



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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## **Hamlin Charter Academy**

A DISTRICT AFFILIATED CHARTER SCHOOL

22627 Hamlin St., West Hills, CA 91307

## **Renewal Petition**

Submitted  
January 30, 2017

**TERM OF PROPOSED CHARTER**

**JULY 1, 2017 TO JUNE 30, 2022**

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## **ASSURANCES, AFFIRMATIONS, AND DECLARATIONS**

Hamlin Charter Academy (also referred to herein as “Hamlin Charter”, “District Affiliated Charter School” and “Charter School”) shall:

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

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

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

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

## ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

## GENERAL INFORMATION

● The contact person for Charter School is:	<i>Dana Carter</i>
● The address of Charter School is:	<i>22627 Hamlin St., West Hills, CA 91307</i>
● The phone number for Charter School is:	<i>818 348 4741</i>
● Charter School is located in LAUSD Board District:	<i>3</i>
● Charter School is located in LAUSD Local District:	<i>Northwest</i>
● The grade configuration of Charter School is:	<i>TK-5th</i>
● The number of students in the first year of this Charter will be:	<i>434</i>
● The grade levels of the students in the first year will be:	<i>Tk-5th</i>
● Charter School's scheduled first day of instruction in 2017-2018 is:	<i>August 15, 2017</i>
● The current operational capacity of Charter School is:	<i>434</i>
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.)	

<ul style="list-style-type: none"> <li>• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</li> </ul>	<i>Traditional</i>
<ul style="list-style-type: none"> <li>• The bell schedule for Charter School will be:</li> </ul>	8:00 - 2:34 p.m. M,W,Th,F 8:00-12:34 p.m., T
<ul style="list-style-type: none"> <li>• The term of this Charter shall be from:</li> </ul>	July 1, 2017 to June 30, 2022

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

Hamlin Charter Academy, a conversion LAUSD school, is located in West Hills in the west San Fernando Valley. The school originally opened in 1959 as Hamlin Street Elementary School and has since been serving residents of West Hills, Woodland Hills and nearby neighborhoods.

Our history of continuous growth and improvement makes Hamlin Charter Academy a top choice for families seeking to enroll students and relocate to the area, competing favorably with nearby private, independent charter and magnet programs. In the immediate geographic area of Hamlin Charter, there are 7 private school options and 9 public school options available to families (see chart on next page). A three-mile radius yields 12 additional school choices. When a community is unable to serve the needs of its members, families look elsewhere for those needs to be met. Out of necessity, Hamlin Charter Academy must compete to build and maintain its status as a high achieving elementary school in an area that has several similar schools.

Hamlin has always been a diverse community school with students from many socioeconomic backgrounds. We will preserve this tradition while expanding enrollment to areas outside of the standard District boundaries. We believe that expanding the diversity of our student population will enhance the ability of our students to be successful, contributing adults in our global culture.

## SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

**Address: 22627 Hamlin St., West Hills, CA 91307**

LAUSD Schools	# of Students 2014	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2010-13 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	School Performance Framework Classification (SPF)
Enadia Charter	245	66%	14%	9%	Latino 59%	White 49%	African American 22%	855	Yes	Yes	852	7	9	Achieving
Hamlin Charter	466	41%	9%	26%	Latino 32%	White 30%	Asian 27%	865	Yes	Yes	876	8	7	Watch
Haynes Charter	413	22%	11%	2%	White 62%	Asian 19%	Latino 12%	909	Yes	Yes	909	9	6	Achieving
Justice Charter	389	29%	13%	3%	White 43%	Latino 33%	Asian 14%	901	Yes	Yes	888	9	4	Achieving
Lockhurst Charter	326	19%	18%	14%	White 53%	Latino 25%	Asian 16%	868	Yes	Yes	863	8	2	Watch
Pomelo Charter	649	13%	14%	4%	White 63%	Asian 16%	Latino 15%	876	Yes	Yes	888	8	1	Achieving
Welby Way Charter	821	11%	5%	3%	White 43%	Asian 32%	Latino 12%	961	Yes	Yes	960	10	5	Achieving
Capistrano	417	70%	17%	31%	Latino 57%	Asian 20%	White 16%	861	N/A	N/A	N/A	8	9	Achieving
Nevada	472	91%	12%	42%	Latino 78%	Asian 9%	White 6%	811	Yes	Yes	801	5	8	Service & Support

## **STUDENT POPULATION TO BE SERVED**

The school currently accepts children who live within our local school boundaries, as well as a limited number of enrollments selected by lottery on a space-available basis as determined by the District. Hamlin Charter serves students in grades TK through fifth. Below are some facts about our school:

- Hamlin Charter is considered to be a high performing school with an API of 890.
- Students with special needs represent 8% of our population (35 students in special day class & 19 receiving support through RSP) .
- Students who have limited English proficiency make up 28% of our population.
- Our classes contain students who are limited English proficient, are gifted, or are identified as having special needs, as well as students who are performing in the average range.
- We have a diverse student population. Our 2015-2016 enrollment of 426 students was composed of approximately 30% Latino, 27% White, 20% Asian, 12% African American, 6% Filipino, and 5% of two or more races.
- At the beginning of the 2016-17 school year, our enrollment was below 395 students. As we entered into 2017 we have grown to 412 students with new students enrolling almost every week. Our transiency rate is growing as families return to home countries and then come back to our school several times a year. Our target number for Hamlin Charter Academy is 434.

Hamlin Charter student population is interested in the performing arts which is evidenced by our drama and orchestra specialists at our school. Some of our performances throughout the year include musicals, dance, and choral. To further nurture students' interests in science, we opened a science lab based on the Next Generation Science Standards in the Winter of 2017.

The majority of our students come from working class families some of whom have college-educated parents. We have a transitional kindergarten program that prepares students for their future educational experiences. Some our biggest challenges for the student population are our high transiency rate which we are trying to address by encouraging more parent engagement and to increase attendance, which is being addressed by our school attendance incentives and



hiring a PSA counselor beginning in the fall of 2017.

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

#### **Mission**

Hamlin Charter Academy's mission is to provide each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.

#### **Vision**

Our vision combines the principles of whole-child education—a deeply interconnected program of academics, arts, physical development and moral education—with curiosity, critical thinking and creativity as the underpinning of our entire curriculum.

#### **Goals**

The Hamlin Charter team's main goal is to join with the parents and community to assist the students in developing skills to become independent and self-sufficient lifelong learners who will succeed and contribute responsibly in a global community. Successful education occurs when both parents and the school accept the responsibility of helping each child to reach constructive maturity to best prepare the child for the continuing educational experiences that lie ahead. Our small size, under 420 students in grades TK – 5, is an important part of our success. It creates a warm, secure personal learning environment, and provides more meaningful opportunities for involvement than would be possible with a larger student body.

At Hamlin Charter, we will:

- Maintain high expectations and promote academic excellence for all students.
- Create and support a school environment in which all children and adults feel welcome, respected, trusted and an important part of the school.
- Create an environment where we can learn together and support each other.
- Foster a positive school climate of a caring community which respects and values diversity and nurtures everyone's self esteem.
- Strive to educate the whole child so that he or she develops mentally, physically, emotionally, and socially.

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

Hamlin Charter Academy envisions an educated person of the 21<sup>st</sup> century as one who is imaginative, innovative, and flexible. S/He combines deep content knowledge with the ability to think critically, and can apply this knowledge to creative problem-solving in a diverse and high-tech global society. An educated person welcomes a multi-cultural world and possesses a strong ethical foundation. S/He is a thoughtful, responsible, and active member of society who understands and respects diverse cultures.

A college and career ready person exhibits a range of critical thinking skills related to information, media, and technology. S/He can effectively use an array of technological skills and multiple media to become interconnected with others. S/He employs strong interpersonal skills to work collaboratively, and has the ability to clearly and accurately communicate information and ideas. S/He is intellectually curious and self-motivated to acquire the requisite knowledge to respond effectively to the changing requirements and challenges of the real world. Hamlin Charter provides its students with learning opportunities that help nurture higher level thinking skills and develop lifelong learners who keep up with and embraces a constantly changing world. Students at Hamlin Charter will develop their critical thinking skills, problem solving, effective communication, and become strong collaborators. Students will be equipped to be college and career ready.

### **How Learning Best Occurs**

Hamlin Charter Academy believes that learning best occurs when the community creates and sustains a safe and supportive environment that both nurtures and challenges the development of individuals. Such an environment reflects and responds to the needs of the school, the home, and the community. It is the responsibility of all stakeholders to collaborate in providing this culture of education for every student. It is the responsibility of Hamlin Charter Academy to ensure that every stakeholder voice is heard and respected. Stakeholders must share in a commitment to their own learning so that a love of lifelong learning will be instilled in children as well.

Hamlin Charter Academy believes in the education of the whole child who will become a thoughtful, responsible member of society. We believe that learning best occurs when the school community has high expectations for student achievement. Effective instruction is student-centered. Traditional content must be presented by well-qualified teachers, in diverse classrooms, as part of an integrated multidisciplinary learning experience. Learning best occurs when the school is open to incorporating innovation that excites and engages students. Instruction is academically rigorous and utilizes a variety of techniques, including technology, that connect what students are learning to their interests, experiences, and abilities. Students see how their learning applies to the real world. Learning best occurs when teachers can instill a sense of curiosity that is fundamental to lifelong learning, so that students take upon themselves the responsibility to learn outside of the classroom.

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

Effective instructional methods continue to change dramatically with the proliferation of multiple technological innovations. As such, Hamlin Charter Academy will provide ongoing professional development opportunities to assist teachers in transitioning classrooms from teacher centered to student centered learning models.

The academic program at Hamlin Charter Academy empowers students to become self-motivated, competent, and lifelong learners who will succeed both in school and in life. Our curriculum is designed to cultivate the talents, interests, and the scholastic aptitude of students through an interdisciplinary approach to study. The goal is to provide a learning environment that extends beyond mastery of skills. We strive to weave interdisciplinary themes of global awareness and civic literacy into content knowledge, while nurturing lifelong skills that will prepare them for complex life and work environments in the 21st century.

Students will participate in active, research-based learning that develops the applied literacies of critical thinking, problem solving, collaboration, and communication. Teachers and administration will work together to set ambitious instructional goals with high expectations, and will support those goals to ensure student success. Instruction will be learner-centered. Curricular content will be academically rigorous and challenging, connected to students'

interests, experiences, skills, and the real world. Teachers will employ flexible teaching methods that accommodate multiple learning modalities and provide differentiation for all learners and sub-groups. Pedagogy will promote self-esteem, and acknowledge and respect diversity. Throughout this process student achievement will be judged through a variety of assessments that demonstrate students' understanding through practical applications in various contexts. Students will develop their ability to self-assess and will understand how their learning connects to real life. Instruction will be interdisciplinary, integrating technology and the arts with core curricular instruction. Students will see the interconnectedness of all aspects of learning as they apply to the real world. Such interconnections will help students learn how to adapt to change and will pique their creative and innovative curiosity. Students will develop a sense of their global connection through participation in a variety of activities supported by the wider school community. They will gain perspective on what it means to be a responsible and contributing member of society and will see that they can have a positive impact on the world throughout their lives. Teachers, parents and administrators will have a clear understanding of the expectations for students at each level and will be able to support each other in planning for student success.

### **Local Control Funding Formula (LCFF) Requirements**

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

## LCFF STATE PRIORITIES- BASIC SERVICES

### GOAL #1

The school will provide and maintain Basic Services for 100% of students. Teachers will be assigned in accordance with their credentials. EL students will have full access to ELD program materials and any supplemental materials to provide access to core instruction. Students will have sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter. An overall “good” rating or equivalent on annual review(s) of school facilities will be maintained or achieved.

#### Related State Priorities:

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

#### Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

- Instruction is student centered, use of multidisciplinary experiences, rigorous instruction, research based, and differentiated
- Targeted professional development and clear expectations for staff.
- Provide basic services to all students, EL’s full access to ELD program, materials and supplemental materials- access to core.
- Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal
- Annual Williams instructional materials review and certification process
- Annual budget review and planning to ensure funds are available for instructional materials
- Internal and/or District annual review(s) of the state and condition of its facilities
- Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and School)

### Expected Annual Measurable Outcomes

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

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

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

Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

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

**Metric/Method for Measuring:** Internal and District Annual Review

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
English Learners	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Socioeconomically Disadvantaged Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Foster Youth	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Students with Disabilities	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
African American Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
American Indian/Alaska Native Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating

Asian Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Filipino Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Latino Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Native Hawaiian/Pacific Islander Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Students of Two or More Races	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
White Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating

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

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

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%

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

## LCFF STATE PRIORITIES- IMPLEMENTATION OF STATE STANDARDS

### GOAL #2

Consistent with the charter, the school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments. For English Learners, the school will meet AMAO 1 CELDT annual growth measurements with an increase in growth targets of 1% by 2021.

Related State  
Priorities:

- ☐ 1      ☐ 4  
☐ 7  
☒ 2      ☐ 5  
☐ 8  
☐ 3      ☐ 6

Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards - driven educational program in order to:

- Improve academic performance outcomes for all students, set internal benchmark performance targets, and design and deliver appropriate professional development
- Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics.
- Review and modify the English Language acquisition program for English Learners to ensure adequate yearly progress and access to core curriculum.
- Improve and monitor the design and delivery of high quality common core standards instruction, academic performance for all students, set benchmarks, annual review of EL acquisition, ELD standards.
- Ensure programs for English Learners are designed to include the new California English Language Development Standards.

