help they need for classroom success in compliance with the intent of Every Child Succeeds Act and in an effort to close the achievement gap.

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

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

Hesby Oaks Leadership Charter provides additional intervention for middle school students at academic risk. The school's innovative Learning Lab is a program run by

RSP teachers with a small group of students for intensive skills intervention during fourth period. Classroom teachers meet with the Learning Lab teacher on a regular basis to plan the most effective program and to ensure that the students have access to core curriculum.

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

#### **Student Support and Progress Team (SSPT)**

Hesby Oaks Leadership Charter uses several means of communication to reach our community of students who are not meeting grade-level standards. Teachers are trained to employ multiple strategies to engage and challenge students to meet or exceed the required standard. Teachers are also highly innovative in making necessary accommodations and modifications to meet the needs of students who are not able to meet the grade-level standard taught in class. Once the teacher has accumulated enough evidence to show that a particular child is not successfully responding to the accommodations, the student is then referred to the SSPT. Using a Multi-Tiered System of Support (MTSS) framework, the SSPT collaborates with teachers and parents to ensure that all students have equal access to the curriculum.

#### **Socioeconomically Disadvantaged**

Hesby Oaks Leadership Charter provides support to meet the needs of low socioeconomic status students as identified by the District through development of technology skills for 21<sup>st</sup> century learning and through a variety of enrichment opportunities. When Hesby Oaks Leadership Charter identifies a student at academic risk, the school makes available several special resources. If adequate funding is available, small intervention language arts and math classes are held after school to help identify at-risk students. This includes G.O.A.L for Middle School students. Student progress is monitored through assessments and teacher observations. The Beyond the Bell Branch of LAUSD operates after school programs offering academic assistance, enrichment activities and recreational activities in a safe, supervised environment from the release of the school day until 6:00 p.m. each school day.

Medical, vision, dental and mental health services are available through District-sponsored programs.

## **Students with Disabilities**

### **Special Education**

The District shall continue to serve the needs of 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**

It is our goal to meet the needs of all students, including Foster Youth, students experiencing homelessness, Standard English Learners, and any other subgroup, as identified by the District, relevant to our targeted student population. Needs are determined and addressed through collaboration of staff members who work with the students, and progress is monitored through assessment and observation.

Upon enrollment and twice a year students will receive the Student Housing Questionnaire (SHQ). The school office staff will use the data from this form to contact the parents with resources for assistance if needed. This data is also shared with Student Services in the district so that a Student Services Counselor can provide

support. The School office staff along with the Student Services Counselor will monitor the progress of the students in this student group.

### **For Charter Schools Identified as “High Performing” by the CDE**

Our school will share promising practices of the charter school with other traditional and charter public schools serving similar grade levels by conducting instructional rounds and data chats within our community of schools. Principals and directors will be invited to our school to engage in classroom observations to observe instruction, use of curriculum, and differentiation. This will be followed by a debrief meeting where the attendees will have an opportunity to ask questions, discuss curriculum, and give feedback on what they saw. The principal will share data from our school and hold a data chat. The principal of Hesby Oaks will participate in similar meetings and different school sites.

### **“A TYPICAL DAY”**

Throughout the week, a visitor will see students participating in and learning about core subjects, music, art, theatre, STEAM, public speaking, entrepreneurship, computer skills, physical education, health, environmental conscientiousness, community and social values. These are crucial elements of the education at Hesby Oaks Leadership Charter. In every classroom, teachers can be seen guiding and facilitating student learning by modeling, creating rubrics and criteria charts with students and using direct instruction. Throughout the day, students work on differentiated activities while teachers observe, conference with individual students, or work with small groups. Instructional Aides, Resource Specialists and parents assist and support learning by working with small groups and individual students. Visitors will also experience the positive, friendly culture of Hesby Oaks Leadership Charter.

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

**Language Arts:** Language Arts instruction incorporates a Balanced Literacy approach along with Readers and Writers Workshop and District approved programs. All students participate in whole and small group discussion of text, integrated projects based on strategies and skills, and take alternative and curriculum-based assessments.

In all of the grades, writing often begins with a mini-lesson to teach new skills or reinforce previous skills and then progresses to independent practice where students write to respond to literature as well as compose creative essays using expository, narrative, persuasive, and descriptive presentations. Students progress through the stages of the writing process through drafting, editing, rewriting. Students often meet to reflect on their writing and edit with a partner.

**Math:** Math instruction is guided by the Common Core Math Practices. Teachers use literature, visuals, and manipulatives to introduce concepts in all grades. Hands-on materials are used heavily in the lower grades to engage students in concrete activities and make abstract concepts tangible. Students practice new skills using workbooks, games, computation drills, computer technology and other activities/investigations in groups or individually. They record and share their strategies in math notebooks. Math is taught as whole group as well as in workshop style with rotating groups of students with homogeneous skill levels. These groupings meet the various developmental levels

and are continually changing. Teachers use assessments to determine skill levels, using differentiation strategies such as utilizing curriculum compacting and tiered assignments through menus and choice boards.

Social Studies: In all grades, National Council for the Social Studies themes are explored through literature, expository text, computer programs and websites, utilizing District approved materials and primary and secondary sources. Inquiry based learning is employed with a variety of projects at the conclusion – posters, plays, maps and models, diaries, etc. Upper grade students practice note-taking and creating products authentic to the discipline using a variety of primary and secondary sources.

Science: Science instruction uses Next Generation Science Standards as well as District approved programs. All grade levels use hands-on experimentation, exploration, investigation, and observation in the study of the sciences (earth science, life science, physical science and engineering) as well as direct instruction of concepts and vocabulary. Students use graphic organizers to organize and scaffold information.

Technology and literature are used to reinforce and build on concepts. Students create notebooks and portfolios to log thoughts, questions and discoveries. Students design and engineer solutions to various real world situations.

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

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

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in 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.

Hesby Oaks Leadership Charter strives to meet or exceed all District goals on

measurable assessments through instruction as detailed above and any additional data acquired.

### **MEASURABLE PUPIL OUTCOMES:**

### **SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Please refer to Element 1 in accordance with Education Code § 47605(b)(5)(A)(ii). A completed “LCFF State Priorities” table is provided there.

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

### **MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

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

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

- DIBELS and TRC assessments measure students' progress towards meeting reading standards.
- Pre and Post-Unit on-demand writing opportunities show us needs and growth in our writers.
- Teacher created and curriculum generated assessments are used in all classrooms to measure progress and inform instruction .

### **DATA ANALYSIS AND REPORTING**

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

- Teachers and administration evaluate data from combined assessments such as CAASPP, ELPAC, District-adopted reading and math program, District Formative and Summative Assessments in order to plan instruction.
- DIBELS and TRC assessments in grades K-2 will be used a minimum of three times year (beginning, middle, end) giving us valuable data in understanding how students are progressing as readers
- iREADY diagnostic assessments are given three times a year to drive instruction in Math K-8 and in ELA grades 3-8. iREADY is a computer adaptive program

which differentiates lessons for each individual student. Teachers evaluate and plan according to the outcomes of each formative assessment.

- Data is also used to identify and prioritize professional development priorities and as topics for discussion during grade-level planning.
- Assessment results are communicated to parents throughout the school year in a variety of ways, e.g., emails communication, weekly progress reports and online grade books.
- School-wide data is also shared in a public forum at governance meetings in order to discuss upcoming program development and intervention priorities.
- MISIS is available for immediate access to grades and attendance.

Instantaneous access to this information provides all stakeholders the ability to monitor student performance and academic growth. This information will also be utilized to assist administration and teachers, in critiquing and examining data and to develop an effective Professional Development program on an ongoing basis.

### **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

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

## ELEMENT 4 – GOVERNANCE

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

Hesby Oaks Leadership Charter Governing Council is composed of 12 voting members including the principal. Stakeholders include classified staff, (S.A.A.), parents, certificated teachers (one from each committee), the UTLA chair, and an alternate. Governing Council meets monthly to review committee updates, school budget, and other school business.

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.

## **STAKEHOLDER INVOLVEMENT**

### **Process which Ensures Staff, Student and Other Stakeholder Involvement**

All stakeholders play a very active role in our school, and the success of Hesby Oaks Leadership Charter depends upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at Hesby Oaks Leadership Charter, their participation will help to fulfill our promise of an enriched educational experience for all children. Monthly meetings are held to bring all stakeholders together to review and discuss the annual LCAP and keep everyone up to date on what is currently happening on campus. These meetings are also when input on the LCAP is solicited and discussed.