During the period that state standardized test data is unavailable, and consistent with the charter, the school will use the grade-level appropriate internal benchmark assessments [e.g., Dynamic Indicators of Basic Early Literacy Skills (DIBELS), curriculum-based assessments, and periodic assessments] described in the charter, together with historical data, to estimate/calculate growth API-equivalents school wide and for all numerically significant subgroups.



**Expected Annual Measurable Outcomes**

**Outcome #1:** The number of students achieving proficiency level and above will increase annually.

**Metric/Method for Measuring:** CAASPP, SBAC, ELA/Math assessments, AMAO I targets for EL's. DIBELS, curriculum based/periodic assessments, CELDT and/or ELPAC

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	CAASPP Benchmark Levels of Performance	>=1% above District benchmark proficiency levels	>=2% above District benchmark proficiency levels	>=3% above District benchmark proficiency levels	>=4% above District benchmark proficiency levels	>=5% above District benchmark proficiency levels
English Learners	CAASPP Benchmark Levels of Performance	>=1% above District benchmark proficiency levels	>=2% above District benchmark proficiency levels	>=3% above District benchmark proficiency levels	>=4% above District benchmark proficiency levels	>=5% above District benchmark proficiency levels
Socioeconomically Disadvantaged Students	CAASPP Benchmark Levels of Performance	>=1% above District benchmark proficiency levels	>=2% above District benchmark proficiency levels	>=3% above District benchmark proficiency levels	>=4% above District benchmark proficiency levels	>=5% above District benchmark proficiency levels
Foster Youth	CAASPP Benchmark Levels of Performance	>=1% above District benchmark proficiency levels	>=2% above District benchmark proficiency levels	>=3% above District benchmark proficiency levels	>=4% above District benchmark proficiency levels	>=5% above District benchmark proficiency levels
Students with Disabilities	CAASPP Benchmark Levels of Performance	>=1% above District benchmark proficiency levels	>=2% above District benchmark proficiency levels	>=3% above District benchmark proficiency levels	>=4% above District benchmark proficiency levels	>=5% above District benchmark proficiency levels
African American Students	CAASPP Benchmark Levels of Performance	>=1% above District benchmark proficiency levels	>=2% above District benchmark proficiency levels	>=3% above District benchmark proficiency levels	>=4% above District benchmark proficiency levels	>=5% above District benchmark proficiency levels
American Indian/Alaska Native Students	CAASPP Benchmark Levels of	>=1% above District benchmark	>=2% above District	>=3% above District	>=4% above District benchmark	>=5% above District

	Performance	proficiency levels	benchmark proficiency levels	benchmark proficiency levels	proficiency levels	benchmark proficiency levels
Asian Students	CAASPP Benchmark Levels of Performance	>=1% above District benchmark proficiency levels	>=2% above District benchmark proficiency levels	>=3% above District benchmark proficiency levels	>=4% above District benchmark proficiency levels	>=5% above District benchmark proficiency levels
Filipino Students	CAASPP Benchmark Levels of Performance	>=1% above District benchmark proficiency levels	>=2% above District benchmark proficiency levels	>=3% above District benchmark proficiency levels	>=4% above District benchmark proficiency levels	>=5% above District benchmark proficiency levels
Latino Students	CAASPP Benchmark Levels of Performance	>=1% above District benchmark proficiency levels	>=2% above District benchmark proficiency levels	>=3% above District benchmark proficiency levels	>=4% above District benchmark proficiency levels	>=5% above District benchmark proficiency levels
Native Hawaiian/Pacific Islander Students	CAASPP Benchmark Levels of Performance	>=1% above District benchmark proficiency levels	>=2% above District benchmark proficiency levels	>=3% above District benchmark proficiency levels	>=4% above District benchmark proficiency levels	>=5% above District benchmark proficiency levels
Students of Two or More Races	CAASPP Benchmark Levels of Performance	>=1% above District benchmark proficiency levels	>=2% above District benchmark proficiency levels	>=3% above District benchmark proficiency levels	>=4% above District benchmark proficiency levels	>=5% above District benchmark proficiency levels
White Students	CAASPP Benchmark Levels of Performance	>=1% above District benchmark proficiency levels	>=2% above District benchmark proficiency levels	>=3% above District benchmark proficiency levels	>=4% above District benchmark proficiency levels	>=5% above District benchmark proficiency levels

**Outcome #2:** Annual review and modification of English Language acquisition program for English Learners to ensure adequate yearly progress and access to core curriculum.

**Metric/Method for Measuring:** CELDT and/or ELPAC, SBAC, CAASPP, DIBELS, ELA/MATH assessments

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	Meet or exceed AMAO 1	Meet or exceed AMAO 1	Meet or exceed AMAO 1	Meet or exceed AMAO 1	Meet or exceed AMAO 1	Meet or exceed AMAO 1

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

LCFF STATE PRIORITIES- PARENTAL INVOLVEMENT	
GOAL #3	
<p>The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually. Topics specific to English Learner and Students with Disabilities subgroups will be included.</p>	<div>Related State Priorities:</div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> 1</div> <div style="width: 33%;"><input type="checkbox"/> 4</div> <div style="width: 33%;"><input type="checkbox"/> 7</div> <div style="width: 33%;"><input type="checkbox"/> 2</div> <div style="width: 33%;"><input type="checkbox"/> 5</div> <div style="width: 33%;"><input type="checkbox"/> 8</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 3</div> <div style="width: 33%;"><input type="checkbox"/> 6</div> </div> <div>Local Priorities:</div> <div style="margin-top: 5px;"> <input type="checkbox"/> :  <input type="checkbox"/> :         </div>
Specific Annual Actions to Achieve Goal	
<p>Maintain an effective program for parent and family involvement that includes:</p> <ul style="list-style-type: none"> <li>• meaningful opportunities for providing and gathering parental input through surveys (i.e School Experience Survey) and communications with parents to establish a positive home-school connection that promotes parents as our partners</li> </ul>	

- involving parent stakeholders in sharing and receiving information
- teaching and learning how to support the educational program
- scheduling a minimum of 4 parent workshops per year that include topics related to English Learners and students with disabilities

#### Expected Annual Measurable Outcomes

**Outcome #1:** Percentage of parents completing the School Experience Survey annually +2%

**Metric/Method for Measuring:** School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	37% ( <i>all parents</i> )	40%	43%	46%	49%	52%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #2:** Percentage of parents that feel they are a partner with this school in decisions made about my child's education will increase to at least 85%.

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	83%	85% (Maintain)	87% (Maintain)	89% (Maintain)	91% (Maintain)	93% (Maintain)

				<i>n)</i>		<i>in)</i>
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A
<b>Outcome #3:</b> Schedule at least four parent workshops throughout the year that address the needs of English Learners, Gifted/Talented Learners and Students with Disabilities, with a least 5% of parents in attendance. <b>Metric/Method for Measuring:</b> Agendas, evaluations, sign-ins and school surveys						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	5%	>=6% (attendance)	>=7% (attendance)	>=8% (attendance)	>=9% (attendance)	>=10% (attendance)
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A

Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

## LCFF STATE PRIORITIES- STUDENT ACHIEVEMENT

### GOAL #4

The school will annually increase students' proficiency levels on CAASPP, SBAC in English Language Arts and Mathematics.

Related State Priorities:

- ☐ 1    ☒ 4    ☐ 7  
☐ 2    ☐ 5    ☐ 8  
☐ 3    ☐ 6

Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

- The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development
- Design and delivery appropriate professional development for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Monitor Potential Long Term English Learners (P-LTEL's) progress and refer to LAT/SSPT (Student Support and Progress Team) for guidance
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas

### Expected Annual Measurable Outcomes

**Outcome #1:** The percentage of all students who meet and/or exceed standards in Language Arts on the CAASPP/SBAC will be  $\geq$  to 45%.

<b>Metric/Method for Measuring:</b> California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	45%	47%	49%	51%	53%	55%
English Learners	12%	14%	16%	18%	20%	22%
Socioeconomically Disadvantaged Students	29%	31%	33%	35%	37%	39%
Foster Youth	29%	31%	33%	35%	37%	39%
Students with Disabilities	29%	31%	33%	35%	37%	39%
African American Students	58%	60%	62%	64%	66%	68%
American Indian/Alaska Native Students	—	—	—	—	—	—
Asian Students	62%	64%	66%	68%	70%	72%
Filipino Students	57%	59%	61%	63%	65%	67%
Latino Students	34%	36%	38%	40%	42%	44%
Native Hawaiian/Pacific Islander Students	—	—	—	—	—	—
Students of Two or More Races	29%	31%	33%	35%	37%	39%
White Students	59%	61%	63%	65%	67%	69%
<b>Outcome #2:</b> The percentage of all students who meet and/or exceed standards in Math on the CAASPP/SBAC will be $\geq$ to 29%.						
<b>Metric/Method for Measuring:</b> California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	27%	29%	31%	33%	35%	37%
English Learners	14%	16%	18%	20%	22%	24%
Socioeconomically Disadvantaged Students	29%	31%	33%	35%	37%	39%
Foster Youth	29%	31%	33%	35%	37%	39%
Students with Disabilities	29%	31%	33%	35%	37%	39%

African American Students	40%	42%	44%	46%	48%	50%
American Indian/Alaska Native Students	—	—	—	—	—	—
Asian Students	75%	77%	79%	81%	83%	85%
Filipino Students	67%	69%	71%	73%	75%	77%
Latino Students	14%	16%	18%	20%	22%	24%
Native Hawaiian/Pacific Islander Students	—	—	—	—	—	—
Students of Two or More Races	33%	35%	37%	39%	41%	43%
White Students	32%	34%	36%	38%	40%	42%

**Outcome #3:** Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient by 2% annually.

**Metric/Method for Measuring:** Reclassification Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	11%	13%	15%	17%	19%	21%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A



## LCFF STATE PRIORITIES-STUDENT ENGAGEMENT

### GOAL #5

The school will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher) by 2% annually.

Related State Priorities:

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

Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

- Increase annually the percent of students attending 173-180 days
- Maintain attendance incentive programs with prizes, rewards, recognition
- Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance
- Decrease the number of students missing 16 or more school days each year
- Conduct SSPT for students with chronic absenteeism to provide intervention services and referrals

### Expected Annual Measurable Outcomes

**Outcome #1:** The school will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher) by 2% annually.

**Metric/Method for Measuring:** Student Attendance Rates on My Data

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	79%	81%	83%	85%	87%	89%
English Learners	68%	70%	72%	74%	76%	78%
Socioeconomically Disadvantaged Students	77%	79%	81%	83%	85%	87%
Foster Youth	13%	15%	17%	19%	21%	23%
Students with Disabilities	60%	62%	64%	66%	68%	70%
African American Students	85%	87%	89%	91%	93%	95%

American Indian/Alaska Native Students	—	—	—	—	—	—
Asian Students	78%	80%	82%	84%	86%	88%
Filipino Students	91%	93%	95%	97%	99%	99%
Latino Students	81%	83%	85%	87%	89%	91%
Native Hawaiian/Pacific Islander Students	—	—	—	—	—	—
Students of Two or More Races	65%	67%	69%	71%	73%	75%
White Students	77%	79%	81%	83%	85%	87%

**Outcome #2:** The school will decrease annually the number of students with chronic absenteeism (missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide) by 1%.

**Metric/Method for Measuring:** Student Attendance Rate Report

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	9%	8%	7%	6%	5%	4%
English Learners	19%	18%	17%	16%	15%	14%
Socioeconomically Disadvantaged Students	12%	11%	10%	9%	8%	7%
Foster Youth	25%	24%	23%	22%	21%	20%
Students with Disabilities	30%	29%	28%	27%	26%	25%
African American Students	7%	6%	5%	4%	3%	2%
American Indian/Alaska Native Students	—	—	—	—	—	—
Asian Students	9%	8%	7%	6%	5%	4%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	12%	11%	10%	9%	8%	7%
Native Hawaiian/Pacific Islander Students	—	—	—	—	—	—
Students of Two or More Races	12%	11%	10%	9%	8%	7%
White Students	6%	5%	4%	3%	2%	1%

## LCFF STATE PRIORITIES- SCHOOL CLIMATE

### GOAL #6

The school will continue to maintain suspension and expulsion incidents for all student populations (English Learners, White, Latino, etc.).

Related State  
Priorities:

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

Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

- The school will continue to implement positive behavior support plans and activities, as well as social skills training.
- Promote and strengthen home- school partnership to manage discipline.
- Provide parent trainings focused on positive behavior reinforcement.
- Highlight the 7 Pillars of Character in monthly assemblies and recognize students who are exhibiting the traits.
- Implement Class Dojo school-wide to increase communication with parents in regards to behavior, homework, and classroom activities.
- Utilize Caught Being Good tickets to reward students for following the Hamlin 5 behavior rules

### Expected Annual Measurable Outcomes

**Outcome #1:** Maintain the number of students suspended at 0%.

**Metric/Method for Measuring:** Suspension data on MISIS

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020- 2021	2021- 2022
All Students (Schoolwide)	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
English Learners	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
Socioeconomically Disadvantaged Students	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
Foster Youth	Maintain at	Maintain	Maintain	Maintain	Maintain	Maintain

	0%	at 0%	at 0%	at 0%	at 0%	n at 0%
Students with Disabilities	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
African American Students	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
American Indian/Alaska Native Students	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
Asian Students	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
Filipino Students	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
Latino Students	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
Native Hawaiian/Pacific Islander Students	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
Students of Two or More Races	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
White Students	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%

**Outcome #2:** Maintain the number of students expelled at 0%.

**Metric/Method for Measuring:** Expulsion data on MISIS

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

	0%	at 0%	at 0%	at 0%	at 0%	n at 0%
American Indian/Alaska Native Students	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
Asian Students	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
Filipino Students	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
Latino Students	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
Native Hawaiian/Pacific Islander Students	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
Students of Two or More Races	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%
White Students	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%	Maintain at 0%

## LCFF STATE PRIORITIES- COURSE ACTION

### GOAL #7

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

Related State Priorities:

- ☐ 1      ☐ 4      ☒ 7  
☐ 2      ☐ 5      ☐ 8  
☐ 3      ☐ 6

Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

- Conduct an annual review of the school's master schedule, student schedules, and other information to ensure that all students have equal access to core subjects and enrichment.
- Classroom daily schedules will be posted for all core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program

- Provide continuous targeted professional development based on district initiatives, student data, and technology integration
- Continue to research and plan physical education activities using websites such as sparkpe.org to increase students' physical well-being
- Enhance the Science Lab to include more resources such as posters, microscopes, living organisms, models, etc.

#### Expected Annual Measurable Outcomes

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

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
English Learners	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Foster Youth	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Students with Disabilities	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
African American Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects

American Indian/Alaska Native Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Asian Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Filipino Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Latino Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Students of Two or More Races	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
White Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects

**Outcome #2:** The school will offer a comprehensive enrichment program (Science Lab, Technology, the Arts, Physical Education) to 100% of its students every year.

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program





			program	program	program	program
Latino Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Students of Two or More Races	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
White Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program

## LCFF STATE PRIORITIES- OTHER STUDENT OUTCOMES

### GOAL #8

The school will implement a strategic intervention system/learning center school wide in Language Arts and Math that is accessible to 100% of students who need additional academic support.

Related State Priorities:

- ☐ 1    ☐ 4    ☐ 7  
☐ 2    ☐ 5    ☒ 8  
☐ 3    ☐ 6

Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

- Purchase and maintain licenses for online Math and ELA Intervention System
- Provide ongoing training for teachers on implementation of online Math and ELA Intervention Systems (e.g. Learning Farm, Core Lexia, 95% Group kits) and technological equipment
- Analyze data (i.e. DIBELS, IAB's, SBAC) and classroom work samples to plan small

- group instruction and referrals to The Learning Center
- Provide intervention based on DIBELS earliest skill deficit and students not reaching “Standard Met or Exceeded” on CAASPP
- Provide access to technology (computers, tablets, projectors, document readers, etc.)

### Expected Annual Measurable Outcomes

**Outcome #1:** The school will implement the online intervention system school wide in Mathematics that is accessible to 100% of students to increase competencies in concepts and skills.

**Metric/Method for Measuring:** Diagnostic Assessments, online program built-in reports, Student Work Samples, District Interim Block Assessments, SBAC

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program
English Learners	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program
Foster Youth	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program
Students with Disabilities	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program



				program		
<b>Outcome #2:</b> The school will implement an online Reading Program school wide in Language that is accessible to 100% of students to increase Reading Comprehension and Reading Fluency (e.g. Learning Farm, Core Lexia)						
<b>Metric/Method for Measuring:</b> Diagnostic Assessments, online program built-in Assessments, Student Work Samples, District Interim Block Assessments						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program
English Learners	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program
Foster Youth	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program
Students with Disabilities	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program
African American Students	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program

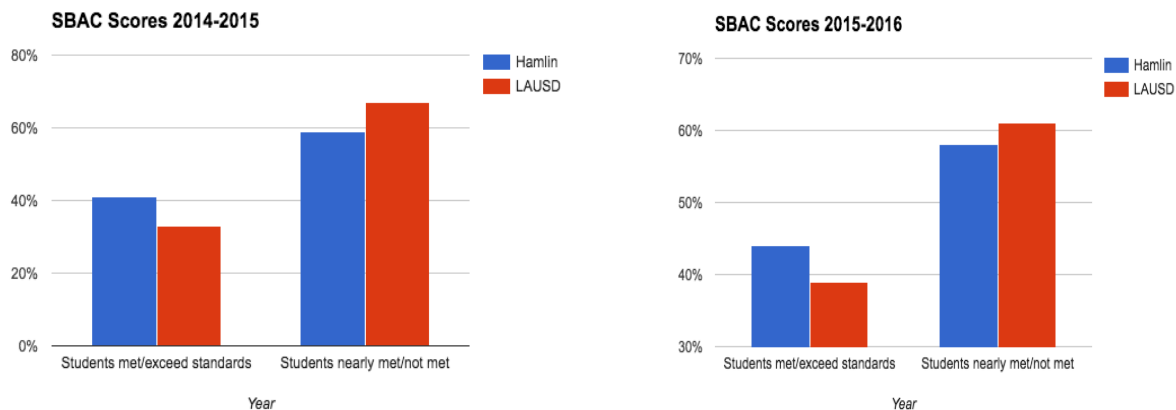
American Indian/Alaska Native Students	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program
Asian Students	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program
Filipino Students	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program
Latino Students	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program
Students of Two or More Races	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program
White Students	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program	Maintain 100% of students having access to an online intervention program

## INSTRUCTIONAL DESIGN

Our curriculum is aligned with the California Common Core Content Standards (CCSS)

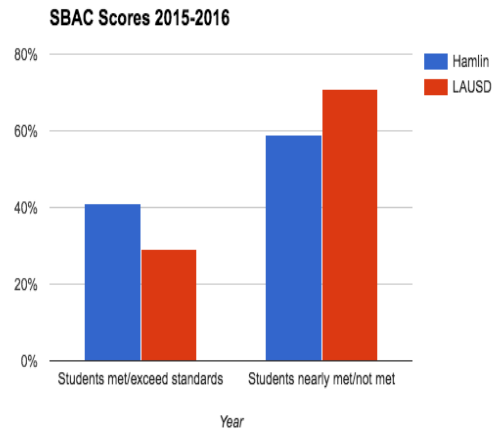
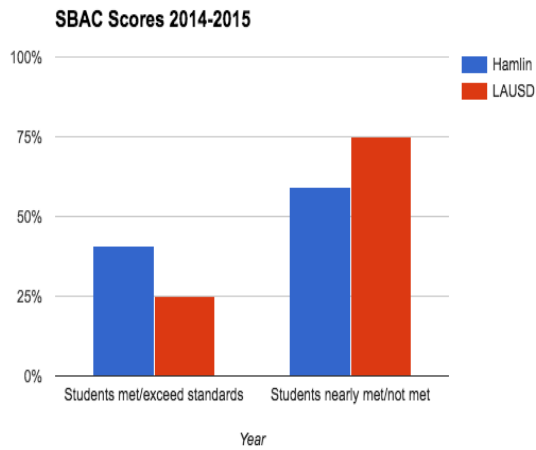
the Next Generation Science Standards (NGSS), and the LAUSD’s instructional initiatives. We believe that effective learning and student needs, including all sub-groups, are best accomplished through a comprehensive instructional program. Our program would continue to focus on student-centered instruction. Hamlin Charter Academy will rely upon research-based strategies, examine formative and summative student data, analyze student work samples, and utilize the plan-instruct-reflect-revise cyclical process of teaching for collaborative planning.

Summative assessment data based on the SBAC indicates that our overall student population has shown increases in Language Arts in both the 2014-2015 and 2015-2016 school year. More Hamlin Charter students meet or exceed the standards. Additionally, Hamlin Charter students’ percentages in the “nearly met” or “ not met” standards are less than LAUSD for both school years.



\*CAASPP Test Results from CDE

Similar results are demonstrated in Mathematics. A greater percentage of Hamlin Charter students are meeting or exceeding standards compared to LAUSD and less students are scoring in “not met” or “nearly met.”



\*CAASPP Test Results from CDE

In Math, third grade showed a strong gain, however, fourth and fifth grade showed a decrease in the number of students meeting or exceeding the standards.

Hamlin Charter Academy  
SBAC Results: 2014-2015, 2015-2016

							LANGUAGE ARTS															
		GRADE	Standard Exceeded: Level 4	Standard Met: Level 3	Standard Nearly Met: Level 2	Standard Not Met: Level 1	Reading	Above Standard	Near Standard	Below Standard	Writing	Above Standard	Near Standard	Below Standard	Listening	Above Standard	Near Standard	Below Standard	Research and Inquiry	Above Standard	Near Standard	Below Standard
ALL STUDENTS			%	%	%	%		%	%	%		%	%	%		%	%	%		%	%	%
E L A	2014-2015	3	14	19	29	38		16	40	44		14	44	42		12	77	12		14	49	36
	2015-2016	3	13	30	33	24		17	44	39		20	54	26		16	70	14		9	66	26
M A T H	2014-2015	3	14	30	36	19																
	2015-2016	3	19	39	19	22																
E L A	2014-2015	4	10	30	11	49		6	51	43		14	51	35		10	68	22		10	54	37
	2015-2016	4	16	27	27	29		21	51	29		16	58	26		15	77	8		5	75	19
M A T H	2014-2015	4	14	28	31	28																
	2015-2016	4	4	27	36	33																
E L A	2014-2015	5	11	40	29	20		20	53	27		22	56	22		7	78	15		13	78	9
	2015-2016	5	8	27	27	27		8	59	32		22	59	19		5	73	22		17	71	12
M A T H	2014-2015	5	20	18	34	29																
	2015-2016	5	10	22	34	34																



							MATH											
		GRADE	Standard Exceeded: Level 4	Standard Met: Level 3	Standard Nearly Met: Level 2	Standard Not Met: Level 1	Concept and Procedures	Above Standard	Near Standard	Below Standard	Problem Solving and Modeling & Data Analysis	Above Standard	Near Standard	Below Standard	Communicating Reasoning	Above Standard	Near Standard	Below Standard
ALL STUDENTS			%	%	%	%		%	%	%		%	%	%		%	%	%
E L A	2014-2015	3	14	19	29	38												
	2015-2016	3	13	30	33	24												
M A T H	2014-2015	3	14	30	36	19		30	45	25		21	45	34		18	60	22
	2015-2016	3	19	39	19	22		38	39	24		25	58	17		26	51	22
E L A	2014-2015	4	10	30	11	49												
	2015-2016	4	16	27	27	29												
M A T H	2014-2015	4	14	28	31	28		25	31	45		17	45	38		17	49	34
	2015-2016	4	4	27	36	33		21	30	49		10	47	44		14	49	37
E L A	2014-2015	5	11	40	29	20												
	2015-2016	5	8	27	27	27												
M A T H	2014-2015	5	20	18	34	29		21	38	41		23	45	32		14	54	32
	2015-2016	5	10	22	34	34		14	34	53		12	46	42		12	51	37

\*CAASPP Test Results from CDE

The English Only third grade students scoring in Level 3 and 4 (Standard Exceeded and Standard Met) increased in Language Arts and Math but decreased for the fourth and fifth grade students.

							LANGUAGE ARTS															
		GRADE	Standard Exceeded: Level 4	Standard Met: Level 3	Standard Nearly Met: Level 2	Standard Not Met: Level 1	Reading	Above Standard	Near Standard	Below Standard	Writing	Above Standard	Near Standard	Below Standard	Listening	Above Standard	Near Standard	Below Standard	Research and Inquiry	Above Standard	Near Standard	Below Standard
ENGLISH ONLY			%	%	%	%		%	%	%		%	%	%		%	%	%		%	%	%
E L A	2014-2015	3	16	16	29	39		16	39	45		18	39	43		12	73	16		14	49	37
	2015-2016	3	16	31	29	24		20	41	39		24	51	25		16	73	12		8	67	25
M A T H	2014-2015	3	12	25	37	25																
	2015-2016	3	21	37	17	25																
E L A	2014-2015	4	8	32	11	49		5	51	43		16	54	30		5	73	22		11	46	43
	2015-2016	4	18	25	27	30		18	55	27		16	59	25		14	80	7		7	77	16
M A T H	2014-2015	4	8	28	36	28																
	2015-2016	4	5	27	39	30																
E L A	2014-2015	5	11	44	25	19		17	61	22		22	56	22		3	81	17		14	81	6
	2015-2016	5	9	37	29	26		9	60	31		23	57	20		3	80	17		14	74	11
M A T H	2014-2015	5	14	19	41	27																
	2015-2016	5	9	26	29	37																

							MATH											
		GRADE	Standard Exceeded: Level 4	Standard Met: Level 3	Standard Nearly Met: Level 2	Standard Not Met: Level 1	Concept and Procedures	Above Standard	Near Standard	Below Standard	Problem Solving and Modeling & Data Analysis	Above Standard	Near Standard	Below Standard	Communicating Reasoning	Above Standard	Near Standard	Below Standard
ENGLISH ONLY			%	%	%	%		%	%	%		%	%	%		%	%	%
E L A	2014-2015	3	16	16	29	39												
	2015-2016	3	16	31	29	24												
M A T H	2014-2015	3	12	25	37	25		27	43	29		20	43	37		18	59	24
	2015-2016	3	21	37	17	25		37	35	29		29	54	17		29	46	25
E L A	2014-2015	4	8	32	11	49												
	2015-2016	4	18	25	27	30												
M A T H	2014-2015	4	8	28	36	28		21	36	44		13	49	38		10	56	33
	2015-2016	4	5	27	39	30		18	30	52		7	52	41		14	52	34
E L A	2014-2015	5	11	44	25	19												
	2015-2016	5	9	37	29	26												
M A T H	2014-2015	5	14	19	41	27		16	43	41		19	49	32		14	54	32
	2015-2016	5	9	26	29	37		14	34	51		9	49	43		11	54	34

\*CAASPP Test Results from CDE

English Learners have shown gains in Language Arts. Results were not calculated for the SBAC Claims by the California Department of Education for fourth and fifth grade for the 2014-2015 school due to the small number of students tested. They were, however, available for third grade. In third grade reading, the scores remained unchanged while increases were demonstrated in Writing, Listening, and Research and Inquiry for students reaching above standard. In Math, more English Learners scored in Level 3 and 4, thereby meeting or exceeding grade level standards in all grades.