Hesby Oaks Leadership Charter uses an annual survey, given to all stakeholders, to determine our priorities as a community. The surveys are distributed via paper and email. Returned surveys are tabulated and items ranked in order of priority then used as the starting point for annual review of both the LCAP and educational priorities. By participating in the process, parents will learn and share skills related to teaching their children, planning, budgeting, management, analysis and problem solving.

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

Involvement in the Governing Council and the various committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This will enable Hesby Oaks to continue meeting the unique and changing needs of the students at Hesby Oaks Leadership Charter.

Teachers hold conferences with parents to discuss individual students. Monthly, the principal holds a meeting to allow parents to ask questions about the school's

educational program.

### **Additional Parent/Student/Staff/Community Involvement Opportunities**

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

In addition to the various activities listed above, teachers have the opportunity to communicate during weekly collaboration meetings, professional development meetings, and regular faculty meetings.

Without parent support, Hesby Oaks Leadership Charter would not be able to achieve its current level of success. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Hesby Oaks Leadership Charter's educational program. A parent's inability to participate does not impact admission for enrollment.

### **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 furnishes 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 to 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.

#### Student Recruitment

As an affiliated LAUSD charter school, we accept every student regardless of whether they are socioeconomically disadvantaged, have low economic performance, or are a student with a disability. Hesby Oaks Leadership Charter recruits potential students by holding a school tour every January that is open to the public. Our school tour is advertised on the homepage of our website, hesbyoaks.org, from the beginning of the

school year. We then announce the dates for submission of lottery applications in January on the homepage of our website as well.

### Lottery Procedures

Hesby Oaks Leadership Charter Lottery follows LAUSD eChoices procedures to register students who live out of the area for the lottery. A public lottery drawing is held the first week of February by the Principal, School Administrative Assistant, Governance President and anyone interested in attending. The date of the drawing is advertised on our school website.

If the LAUSD resident school identifier assigns Hesby Oaks as the second choice, applicants are not guaranteed a spot. Students will only be admitted when and if a space becomes available.

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

- Prospective students who are siblings of students enrolled at Hesby Oaks at the time of the lottery and reside outside Hesby Oaks boundaries shall have first admission preference.
- All other prospective students who reside within LAUSD shall have second admissions preference.

All applicants will be placed on a waiting list per the lottery drawing. Parents are called if their child is selected from the lottery list, as seats become available.

### **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 (boundaries<sup>1</sup>) 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.

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<sup>1</sup> For all District Affiliated Charter Schools, which are conversion charter schools, the term “former attendance area (our north to south boundaries are the 101 fwy to Ventura Blvd. and our east to west boundaries are the 405 fwy to Havenhurst St. - our middle school boundary includes some addresses on the South side of Ventura Blvd.)” includes those sending areas designated under the District’s Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

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 UTK - 7th grade 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 in grades UTK - 7th grade at 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, 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 Multi Purpose Room 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, (announced via school website and school marquee.) Student names are put in a randomizer by grade level, which randomly assigns students a waitlist number.

Parents/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. Parents/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)(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.

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:

[Hesby Oaks Leadership Charter]  
c/o School Principal  
[15530 Hesby Street]  
[Encino, CA 91436]

To District:

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

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

# ADDENDUM

## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

[Hesby Oaks Leadership Charter] (also referred to herein as (also referred to herein as “[Hesby]”, “District Affiliated Charter School” and “Charter School”), “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 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.

## **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).

Hesby Oaks Leadership Charter Governing Council is composed of 12 voting members including the principal. Stakeholders include classified staff, (S.A.A.), parents, certificated teachers (one from each committee), the UTLA chair, and an alternate. Governing Council meets monthly to review committee updates, school budget, and other school business.

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 (boundaries<sup>2</sup>) 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

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<sup>2</sup> 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.

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 UTK - 7th grade 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 in grades UTK - 7th grade at 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, 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 Multi Purpose Room 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, (

announced via school website and school marquee.) Student names are put in a randomizer by grade level, which randomly assigns students a waitlist number.

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:

[Hesby Oaks Leadership Charter]  
c/o School Principal  
[15530 Hesby Street]  
[Encino, CA 91436]

To District:

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

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