							LANGUAGE ARTS															
		GRADE	Standard Exceeded: Level 4	Standard Met: Level 3	Standard Nearly Met: Level 2	Standard Not Met: Level 1	Reading	Above Standard	Near Standard	Below Standard	Writing	Above Standard	Near Standard	Below Standard	Listening	Above Standard	Near Standard	Below Standard	Research and Inquiry	Above Standard	Near Standard	Below Standard
ENGLISH LEARNERS			%	%	%	%		%	%	%		%	%	%		%	%	%		%	%	%
E L A	2014-2015	3	0	20	27	53		0	40	60		7	33	60		7	87	7		0	47	53
	2015-2016	3	0	20	40	40		0	40	60		10	50	40		10	70	20		10	50	40
M A T H	2014-2015	3	7	27	60	7																
	2015-2016	3	18	36	27	18																
E L A	2014-2015	4	0	0	0	100		*	*	*		*	*	*		*	*	*		*	*	*
	2015-2016	4	0	14	36	50		7	36	57		0	43	57		14	64	21		0	57	43
M A T H	2014-2015	4	0	11	33	56																
	2015-2016	4	57	29	14	0																
E L A	2014-2015	5	0	20	20	60		*	*	*		*	*	*		*	*	*		*	*	*
	2015-2016	5	0	0	22	78		0	67	33		0	33	67		0	67	33		0	67	33
M A T H	2014-2015	5	20	0	40	40																
	2015-2016	5	44	44	11	0																

\*no results

							MATH											
		GRADE	Standard Exceeded: Level 4	Standard Met: Level 3	Standard Nearly Met: Level 2	Standard Not Met: Level 1	Concept and Procedures	Above Standard	Near Standard	Below Standard	Problem Solving and Modeling & Data Analysis	Above Standard	Near Standard	Below Standard	Communicating Reasoning	Above Standard	Near Standard	Below Standard
ENGLISH LEARNERS			%	%	%	%		%	%	%		%	%	%		%	%	%
E L A	2014-2015	3	0	20	27	53												
	2015-2016	3	0	20	40	40												
M A T H	2014-2015	3	7	27	60	7		20	60	20		7	47	47		7	67	27
	2015-2016	3	18	36	27	18		45	36	18		9	73	18		18	73	9
E L A	2014-2015	4	0	0	0	100												
	2015-2016	4	0	14	36	50												
M A T H	2014-2015	4	0	11	33	56		*	*	*		*	*	*		*	*	*
	2015-2016	4	57	29	14	0		14	14	71		14	14	71		7	36	57
E L A	2014-2015	5	0	20	20	60												
	2015-2016	5	0	0	22	78												
M A T H	2014-2015	5	20	0	40	40		*	*	*		*	*	*		*	*	*
	2015-2016	5	44	44	11	0		N/A	N/A	N/A		N/A	N/A	N/A		N/A	N/A	N/A

\*CAASPP Test Results from CDE

\*no results

Our Economically disadvantaged students demonstrated gains in both Language Arts and Math for our third and fourth grade students but showed decreases in both areas for our fifth grade students.

							LANGUAGE ARTS															
		GRADE	Standard Exceeded: Level 4	Standard Met: Level 3	Standard Nearly Met: Level 2	Standard Not Met: Level 1	Reading	Above Standard	Near Standard	Below Standard	Writing	Above Standard	Near Standard	Below Standard	Listening	Above Standard	Near Standard	Below Standard	Research and Inquiry	Above Standard	Near Standard	Below Standard
ECONOMICALLY DISADVANTAGED			%	%	%	%		%	%	%		%	%	%		%	%	%		%	%	%
ELL A	2014-2015	3	6	23	23	49		6	37	57		6	46	49		6	80	14		9	46	46
	2015-2016	3	7	27	43	23		10	53	37		10	67	23		17	67	17		7	53	40
MATH	2014-2015	3	9	37	37	17																
	2015-2016	3	10	37	23	30																
ELL A	2014-2015	4	0	16	12	72		0	40	60		0	44	56		0	80	20		4	56	40
	2015-2016	4	6	21	32	41		12	41	47		3	50	47		12	74	15		6	68	29
MATH	2014-2015	4	0	16	40	44																
	2015-2016	4	0	24	29	47																
ELL A	2014-2015	5	3	38	31	28		10	52	38		17	52	31		3	76	21		3	86	10
	2015-2016	5	4	23	31	42		0	46	54		12	65	23		4	54	42		15	62	23
MATH	2014-2015	5	10	17	34	38																
	2015-2016	5	4	12	31	54																

							MATH											
		GRADE	Standard Exceeded: Level 4	Standard Met: Level 3	Standard Nearly Met: Level 2	Standard Not Met: Level 1	Concept and Procedures	Above Standard	Near Standard	Below Standard	Problem Solving and Modeling & Data Analysis	Above Standard	Near Standard	Below Standard	Communicating Reasoning	Above Standard	Near Standard	Below Standard
ECONOMICALLY DISADVANTAGED			%	%	%	%		%	%	%		%	%	%		%	%	%
ELA	2014-2015	3	6	23	23	49												
	2015-2016	3	7	27	43	23												
MATH	2014-2015	3	9	37	37	17		26	46	29		23	49	29		17	63	20
	2015-2016	3	10	37	23	30		20	53	27		20	53	27		10	53	37
ELA	2014-2015	4	0	16	12	72												
	2015-2016	4	6	21	32	41												
MATH	2014-2015	4	0	16	40	44		4	24	72		0	36	64		0	44	56
	2015-2016	4	0	24	29	47		12	29	59		6	32	62		9	50	41
ELA	2014-2015	5	3	38	31	28												
	2015-2016	5	4	23	31	42												
MATH	2014-2015	5	10	17	34	38		14	34	52		17	48	34		10	48	41
	2015-2016	5	4	12	31	54		12	15	73		4	38	58		0	42	58

\*CAASPP Test Results from CDE

Overall, the SBAC scores for our subgroups varied. In Language Arts, our African American, Latino, SWD, and EL populations scored above the LAUSD scores while Asian, Filipino, White, and SED populations scored below LAUSD's scores. In Mathematics, all of our subgroups scored above LAUSD with the exception of our White subgroup.

A plan was developed to target the areas in need of improvement and help all grades make positive gains in the upcoming years. Some of these plans include the school-wide implementation of Number Talks Mental Math discussions. We also integrated use of the online site *Learning Farm* to assist in providing support in both Language Arts and Math. Hamlin also continues to use the FOSS kit in Science and has developed a Science lab where students will have access to resources and conduct hands-on investigations to target the Next Generation Science Standards. A Homework Club was implemented twice a week to provide a quiet location for students to complete homework with two to four teachers providing assistance and tutoring.

Other targeted implementations include our strategic and targeted training specific to each grade level. These trainings consist of data analysis and training specific to each grade level. Our Professional Development is held on a weekly basis and includes topics such as Number Talks, Write from the Beginning, and ELD trainings. Upper grade teachers also received Instructional Assessment Block training where they engaged in analysis of a performance task and scored student samples.

There has also been an emphasis on small group instruction. Although we are not formally an Early Language and Literacy Plan school, we actively sought support and guidance to begin implementing aspects of this program. Hamlin teachers have received training and support from our local district's elementary literacy coordinator and learned about the building blocks of both Phonemic Awareness and Phonics instruction. Teachers analyzed DIBELS data and created small groups to target students' needs. This action plan will continue to be modified according to new data and research.

Student data and work samples are continuously examined to ascertain the strengths and weaknesses of our students (from far below basic to advanced) including all subgroups of student learners (at risk, special needs, socioeconomically disadvantaged, English Learners, Standard English Learners, gifted and talented, under-achieving/non-proficient, subgroups by ethnicity, and those with Section 504 plans). Adhering to the proposed instructional framework and teaching methodologies ensures that Hamlin Charter Academy's instructors can successfully meet the needs of our students in all subgroups.

Using the concepts of backwards planning and Understanding by Design, grade-level curriculum will be systematically planned, providing students with clear academic goals. Hamlin Charter Academy teachers and leadership will work together to provide research-based practices to inform our instruction to ensure mastery of the Common Core Standards for all students. We believe that it is our professional and ethical responsibility to provide daily instruction for each child in every classroom that includes the following ideas.

Clear Expectations—Teachers clearly define and articulate Common Core standards in student- friendly language to ensure academic goals are attained. State standards are clearly expressed using student friendly language. Rubrics and criteria charts, both teacher created and student created, are developed which align with the state standards.

Academic Rigor—Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts. Critical thinking strategies in all academic areas will include use of Depth and Complexity icons for in-depth discussions. Teachers will use the Revised Bloom’s Taxonomy to formulate questions, as well as Webb’s Depth of Knowledge to analyze the rigor of lesson design.

Collaborative Groupings—Teachers create small, flexible groups in order for students to interact with their peers, providing a variety of perspectives and supporting students’ differing levels of knowledge and skill. Cooperative groups promote student-centered learning and teamwork. Teachers utilize peer revision and editing during writing instruction.

Criteria Charts-These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and high expectations for the students.

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Direct Instruction— Teachers orient students to each academic, standards-based task. They model processes, provide guided practice, and provide independent practice as they check for understanding.

Guided and Independent Practice-We provide students with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught using the *I Do, We Do, You Do* design of support.

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Small Group Instruction— Teachers differentiate instruction based upon students’ data results in order to address their strengths and/or weaknesses.

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Differentiated Instruction—Teachers provide lessons and assignments within the core curriculum that provide students access the content at their appropriate academic levels. The



strategies used include tiered assignments, compacting, independent study, and scaffolding techniques such as Thinking Maps, Accountable Talk, and pre-teaching of concepts that allow for universal access to core curriculum. Teachers use a variety of methods to achieve differentiated instruction, such as: whole group, small group, and individualized instruction; multimedia and technology enriched learning; team teaching; graphic organizers and Thinking Maps; Specially Designed Academic Instruction in English (SDAIE); Direct instruction; and guided practice.

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Higher-level Thinking/ Depth & Complexity— Teachers design lessons that develop critical thinking skills, which help students to solve complex problems. Students are taught to utilize higher order thinking skills: Synthesis, analysis, and evaluation (Bloom’s Taxonomy). Teachers use questioning strategies to enhance the rigor of the curriculum using depth and complexity prompts (Sandra Kaplan) and Norman Webb’s Depth of Knowledge levels. Teachers can tailor the curriculum to challenge students based on their interests and abilities.

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Integration of the Arts—Drama, music, visual arts, and physical education are integrated across the curriculum to enhance students’ thinking and learning experiences.

Experiential Learning—Students learn by doing. Students interact with the curriculum through the arts, field trips, and real life problem-solving using physical models. We have established a dedicated science lab with an assistant so all students will participate in science investigations and hands-on simulations. It is through these involvements that students process, analyze, and conceptualize the experience. Hamlin Charter Academy will follow proven instructional frameworks and teaching methodologies to ensure success for all students.

Project Based Learning—Teachers evaluate student achievement through creative, varied, and innovative products to illustrate student’s understanding of the material taught. By using project based learning, the students will select products that will provide another avenue for differentiation among our diverse learners.

## **Curriculum and Instruction**

Charter School shall comply with and implement all applicable District policies and procedures,

as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

Hamlin Charter Academy's proposed teaching methodologies are based on the Common Core State Standards and Associated Frameworks in all content areas: Language Arts, Mathematics, social studies, science, visual and performing arts, and physical education. In order to address the needs of all of our students and identified subgroups of students, Hamlin Charter Academy will balance curriculum-centered and student-centered instruction that is differentiated, experiential, and inquiry-based. Hamlin Charter Academy teachers will utilize data analysis and shared planning at and across grade levels to appropriately differentiate instruction. All methodologies will be supported with authentic, District, publisher, teacher-generated, and performance assessments as determined by the Curriculum Development and Review Committee.

The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach have been outlined below. All California State Standards will be addressed with cross grade-level planning so students receive consistent instruction.

### **Language Arts**

- Develop students' reading, writing, listening and speaking skills to support academics across disciplines.
- Integrate and infuse critical thinking skills, such as Depth and Complexity, Bloom's Taxonomy, and Webb's Depth of Knowledge Dimensions, into the District's state adopted Treasures reading program and supplemental core literature
- Provide reading materials to meet the students' independent and instructional reading abilities in a variety of texts at appropriate Lexile levels and text complexity ranges
  - Emphasize nonfiction and fiction texts in all grades to meet and exceed the CCSS requirements
  - Teach foundational skills, including print concepts, phonics, word recognition, and fluency to address emergent readers
  - Supplement reading support using *Accelerated Reader*, *Readworks*, and literature circles

- Continue school-wide implementation of *Write from the Beginning* to address persuasive/opinion, narrative, and informational writing
  - Use *Thinking Maps* to plan writing projects.
  - Integrate vocabulary development across the curriculum.
  - Differentiate writing instruction to meet the needs of all learners through analysis to pinpoint further scaffolding needed in small group and individual writing workshops
  - Demonstrate writing across the curriculum for a variety of audiences and purposes
- Use technology such as laptops, Chromebooks, and iPads as a tool for presentation and project exhibits
  - Evaluate assignments in the upper grades via digital sharing of projects and writing using Google Classroom, providing peer collaboration and revision to provide immediate feedback regarding criteria and quality
- Apply speaking and listening skills by effectively engaging in a range of collaborative discussions and presentations delivered clearly using appropriate projection, expression, eye contact, and clear speech to varied audiences.

## **Mathematics**

- Provide a rigorous curriculum that meets or exceeds the Common Core State content standards for Mathematics, including the Standards for Mathematical Practice.
- Develop students' Mathematical proficiency by applying Mathematical concepts and computational skills to a variety of processes.
- Enhance Mathematics using Number Talks, performance tasks available through various online websites such as Inside Mathematics and Illustrative Mathematics.
- Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability.
- Apply Math skills to daily, real life problem solving situations.
- Recognize relevant information and review applications by checking work.
- Discern operations necessary to solve word problems.
- Connect Math across disciplines (music, dance, science, art, technology, and history).
- Develop students' skills using Mathematical tools (protractors, calculators, computers,

rulers, compasses) and models (number lines, tables, hundreds charts, arrays, place value charts).

## **Science**

- Provide a rigorous curriculum that meets/exceeds the Next Generation Science Standards.
- Hypothesize and develop experiments utilizing the scientific method.
- Use hands-on experiments to further research and test hypotheses.
- Integrate science and writing by using the language of the discipline.
- Theorize and view other subjects such as music, art, and theory of sound as a scientist.
- Understand the need for eco-friendly products and life-changes to better our local and global community.

## **Health Education**

- Provide a rigorous curriculum that meets/exceeds the State Content Standards for Health Education.
- Guide students in applying concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.

## **Physical Education**

The Physical Education curriculum meets the California State Standards time requirements. Hamlin Charter Academy uses the SPARK and CATCH curricula because “Physical activity breaks can increase daily physical activity levels of youth, and leave them more focused and ready to return to their academic studies...Physical activity in the classroom helps activate the brain and improve on-task behavior during academic instruction time” (National Association for Sport and Physical Education, 2008). The P.E. program includes:

- Additional physical activity is incorporated into the classroom day utilizing Instant Recess DVD's and GoNoodle.com.
- Teachers provide 100 minutes of P.E. skills practice per week.

## **History and Social Studies**

- Provide a rigorous curriculum that meets/exceeds the State Content Standards for history and social studies.
- Instruct students to understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.
- Present lessons on the parallels and patterns of historical events over time.
- Lead students to interpret geographical and historical information to draw conclusions.
- Guide students' understanding of cause and effect in historical events.
- Use role-play and interactive lessons for experiential learning.
- Guide students to appreciate the contributions of different cultures in our society and their impact upon our nation through researching their own histories, heritage, culture, and family traditions.

## **Enrichment**

Enrichment programs are fully incorporated into the appropriate grade-level curriculum for all levels, K-5, and meet and exceed the established California Content Standards. Qualified specialists to teach these programs, which include art, dance, music, and computer lab, are available through special grants when not provided by classroom teachers. The computer lab specialist is hired through a collaborative process with the National Parent Teacher Association (PTA). A Lego Robotics after school enrichment course is available for students through the outside agency Parker-Anderson.

## **Music**

The music curriculum at each grade level supports the Language Arts, social studies, and science curricula while meeting the California State Music Standards. We prepare for seasons and holidays, and develop the understanding of our multicultural society through music instruction. The music curriculum focuses on different genres, composers, rhythmic patterns, and music theory. Students are exposed to different percussion instruments which they use to demonstrate understanding of various musical concepts.

## **Technology**

Hamlin Charter Academy provides numerous opportunities to use technology across the curriculum in the computer lab. We continue to upgrade our lab to include over 30 desktop systems, 35 Chromebooks, 35 iPads in addition to using a document reader and projector to provide visual demonstrations for students during instructional lessons. Technology instruction will include:

- Providing a rigorous curriculum that meets/exceeds the State Content Standards for technology.
- Instructing students in word processing skills in order to demonstrate written expression using technology.
- Exploring artistic applications appropriate to grade level with programs such as PowerPoint, Garage Band, iMovie, Photobooth, Kids Draw and other educational programs.
- Teaching data presentation through Excel program spreadsheets.
- Using the Internet to enable students to broaden their research capabilities, choosing relevant information.

According to the United States Department of Education (1995), "The use of technology results in gains for all students regardless of age, race, parental income, or other characteristics... Technology raises the scores on State tests, improves students' attendance, increases student comprehension, and motivates." Hamlin students research, prepare projects, practice skills, and learn to use the computer as a communication device via e-mail, video-conferencing, and virtual field trips.

## **Transitional Kindergarten**

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten

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

Hamlin Charter's transitional kindergarten provides an early childhood education program that prepares students for traditional kindergarten. Students receive academic and social skills with a focus on literacy and numeracy. Students engage in small-group instruction and hands-on activities.

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### **Community Garden**

Hamlin Charter Academy's garden is a collaborative effort between parents, teachers, and students that provides hands-on experiences that enhance the understanding of nutrition, physical activity, nature study, and life science. The Center for Civic Partnerships (2003) stated in the American Journal of Public Health that "Community gardens enhance nutrition and physical activity and promote the role of public health in improving quality of life. Opportunities to organize around other issues and build social capital also emerge through community gardens." Hamlin students plant and harvest edible and ornamental plants, and experiment with different soils, seeds, and fertilizers (vermicomposting) to evaluate the effects on plant growth. They build an understanding of life cycles of plants and learn about insect and bird cooperation in the natural world. Several grants have funded an indoor hydroponics program that complements the outdoor garden. Donors supply seed plugs and seeds on a monthly basis to keep our garden growing.

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### **Gifted Education**

Hamlin Charter Academy clusters Gifted students in classes where we use strategies to add depth and complexity of thinking to enhance our instruction. Our instructional and management strategies address students' needs and are set forth to challenge students' capacities. We support goal setting in the designing of products so students can gain respect for their own work and find ways to meaningfully share it with others.

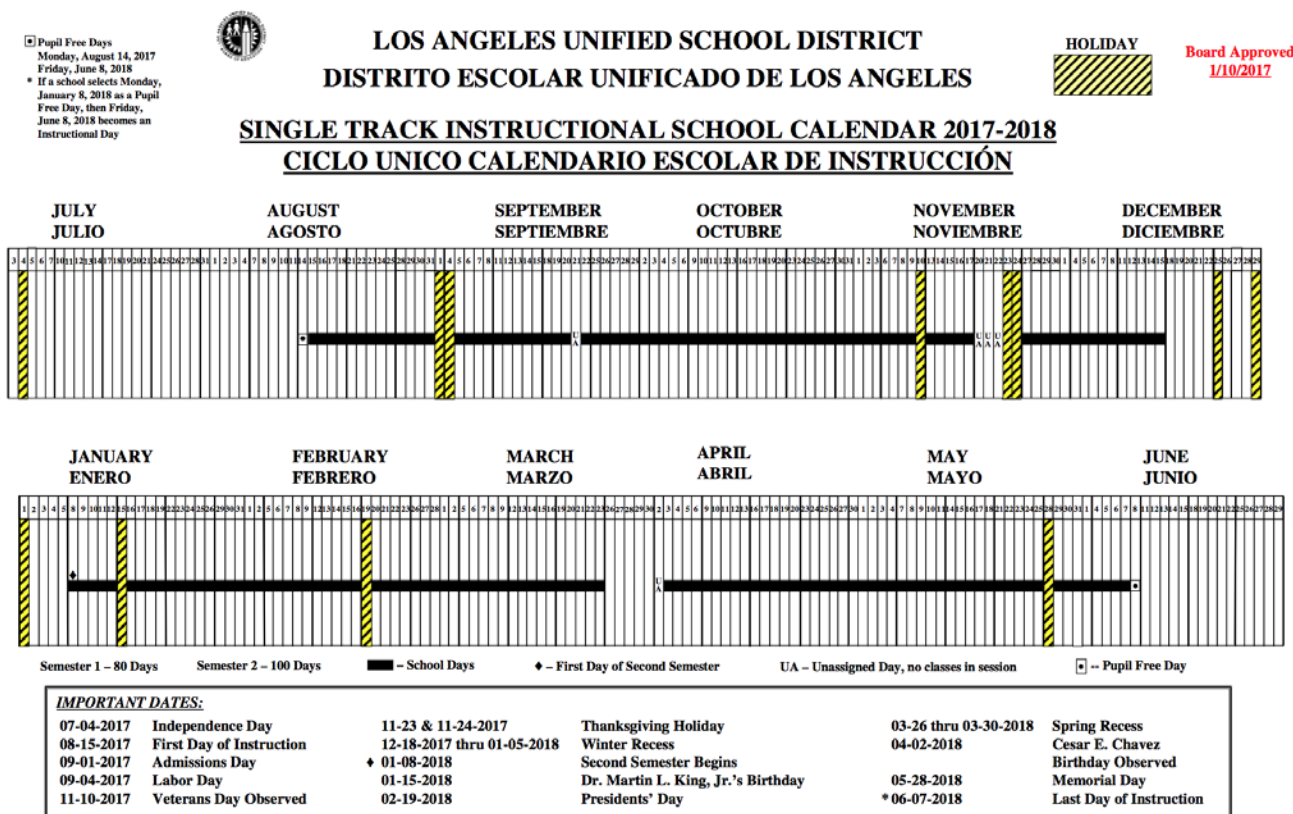
We will use several differentiated models such as:

- Challenging and complex learning centers that broadly extend and expand the students' opportunities to explore a subject in depth;

- Tiered assignments that create different levels of challenges growing in complexity;
- Acceleration of the curriculum through assessment of skill levels so that students can advance their knowledge beyond the grade level standards where appropriate.

## Academic Calendar and Schedules

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





TK/ Kinder	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 9:00	Attendance; BIC; Morning Assembly	Attendance; BIC; CALENDAR; ELD/ELA	Attendance; BIC; CALENDAR; ELD/ELA	Attendance; BIC; CALENDAR; ELD/ELA	Attendance; BIC; CALENDAR; ELD/ELA
9:00 - 10:00	ELA/IWT	ELA/IWT	ELA/IWT	ELA/IWT	ELA/IWT
10:00-10:20	Recess	Recess	Recess	Recess	Recess
10:20 - 11:00	ELA	ELA	ELA	ELA	ELA
11:00 - 12:00	Math	Math	Math	Math	Math
12:00-12:40	Lunch	Brunch 10:00-10:30	Lunch	Lunch	Lunch
12:40 - 1:00	Read Aloud	12:34 Early Dismissal	Read Aloud	Read Aloud	Read Aloud
1:00 - 2:00	Art/Social Studies/ Health		Art/Social Studies/ Health	Art/Social Studies/ Health	Art/Social Studies/ Health
2:00 - 2:34	PE Closing Reflection		PE Closing Reflection	PE Closing Reflection	PE Closing Reflection
Enrichment Classes	Drama - 45 minutes weekly	Science Lab - 30 minutes weekly	Newcomers Class 30 minutes T-F		

1 <sup>st</sup> Grade	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	Morning Business; BIC; Morning Assembly	Morning Business BIC	Morning Business BIC	Morning Business BIC	Morning Business BIC
8:30-9:40	ELA/ELD	ELA/ELD	ELA/ELD	ELA/ELD	ELA/ELD
9:40-10:00	PE	PE	PE	PE	PE
10:00-10:20	Recess	Recess	Recess	Recess	Recess
10:20 - 11:00	ELA	ELA	ELA	ELA	ELA
11:00 - 12:00	Math	Math	Math	Math	Math
12:00-12:40	Lunch	Brunch 10:00-10:30	Lunch	Lunch	Lunch
12:40 - 1:00	Storytime SSR AR	12:34 Early Dismissal	Storytime SSR AR	Storytime SSR AR	Storytime SSR AR
1:00 - 2:15	Art/Social Studies/ Health		Art/Social Studies/ Health	Art/Social Studies/ Health	Art/Social Studies/ Health
2:15 - 2:34	Review Clean Up Dismissal		Review Clean Up Dismissal	Review Clean Up Dismissal	Review Clean Up Dismissal
Enrichment Classes	Drama 45 minutes weekly	Science Lab 30 minutes weekly	Newcomers Class 30 minutes T-F	Computer Lab 30 minutes weekly	Library 30 minutes weekly

2 <sup>nd</sup> Grade	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15	BIC	BIC	BIC	BIC	BIC
8:15- 8:35	PE	PE	PE	PE	PE
8:35- 10:00	Morning Assembly ELA/ELD	ELA/ELD	ELA/ELD	ELA/ELD	ELA/ELD
10:00- 10:20	Recess	Recess	Recess	Recess	Recess
10:20 - 11:00	Writing	Writing	Writing	Writing	Writing
11:00 - 12:00	Math	Math	Math	Math	Math
12:00- 12:40	Lunch	Brunch 10:00-10:30	Lunch	Lunch	Lunch
12:40 - 1:00	Read Aloud	12:34 Early Dismissal	Read Aloud	Read Aloud	Read Aloud
1:00 - 2:00	Social Studies/ Health		Social Studies/ Health	Social Studies/ Health	Social Studies/ Health
2:00 - 2:34	Art Dismissal		Art Dismissal	Art Dismissal	Art Dismissal
Enrichment Classes	Drama 45 minutes weekly	Science Lab 50 minutes weekly	Newcomers Class 30 minutes T-F	Computer Lab 50 minutes weekly	Library 30 minutes weekly

3 <sup>rd</sup> Grade	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	BIC Morning Business	BIC Morning Business	BIC Morning Business	BIC Morning Business	BIC Morning Business
8:30- 9:00	Morning Assembly	PE	PE	PE	PE
9:05 - 10:00	ELA/ELD	ELA/ELD	ELA/ELD	ELA/ELD	ELA/ELD
10:00- 10:20	Recess	Recess	Recess	Recess	Recess
10:20 - 11:20	ELA/Writing IWT	ELA/Writing IWT	ELA/Writing IWT	ELA/Writing IWT	ELA/Writing IWT
11:20 - 12:20	Math	Math	Math	Math	Math
12:20- 1:00	Lunch	Brunch 10:00-10:30	Lunch	Lunch	Lunch
1:00 - 1:30	Read Aloud Writing	12:34 Early Dismissal	Read Aloud Writing	Read Aloud Writing	Read Aloud Writing
1:30 - 2:25	Social Studies/ Health/Art		Social Studies/ Health/Art	Social Studies/ Health/Art	Social Studies/ Health/Art
2:25 - 2:34	Closing Dismissal		Closing Dismissal	Closing Dismissal	Closing Dismissal
Enrichmen t Classes	Drama 45 minutes weekly	Science Lab 50 minutes weekly	Newcomers Class 30 minutes T-F	Computer Lab 50 minutes weekly	Library 30 minutes weekly

4 <sup>th</sup> Grade	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15	BIC Morning Business	BIC Morning Business	BIC Morning Business	BIC Morning Business	BIC Morning Business
8:20-9:10	Morning Assembly	Math/ELD	Math/ELD	Math/ELD	Math/ELD
9:10 - 10:00	ELA	ELA	ELA	ELA	ELA
10:00-10:20	Recess	Recess	Recess	Recess	Recess
10:20 - 11:20	Math/Writing	Math/Writing	Math/Writing	Math/Writing	Math/Writing
11:20 - 12:20	ELA/IWT	ELA/IWT	ELA/IWT	ELA/IWT	ELA/IWT
12:20-1:00	Lunch	Brunch 10:00-10:30	Lunch	Lunch	Lunch
1:00 - 1:30	Grammar Writing	12:34 Early Dismissal	Grammar Writing	Grammar Writing	Grammar Writing
1:30 - 2:25	Social Studies/ Health/Art		Social Studies/ Health/Art	Social Studies/ Health/Art	Social Studies/ Health/Art
2:25 - 2:34	Closing Dismissal		Closing Dismissal	Closing Dismissal	Closing Dismissal
Enrichment Classes	Drama 45 minutes weekly	Science Lab 50 minutes weekly	Newcomers Class 30 minutes T-F	Computer Lab 50 minutes weekly	Library 30 minutes weekly

5 <sup>th</sup> Grade	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:45	BIC Morning Assembly	BIC PE	BIC PE	BIC PE	BIC PE
8:45	Math	Math	Math	Math	Math
10:00- 10:20	Recess	Recess	Recess	Recess	Recess
10:20 - 12:20	ELA/ELD	ELA/ELD	ELA/ELD	ELA/ELD	ELA/ELD
12:20- 1:00	Lunch	Brunch 10:00-10:30	Lunch	Lunch	Lunch
1:00 - 1:15	Storytime	12:34 Early Dismissal	Storytime	Storytime	Storytime
1:30 - 2:30	Social Studies/ Health/Art		Social Studies/ Health/Art	Social Studies/ Health/Art	Social Studies/ Health/Art
2:30 - 2:34	Dismissal		Dismissal	Dismissal	Dismissal
Enrichment Classes	Drama 45 minutes weekly	Science Lab 50 minutes weekly	Newcomers Class 30 minutes T-F	Computer Lab 50 minutes weekly	Library 30 minutes weekly

### **Mathematics Placement Act**

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

## **High School Exit Examination**

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

## **WASC Accreditation**

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

## **PROFESSIONAL DEVELOPMENT**

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

Professional development will be an ongoing component at Hamlin Charter Academy and an effective tool used to support teachers in designing and implementing instruction. The school participates in weekly, whole group professional development as well as grade level meetings. Professional development issues, ideas, and products will be driven by student data, and the needs and interests of the students and staff. The Instructional Leadership Team (ILT) will identify staff members who are qualified to facilitate the recommended professional development or will find outside sources to deliver the training. Hamlin will continue to participate in both site level and District professional development activities.

Hamlin Charter Academy will follow the guidelines as stated in the memo "School-Site Professional Development Priorities-Banked Time Days for Elementary Schools". Some examples of Professional Developments, but not limited to, are: strategies to address CCSS in Language Arts and Mathematics, Number Talks, accessing online resources for both close reading and real-life Math tasks, ways to incorporate the NGSS science standards into our FOSS science kits, etc.

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

## **English Learners**

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

Hamlin Charter Academy works with English Learners to ensure that they meet or exceed English language proficiency and grade level standards comparable to their fluent English proficient peers. The principal and Targeted Student Population (TSP) Advisor works with teachers and families to ensure the District's English Learner Master Plan is being followed and accountabilities are met. The TSP Advisor oversees the English Learner Program and supervises the implementation of Master Plan accountabilities. Teachers are supported with the implementation of both designated and integrated English Learner instruction. Since Hamlin has only a few EL students in each grade level they are clustered together within each grade. The classroom teacher provides EL instruction within the classroom, to meet the daily guidelines of 60 minutes for levels 1-3 and 45 minutes for levels 4 and 5.

As part of the enrollment process, all new enrollees are required to complete the Home Language Survey to identify English Learners. Students are assigned to classrooms based on the English Learner Master Plan. Parents are informed about their program options during the Master Plan Options meeting at the beginning of the year. Using LAUSD's criteria, students are identified as English Language Learners using the CELDT/ELPAC. Hamlin uses multiple measures of data including CELDT, DIBELS, and Progress Reports, to monitor students' English language proficiency and to determine reclassification. All teachers receive professional development regarding the ELD standards by utilizing the training modules provided by LAUSD.

Teachers use the English Language Development Standards to guide instruction and help our students meet and/or exceed English Language proficiency and reclassification. During Designated English Learner Instruction, students develop skills and confidence in reading, writing, speaking, and listening. By analyzing the results of the CELDT, DIBELS, and classroom performance, the teacher bases the EL instruction on whether the students are either emerging, expanding, or bridging in each area of the ELD standards to include; Interacting in Meaningful



Ways, Learning About How English Works, and Using Foundational Literacy Skills. Based on the student's level of communication; collaborative, interpretive, or productive, they create lessons to meet the needs of the students. Teachers incorporate into their lessons many opportunities to engage in dialogue with others by exchanging information and ideas and offering opinions on both fictional and nonfictional topics. They read stories aloud as EL students actively listen and answer questions about what was read and read closely to explain ideas from the readings. Teaching Assistants are assigned to allow for small group, targeted instruction. As additional support to ELLs, teachers use the integrated English Learner Development approach throughout the day where they make all subject areas more accessible to English learners. Teachers scaffold the information, incorporate think-pair-share, manipulatives, vocabulary building, collaborative learning groups, visual aids, and graphic organizers. The ELD standards are used along with CA CCSS to provide a comprehensive program for our EL students.

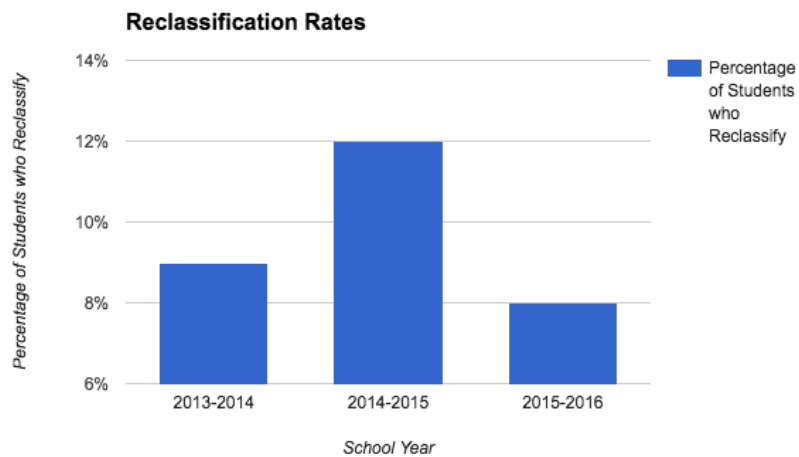
English Learners will be assessed annually using the CELDT to measure students' progress in developing their English language proficiency. Additional monitoring will include the use of formative classroom assessments, work samples in addition to using the DIBELS assessment which has established periodic benchmarks to identify students who are not making sufficient progress in English Foundational Skills (e.g. phonological awareness, decoding, encoding, fluency, comprehension). Through the data analysis process, teachers will adjust their instructional strategies and curriculum material to target and meet the student's needs.

The Targeted Student Population Coordinator provides teachers with support and intervention for EL students. Struggling EL students will be identified by the annual CELDT results, DIBELS, Smarter Balance Assessments, and class work and will be provided with instruction in identified areas of difficulty. The Student Support and Progress Team (SSPT) works to ensure teachers receive support in meeting the goals for each student. The team will meet with the students' teachers during the fall and spring semester to review progress, reclassification monitoring, and discussion strategies.

The teacher, TSP Advisor, and Principal will work closely to reclassify students based on the criteria determined by Los Angeles Unified. Students in second through fifth grade need an overall CELDT score of 4 or 5 with a score of 3 or higher in Listening, Speaking, Reading, and

Writing domains of the CELDT test. In addition, they must be receiving a grade of 3 or better in ELA reading, writing, listening, and speaking in their progress report and pass all DIBELS subtests administered in the Middle of the Year (MOY) and End of the Year (EOY). Once it has been determined that the student can reclassify, parental approval will be requested and the student will be reclassified using My Integrated Student Information System (MISIS). In grades K-1, the students need either an overall CELDT score of 4 with scores of 4 or higher in reading, writing, listening, and speaking, or an overall CELDT score of 5 with scores of 3 or higher in reading, writing, listening, and speaking, progress report grades of 3 or 4 in ELA reading, writing, listening, and speaking, benchmark scores on all the subtests of DIBELS in MOY or EOY, and conduct an SSPT to discuss the criteria and obtain parental consent. The school sends all documentation to the district for approval.

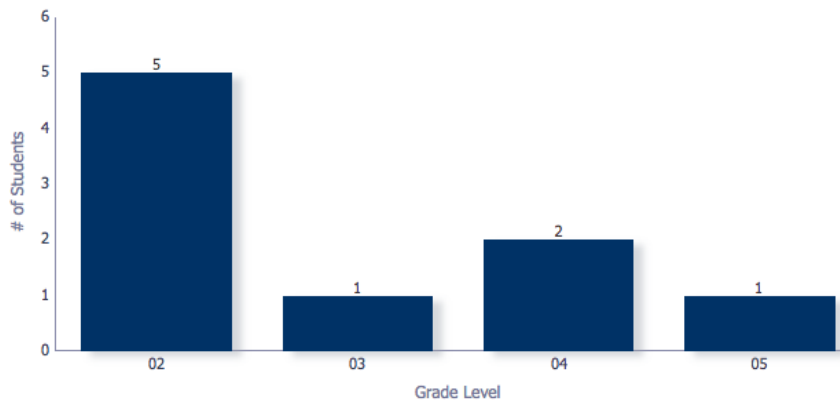
The chart below shows the number of English Learners who reclassify each year. In the 2014-2015 school year, there was an increase in the number of students who reclassified. This percentage decreased the following year.



\*Reclassification Rates from CDE

For the 2016-2017 school year, we expect to increase the number of students we reclassify. We currently stand at 11%. The chart below shows our current reclassification by grade level. It doesn't reflect an additional Kindergarten, First Grade, and Second Grade student who were recommended for reclassification by our Student Support and Progress Team (SSPT).

RFEF To Date by Grade Level (10/05/16 to Current Date)



\*Reclassification Rates MISIS AD HOC Reporting and Dashboards

There is open communication with parents through our monthly ELAC meetings. Topics include CELDT/ELPAC testing, CAASPP SBAC testing, Common Core State Standards, California State ELD Standards, program elements, and reclassification. Parents are continuously informed of student progress and steps towards reclassification.

Long Term English Learners (LTELs) will be identified by the number of years they have been in the English Learner program. In order to help them reach English proficiency, the TSP advisor along with the classroom teacher will identify targeted areas of instruction and teaching strategies based on their work samples, CELDT scores, SBAC scores, and DIBELS. They will also determine if the potential Long Term English Learners (P-LTELs) may have a learning disability or other processing issue and may require assistance from the resource specialist.

### **Gifted and Talented Students and Students Achieving Above Grade Level**

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

At Hamlin Charter we strive to increase the number of students who are identified as Gifted and Talented. Students are recommended for intellectual testing based on their grades, work samples, teacher observations, and test scores. In second grade, the Otis-Lennon School

Ability Test (OLSAT) is administered to all students.

Our Gifted and Talented Students are clustered along with high achieving students by grade level in accordance with district guidelines. Hamlin Charter teachers receive ongoing professional development and attend training to further their knowledge of gifted education strategies. They differentiate instruction using strategies that promote inquiry-based learning, discussion and debate, metacognition, and higher order thinking skills including analysis, synthesis, and application (Bloom's Taxonomy). The prompts of Depth and Complexity and higher levels of Depth of Knowledge (DOK) questioning strategies are embedded throughout the subject areas. Students demonstrate their comprehension and thorough knowledge of each subject through enriched project-based research, cross grade level collaboration, and student-driven explorations.

Hamlin Charter monitors students identified as Gifted and talented through teacher observations, work samples, test scores, grades, DIBELS, and class participation.

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

Multiple measures will be used to identify students who are working below grade level. They include assessments such as DIBELS, classroom assignments and assessments, grades, teacher observations, and District Interim Assessments for reading, writing, and Math.

The Student Support and Progress Team (SSPT) meetings held with the administrator/designee, classroom teacher, parents, and peer teacher(s) will gather information, identify needs. The team creates a plan to make the curriculum more accessible, differentiated, and sets goals for improvement. The plan is then shared with all parties involved in assisting the student.

The implementation of an after school Homework Club will be scheduled to provide additional instructional assistance for students who have questions regarding their classroom assignments and may not have adults at home who can provide support and guidance.

Teachers will provide RTI<sub>2</sub> strategies during independent work time to students identified

through progress monitoring. In addition, at-risk students will receive pull-out small group instruction with either the Resource Teacher or Coordinator or will attend after-school intervention classes designed to meet the needs of underachieving students.

Working under the direction of a highly qualified teacher, Instructional Assistants (IA) and/or Teacher Assistants (TA) will be utilized to support student learning during Small Group instructional time so that the teacher can provide additional targeted instruction to identified at-risk students. Students will be progress monitored using multiple measures including DIBELS, work samples, and test scores. If there is a lack of progress, instructional strategies will be modified and additional interventions will be determined.

### **Socioeconomically Disadvantaged Students**

Hamlin Charter Academy will identify socioeconomically disadvantaged students based on the number of students who qualify for free or reduced lunch. Administration and the Cafeteria Manager will monitor the applications. Teachers, TSP Advisor, and administration will monitor the progress of this subgroup using test scores, student work samples, and teacher observations and modify the curriculum to meet their needs.

Hamlin Charter will ensure that all students are provided with the same learning programs, experiences, opportunities, and tools that are necessary to be successful academically. Their needs will be met by providing high, quality instruction. When necessary, they can participate in the Homework Club where teachers will be available to assist with homework questions and provide academic support. Classroom teachers will follow the Response to Intervention (RtI) model of support to address students' areas of need. Enrichment opportunities will allow students to have access to music, drama, and art by art specialists. Furthermore, all our parents and school community as a whole will assist any student and/or family as needs arise.

### **Students with Disabilities**

#### **Special Education**

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and

shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

## **Conversion Affiliated Charter**

### **1. District Affiliated Charter School's Special Education Responsibilities**

#### **a. General Requirements**

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

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

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

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

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

The District Affiliated Charter School will participate in the state quality assurance process

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

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

**b. Transferring Students**

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

**c. Assessments**

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

Upon a parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

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

**d. Alternative Placements**

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

**e. Least Restrictive Environment**

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

**f. Staffing Requirements**

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

The District Affiliated Charter School will maintain responsibility for monitoring progress



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

**g. Student Discipline/Inclusion**

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

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

## **2. Procedural Safeguards/Due Process Hearings**

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

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

### **3. Complaints**

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

### **4. Funding of Special Education**

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

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

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

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

### **\*Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal

court oversight. All District affiliated charter schools are required to use the current version of the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

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

- # The Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12<sup>th</sup> Grade Students Enrolled on December 1, due at the end of June every school year.

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

### **Students in Other Subgroups**

The Foster Youth Counselor is provided through LAUSD as a liaison between the Department of Social Services, LAUSD, and the families to support students for their academic and emotional needs. The Targeted Student Population Coordinator and the teacher will work in conjunction with the Foster Youth Counselor to put strategies in place to ensure the students' successes. They monitor through diagnostic assessments and data

including: attendance, DIBELS, SBAC, report cards, IEP, progress reports, etc.

### **“A TYPICAL DAY”**

Hamlin Charter Academy has served the local community for over 50 years. Today’s Hamlin serves a diverse student population. Over 18 languages are spoken at our school and families emigrate from countries all over the world. Our student body represents 5 continents. Students’ backgrounds are embraced and viewed as an asset to our school.

As visitors enter our campus, they will notice collaboration and a learning community that is hard at work. The courteous and friendly office staff greets all those who come on campus. They diligently offer help and answer questions. Visitors will then step out into the Butterfly Garden; an enrichment area that emphasizes the importance of maintaining a well balanced ecosystem. They can observe a complete butterfly life-cycle and the interdependence amongst living organisms.

Next to the Butterfly Garden, visitors will find our Vegetable Garden where we have partnered with the Kitchen Community who provide lessons on a sustainable agriculture. Students help to plant seeds, tend to the plants as they grow and then enjoy the fruits of their labor. They collaboratively prepare a recipe using the harvested vegetables.

Beyond our Vegetable Garden is our beautiful, award-winning Wonder of Reading Library containing more than 15,000 books. Our amphitheater serves as an area where students listen to stories read aloud from a monthly themed selection. Students have the opportunity to take Accelerated Reader Quizzes and their achievements are displayed in the cases outside the school auditorium and recognized during monthly assemblies. In any given classroom, one may find a Koreh L.A. volunteer who adopts struggling readers to provide one-on-one assisted tutoring in reading and language skills.

A computer science foundation is laid with the robotics and coding curriculum to open pathways into careers in the technology field and computer science. Students use technology in Hamlin’s Computer Laboratory where they are led weekly by an instructor who emphasizes the basics of research, report presentations, e-mail, keyboarding, art projects, coding, and fundamental Language Arts games and drills.

One day a week, some students will be studying music in the auditorium with our music teacher. You might also find the Arts in Education program drama instructor meeting with individual classes to incorporate drama standards across the curriculum. If it is Thursday or Friday, grade levels will be participating in their weekly extra 60 minutes of sports skills practice with Y.M.C.A instructors while teachers meet in grade-level groups to analyze data in order to plan for instruction. Teachers will study curriculum, look at research, and creatively and supportively share best practices.

Inside classrooms, teachers will be actively engaged in small groups, collaborating on assignments that encompass all areas of the curriculum. Rubrics and criteria charts guide instruction and exceed the requirements of Common Core Standards. Students use iPads to complete projects, conduct research, and access applications that enhance their learning.

Hamlin Charter Academy will use a banked time schedule which meets the required minutes per California standards. A typical day begins at 8:00 a.m. for all students. Dismissal is at 2:34 every day except Tuesday. On Monday, Wednesday, Thursday, and Friday, we will bank an extra thirty minutes in order to be able to dismiss students at 12:34 p.m. on Tuesdays. This will allow teachers to benefit from a longer block of professional development, collaborative planning, and to participate in committee meetings during the school day. Rigorous standards-based instruction in Language Arts and Mathematics continue throughout the morning with science, social studies, arts, and health instruction taking place in the afternoon.

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

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

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

### **STANDARDIZED TESTING**

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

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

Hamlin Charter Academy's desired curriculum will include an integrated, inquiry-based K-5 curriculum closely aligned with California State and national standards in the core areas of Language Arts, Mathematics, science, and social studies. Cross-curricular, project-based learning will be enhanced using music, art, and physical education. There will be a strong emphasis on hands-on learning utilizing our computer lab and our student garden. The Hamlin Charter Academy program includes the following key elements:

**Standards are Essential-** Clear and accessible standards for what students must learn at benchmark grade levels are a vital facet of ensuring we are meeting the academic needs of all students. Additionally, the standards assist as a guide for teachers, administrators, parents, and students as to the precise basic knowledge and skills that students must master.

**Challenging Curriculum-** The goal of Hamlin Charter Academy is to provide a rigorous curriculum in an atmosphere that allows students to exceed the goals and standards of the State while nurturing their creativity, and to help develop their ability to solve challenges in a technologically advanced society.

**Teachers Matter-** Teachers are vital in the educational process and the depth and breadth of their knowledge base in both subject matter content and pedagogy is critical. They need to be held to the highest standards. Hamlin Charter Academy will focus its professional development on strategies, skills, and select curriculum that will support our students in becoming productive citizens in the 21<sup>st</sup> century.

### **Desired Outcomes of the School's Instructional Program**

**Language Arts:** Students will be effective communicators equipped with the essential skills of reading, writing, listening and speaking. Students will be able to read fluently and comprehend a variety of texts and genres, and express and transmit thoughts and feelings through their written and spoken words. They will be active listeners and have the skills to interpret and apply

what they hear. Students will use technology to access, decipher, clarify, and present information. Students will participate in cross-grade-level sharing of Language Arts projects to find purpose and motivation in their work. They will integrate these skills across the curriculum through science research, Mathematics, journals, and social studies projects. Hamlin Charter Academy will increase the percentage of students scoring “meet or exceeds standards” on the SBAC English Language Arts by 5% at the end of this charter. At least 70% percent of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in the core curriculum areas in each grading period.

**Mathematics:** Students will understand and apply fundamental ideas and procedures of Math to develop a clear understanding of basic concepts and procedures in number sense, arithmetic, algebra, geometry, and data analysis. They will be engaged in Mathematics through exploring, inference, and reasoning. By creating and solving word problems, students will make connections to real-world issues through the application of problem-solving processes. These problems will be developed through participation in school-wide projects such as recycling, planting and harvesting in the garden and creating and sharing interactive games during Family Math Night. Hamlin Charter Academy will increase the percentage of students scoring “meet or exceeds standards” on SBAC Math by 5% at the end of this charter. At least 70% percent of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in the core curriculum areas in each grading period.

**Science:** Students will attain proficiency in the fundamental concepts of the three main strands of science: Life, Physical and Earth. They will see themselves as scientists as they investigate and experiment, by solving standards-based problems using the Scientific Method. They will formulate hypotheses and document the processes and outcomes of their explorations, making concrete associations between science and the study of nature. Students will use technology to research scientific principles and present their conclusions to their peers. Hamlin Charter Academy will increase the percentage of 5th grade students scoring “meet or exceeds standards” on SBAC Science by 5% at the end of this charter. At least 70% percent of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in the core curriculum areas in each grading period.

**History and Social Studies:** Students will demonstrate an understanding of democracy, as well



as the diversity and importance of the contributions of other cultures and their impact on the United States. Additionally, students will demonstrate knowledge of the connections between the present and the past, and appreciate universal historical themes and issues, enabling them to face challenges and responsibilities that come from living in our global community. They will research and understand the roles, rights, and obligations of citizenship and explore events in a chronological and geographic context. At least 70% percent of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in the core curriculum areas in each grading period.

**Technology:** Students will use word processing, Internet research, online Mathematics resources, Language Arts learning activities, video recording, photography, and other applications to enhance the core curriculum and prepare them for work in a technologically advanced society. Students will each create a digital portfolio of work representative of their K-5 experience. Learning is best done within a historical context, and using technology to compile a student academic history is a very effective tool which allows them to see their own growth and set goals for improvement. Students will be familiar with various applications to accomplish goals in all other disciplines such as spreadsheets, visual and audio animations, Photoshop, PowerPoint etc. Students will understand and employ the SAFE and APPROPRIATE use of current technology and its real world applications.

**Arts:** Students will develop knowledge of and appreciation for music, visual arts, drama, and dance. This will be promoted through arts specialists, community volunteers, field trips, and use of the District arts standards. At least 70% percent of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in the core curriculum areas in each grading period.

**Physical Education:** Students will master fundamental movement skills that contribute to good health, self-confidence, and increased levels of physical fitness throughout life. Hamlin Charter Academy will provide students with dedicated time and instruction that fulfills or exceeds State requirements.

### **Cultivating Lifelong Learners**

Additionally, students at Hamlin Charter Academy will develop lifelong, enhanced learning skills and interpersonal skills which will allow them to adapt in our rapidly changing world, including:

Leadership, Collaboration and Cooperation: Students will understand and demonstrate the adaptive and associative skills appropriate to their age.

Goal Setting: Students will be taught to set their own short-term and long-term academic goals in keeping with their abilities and the high expectations that staff and faculty members hold for each and every student.

Critical Thinking and Problem Solving: Students will be effective problem solvers and develop critical-thinking skills.

Self-Discipline: Students will learn to control their behavior at all times and know that they will be expected to uphold the values of the community in which they live. They will learn to evaluate their own behavior and set goals for self-improvement.

Citizenship: Students will learn and apply their civic rights, roles, and responsibilities, and will have an appreciation of their impact on the immediate community and of the world. Hamlin Charter Academy will strive for all students to receive a “3” or “4” on all social and life skills criteria on the progress report card for each semester where progress reports are given. We will reinforce the importance of this goal with citizenship awards. We will also provide opportunities for student and family participation in school-wide activities and in civic projects in the community sponsored by the school. We will provide opportunities for our students to achieve these interpersonal skills through participation in student government, Second Step, on-going school beautification projects, cooperative learning groups, and cross-age tutoring programs. We will support our teachers in maintaining our school-wide culture of positive behavior and high expectations through professional development.

### **Specific and Realistic Achievement Targets**

Hamlin Charter Academy has enjoyed consistently high Smarter Balanced Assessment Consortium (“SBAC”) scores, exceeding the District’s expectations over the past two years. Most grade levels have shown improvement in all areas from 2014-2015 to 2015-2016. Our goal is to continue making gains in all claims of the SBAC.

In the upcoming years, Hamlin Charter Academy will continue to strive to have the majority of our students meet or exceed the academic claims in both Language Arts and Math. Additionally, we will monitor and analyze the data once the implementation of the SBAC Science assessment is in place for our fifth grade students.

In accordance with LAUSD policy, all English Learners (“EL”) will be held to the high expectations of advancing one level per year on the CELDT. English Learners will be identified through the use of the LAUSD home language survey, teacher observation, and the CELDT test. Students not identified EO or IFEP will take the CELDT annually and advance through the LAUSD CELDT levels 1 – 5 by at least one level each year. Our goal is to increase the percent of English Learners scoring early advanced and advanced on the CELDT by 5% as well as to increase the EL meet or exceed status in ELA on the SBAC by 5% annually.

### **Frequency & Methods by Which Students Are Assessed**

#### **Periodic Assessments**

Hamlin Charter Academy shall determine the development, implementation or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Hamlin Charter Academy may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

Hamlin Charter Academy believes that ongoing assessment and progress monitoring afford teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. As mandated by Federal guidelines, we are committed to ensuring that each child achieves his or her proficiency level in the areas of Language Arts and Mathematics.

At the beginning of each school year, teachers receive data for their incoming pupils. We analyze the data from the prior year and formulate an instructional agenda based on the needs of each student to determine if there is a need for intervention.

Faculty meets regularly by grade levels, across grade levels, and as a whole group to analyze data in order to plan for instruction. Teachers study curriculum, analyze data (i.e. DIBELS, SBAC, CAASPP IAB's, curriculum tests, teachers created assessments, student projects, teacher observations) look at research, and creatively and supportively implement best practices. We use what we have learned through ongoing analysis of formative and summative assessments to monitor student needs. Assessment results are communicated with parents. Teachers' plans for instruction are driven by the data and include flexible small-group instruction using Core materials. Teachers develop accommodations or modifications for individuals or groups with similar needs. They administer additional assessments to identify deficits in specific skill areas and refer students to the Student Success Team for consultation. At-risk students are referred to the Intervention program or the Learning Lab for further assessment and targeted small group instruction.

Standardized assessments will include, but are not limited to: SBAC in English (yearly), CELDT (yearly), curriculum embedded assessments for Language Arts, District Language Progress Assessments (for grades K-2), DIBELS (grades k-5), use of CAASPP IAB's for Language Arts and Math twice a year (for grades 3-5), District Quarterly Math Assessments (every 6-8 weeks, grades K-2), and District Science Assessments. These assessments give teachers a common measure of student performance. Teachers and administrators can make decisions regarding instructional programming based on how students are performing in relation to other students who take the same test.

Progress monitoring assessments are ongoing and can better evaluate the child over time and in a variety of settings. These assessments may include, but are not limited to: Portfolios, journals, work samples, homework, teacher-generated tests, teacher observations, checklists, anecdotal records, publisher- provided criterion-referenced tests, and projects. Teachers use rubrics and criteria charts that enable students to better understand their performance results and set goals for improvement. In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project assignments to help identify immediate areas of concern and to guide instruction.

## **MEASURING PUPIL OUTCOMES:**

### **SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Hamlin Charter Academy participates in the Smarter Balanced Assessments as the state's standardized summative assessments. For the 2016-2017 school year, the district will also pilot the new SBAC science for fifth graders. The annual CELDT assessment is administered for all our EL students. Through these assessments, we receive individual student data that holds us accountable and information regarding a common measure of student performance as well as areas of needed improvement. Instructional decisions are based upon student work and the results of the assessments. These assessment measures students' attainment of the Common Core State Standards and gives comparative data to other students district-wide and statewide.

#### **Summative Assessments**

Hamlin Charter Academy students take standardized summative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3rd- 5th (yearly), SBAC Science for Grade 5 (yearly), Text Reading Comprehension (TRC), DIBELS, and CELDT (yearly). These assessments give teachers a common measure of student performance as well as an indication of what may need to be reviewed. Decisions regarding the instructional program are made by teachers and administrators based on how a student performs. The data is analyzed as a staff and by grade level teams to determine the necessary instructional approaches and course of action to target student needs.

#### **Measurable Goals**

Smarter Balanced Assessment Consortium:

- The school's overall score will be in the top 20% or higher in the district and subgroups will exceed the benchmark score.
- 65% or more of students will achieve Standards Met or Exceeded in ELA/Literacy
- 65% or more of all students will achieve Standards Met or Exceeded in Math

- 65% of fifth grade students will meet or exceed the standards in SBAC science test (CAST).
- 80% of English Learners acquiring English Proficiency (AMAO1- CELDT Annual Growth or ELPAC) will grow by 1% each year of the Charter term.
- 85.5% of students will have 96% or higher attendance.

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

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

Formative Assessments are used to determine student achievement levels and as tools to plan the instruction. Some of these assessments include DIBELS Reading Assessment (quarterly) and for progress monitoring. CA Treasures (weekly and per unit), the District Interim Assessments for ELA, the Math instructional guide to select from the suggested assessments and performance tasks, CAASPP Interim Assessment Blocks for ELA, Math, and Science (5th grade only) to be conducted several times in a school year.

Hamlin Charter Academy utilizes a variety of tools to gain a comprehensive representation of student achievement. These tools are either teacher created or gathered from teacher research. Some of these include projects, student writing samples, in and out-of-class work samples, homework, teacher-created assessments, teacher observations, rubrics, criteria charts, anecdotal records, and journals. These assessments allow for implementation and application of essential knowledge and skills and to determine the level of student attainment, performance, and achievement.

Assessments and other valuable student work are discussed and analyzed during bi-monthly teacher grade level meetings. Teachers collaborate to determine the lessons they plan to target any gaps in student learning or to determine the next course of action. The administration at Hamlin also examines and discusses the data and helps the teachers plan their instructional

program.

## **DATA ANALYSIS AND REPORTING**

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

- Data from combined assessments (e.g. SBAC, DIBELS, Interim Assessments) is continuously evaluated by teachers and administration, as it becomes available, in order to meet each student's and class's educational needs
  - Data is also used to identify and prioritize professional development priorities
  - School-wide data is also shared in a public forum at monthly School Site/Governance Council meetings, when it's available, in order to discuss upcoming program development and education intervention priorities

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

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

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

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

## ELEMENT 4 – GOVERNANCE

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

### GENERAL PROVISIONS

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

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

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

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

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



## **LEGAL AND POLICY COMPLIANCE**

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

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

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

## **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

## **RESPONDING TO INQUIRIES**

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

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

## **NOTIFICATION OF THE DISTRICT**

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

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

## **STUDENT RECORDS**

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

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

## **PARENT ENGAGEMENT**

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

discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

### **Processes which Ensure Staff, Student and Other Stakeholder Involvement**

Parents have played a very active role at Hamlin Charter Academy and the success of Hamlin Charter Academy will depend 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 Hamlin Charter Academy, their primary role will be to help to fulfill our promise of an enriched educational experience for all children. Parents participate in the school council and committees. Parents meet at least twice per school year to encourage parent involvement and to elect their representatives. At these meetings they will set goals for their participation. By participating in the process, parents will learn skills related to teaching their children, planning, budgeting, management, analysis and problem solving.

To develop the Local Control and Accountability Plan (LCAP) and provide annual updates, the school will consult with all its stakeholders (parents, teachers, staff, and administrators). Through the use of surveys and scheduling of meetings, information will be collected and analyzed. Based upon this data, school needs will be identified and prioritized. All governing councils (i.e. ELAC, Governance, and SSC) will receive this information which will be used to make budgetary decisions.

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

Involvement in the School Site and Governance Councils, ELAC and the various Governance Council committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This will enable us to continue to meet the unique and changing needs of Hamlin Charter students.

### **Additional Parent Involvement Opportunities**

Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work full-time. These opportunities include events such as Back to School Night, Open House, School Site Council, Governance Council, ELAC, Parent/Teacher Surveys, parent/teacher conferences, parent participation in the classroom, campus beautification, Family Picnic, annual Dance Festival, Parent Center workshops, Koreh LA reading volunteers, and the December Holiday Concert. Hamlin Charter also announces opportunities using email blasts and by automated phone calls (ConnectEd). Teachers communicate via weekly collaboration meetings, professional development meetings, and regular faculty meetings. Teachers communicate directly with parents of their students using the Class Dojo web application to keep parents informed of special events and volunteer opportunities specific to their own classroom. Teachers also can share photos of student projects and learning experiences as they occur. Behavior praise and concerns can also be communicated in real time, making parents feel more closely involved in their child's day to day education. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Hamlin's enriched educational program. A parent's inability to participate in no way impacts admission for enrollment.

### **FEDERAL PROGRAM COMPLIANCE**

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

## **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

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

## **EQUAL EMPLOYMENT OPPORTUNITY**

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

## **STAFFING**

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

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

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

## **CERTIFICATED PERSONNEL**

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and class assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority

Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

## **CLASSIFIED PERSONNEL**

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

## **ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

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

### **GENERAL PROVISIONS**

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

### **SAFE PLACE TO LEARN ACT**

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



## ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

### COURT-ORDERED INTEGRATION

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

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

## ELEMENT 8 – ADMISSION REQUIREMENTS

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

### GENERAL PROVISIONS

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

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

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

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission

preference in Charter School's lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Hamlin Charter Academy is a neighborhood school lying within the boundaries of the Los Angeles Unified School District. Lottery applications will be available and will need to be returned as specified on the lottery form.

Hamlin Charter will conduct a minimum of two prospective parent tours per school year; one held each semester. Interested families may receive a lottery form and enrollment information during the tour held in the second semester or by visiting or calling the school's office. The application period for a student to be included in the public random lottery will be from the first day of the second semester to the first Friday in April each year. The random public lottery will be conducted at 11:00 a.m. on the fourth Friday of April each year. The information from the application form shall be kept confidential and will be maintained at Hamlin Charter accessible to the office staff and the administration. A lottery form must be submitted for each child in a family who is interested in attending Hamlin Charter. Parents/guardians may come in or mail their applications. All forms are marked with the date and time of receipt and the office staff's initials. Each student is given an identification number which is given to the parent. This number is used during the Random Public Drawing instead of the student's name, so that the results can be shared online and posted without revealing student information. Each of the student ID numbers are written on a wooden popsicle stick and divided into subgroups by the Office Technician (Registrar). Anyone is invited to the random public lottery. The date and times are advertised on our newsletters, and application. A school administrator and a representative from Hamlin Charter's School Site Council shall conduct the random drawing of names from the box, which holds the sticks with the ID numbers written on them.

Parents/guardians will be notified within 24 hours by telephone and will have 48 hours to respond before the seat is given to another candidate. The number of random applications will be determined or based upon Fall enrollment projections provided by the LAUSD office of statistics and demographics. As part of the lottery process, a waiting list will be developed when the number of applications exceeds the number of available openings at each grade level. The

wait list generated by the random lottery will be posted on the front door of our school. If, at the beginning of or during the school year, space becomes available, Hamlin Charter administration may offer enrollment to students in order from the grade-level waitlists. An administration representative will contact these prospective students' families by phone and notify them of the open position and also notify them when application materials will be due. All lottery application forms documenting the fair execution of the lottery process will be filed in the main office of the school for the duration of charter.

After admission to the school, parent(s) will be invited to attend a grade level orientation meeting to review and sign the district required forms (e.g. Parent/Student Compact Agreement). Parent attendance at the orientation in no way impacts a student's enrollment or admission. English Language Learner information will also be discussed at this meeting pursuant to District policy.

In the event that the school is notified of a false address for the predetermined District attendance boundary for the Charter School, Hamlin Charter Academy will assign an address verification committee to assist the office with validating whether the student resides within the attendance boundaries. Attendance boundaries shall always be set by the Los Angeles Unified School District.

### **SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM**

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

### **MAGNET PROGRAM**

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

## **HOMELESS AND FOSTER YOUTH**

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

## **NON-DISCRIMINATION**

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

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

## **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

### **Element 9 – Annual Financial Audits**

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

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

## **ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES**

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

## **GENERAL PROVISIONS**

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

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

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

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

### **NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE**

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

### **OUTCOME DATA**

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

### **READMISSION**

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

### **GUN-FREE SCHOOLS ACT**

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



## ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

## ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

## ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:	Hamlin Charter Academy c/o School Principal 22627 Hamlin Street West Hills, CA. 91307
To District:	LAUSD Attn: Director, Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th Floor Los Angeles, California 90017

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter

School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

## ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

### CLOSURE ACTION

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

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

### REVOCATION OF THE CHARTER

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

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

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

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

### **REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

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

### **CLOSURE PROCEDURES**

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

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

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

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



## **ADDITIONAL PROVISIONS**

### **FACILITIES**

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

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

### **FISCAL MATTERS**

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