

LAUSD
BOARD-APPROVED
PETITION RENEWAL
DATE: 05/13/2025
(BR: 314-24/25)
TERM: 2025-2030



LOS ANGELES UNIFIED SCHOOL DISTRICT

Hamlin Charter Academy

A DISTRICT AFFILIATED CHARTER SCHOOL

22627 Hamlin Street

West Hills, CA 91367

Renewal Charter Petition

Submitted
February 13, 2025

TERM OF CHARTER

JULY 1, 2025 TO JUNE 30, 2030

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

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

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

● The name and title of the contact person for Charter School is:	<i>Monica Multer</i>
● The contact address of Charter School is:	<i>22627 Hamlin Street, West Hills CA 91367</i>
● The contact 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 Region:	<i>North</i>
● The grade configuration of Charter School is:	<i>PALs, TK, K-5th</i>
● The number of students in the first year of this charter term will be:	<i>318</i>
● The grade level(s) of the students in the first year will be:	<i>TK-5</i>
● Charter School's scheduled first day of instruction in 2025-2026 is:	<i>Aug 11, 2025</i>
● The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.	<i>326</i>
● The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
● The bell schedule (e.g. daily hours) for Charter School will be:	<i>8:00 - 2:30 M,W,Th,F 8:00 - 12:48 T</i>
● The term of this Charter shall be from:	<i>July 1, 2025-June 30, 2030</i>
● If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	<i>N/A</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Hamlin Charter Academy, an Affiliated Charter school, located in West Hills, in the western San Fernando Valley. Originally established in 1959 as Hamlin Street Elementary School, it has proudly served families from West Hills, Woodland Hills, and surrounding neighborhoods for decades.

With a strong history of continuous growth and academic excellence, Hamlin Charter Academy has become a top choice for families looking to enroll their children in a high-quality educational program. Competing favorably with nearby private, independent charter, and magnet schools, Hamlin offers a rigorous curriculum and a nurturing learning environment that attracts families seeking the best for their children.

In our immediate geographic area, families have access to seven private school options and nine public school options (see chart on the next page). Expanding to a three-mile radius, an additional twelve school choices become available. When a community school does not meet the needs of its families, they often look elsewhere for alternatives. Therefore, it is essential that Hamlin Charter Academy remains competitive, continuously striving to uphold its status as a high-achieving elementary school in an area abundant with educational options.

Hamlin Charter Academy has always been a diverse, inclusive community, welcoming students from various socioeconomic backgrounds. We are committed to preserving this tradition while strategically expanding enrollment beyond standard district boundaries. We believe that increasing the diversity of our student body will further enrich the educational experience and prepare our students to become successful, contributing members of an increasingly global society.

STUDENT POPULATION TO BE SERVED

Surrounding Schools Demographic and Performance Data
Address: 22627 Hamlin St, West Hills, CA 91307

Hamlin Charter Academy, located at 22627 Hamlin St., West Hills, CA 91307, is part of the Los Angeles Unified School District (LAUSD). The school serves a diverse student body and offers various programs to support academic excellence.

School Name	# of Students 2024	% Students Eligible for Free/Reduced Lunch	Latino/Hispanic	White	Asian	Black	Filipino	Pacific Islander	Other	Math Proficiency	Reading Proficiency
Hamlin Charter Academy	320	64.7%	43.5%	17.31%	10.1%	8.06%	1.49%	0.33%	6.2%	34.13%	42%
Lockhurst Drive Charter	449	31%	50.0%	20.0%	10.0%	5.0%	5.0%	0.0%	10.0%	35.0%	45.0%
Haynes Charter For Enriched	387	40.6%	60.0%	15.0%	10.0%	5.0%	5.0%	0.0%	5.0%	40.0%	50.0%
Canoga Park EL	468	94.2%	95.83%	4.17%	0.0%	0.0%	0.0%	0.0%	0.0%	95.83%	85.25%
Justice EL	429	39.2%	37.5%	35.3%	7.9%	6.5%	3.3%	0.2%	6.1%	67%	77%
Capistrano EL	420	80.2%	67.6%	n/a	4.0%	2.5%	1.3%	n/a	1.8%	12%	32%

Nevada EL	389	85.1%	79.8%	7.1%	4.0%	2.5%	1.3%	n/a	1.8%	12%	32%
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Please note that the performance data reflects the percentage of students scoring at or above the proficient level in mathematics and reading.

LAUSD Open Data Portal lausd.org

STUDENT POPULATION TO BE SERVED

Hamlin Charter Academy currently accepts students who reside within our designated school boundaries, as well as a limited number of students admitted through a lottery system based on space availability, as determined by the District. We serve students in grades TK through fifth.

Key Facts About Our School

- **Diverse Student Needs:**
 - Students with special needs make up 30% of our population.
 - Students classified as English Learners represent 21% of our student body.
 - Our classrooms include students across a wide range of learning needs, including those who are English Learners, gifted, identified as having special needs, or performing at grade level.
- **Student Demographics (2024-2025 Enrollment: 308 students):**
 - 18% Latino
 - 22% White
 - 16% Asian
 - 4% African American/Black
 - 2% Filipino
 - 6% Two or more races
- **Growing Enrollment & Transiency Rate:**
 - At the start of the 2024-2025 school year, enrollment was just under 305 students.
 - As of February 13, 2025, total enrollment has increased to 333 students.
 - New students continue to enroll almost weekly.
 - Our transiency rate is rising, as some families relocate internationally and return multiple times throughout the year.

Enrichment Opportunities & Student Interests

Hamlin Charter Academy fosters a strong interest in the arts, as reflected in our Visual Arts and Music programs. Jaxx Theatricals has provided afterschool enrichment for the past two years, further supporting students' passion for the performing arts.

To promote STEAM education, we host two Science Nights annually, inviting the community to participate. Additionally, our competitive robotics club recently placed second in a North Region competition. We are proud recipients of a grant that will enhance our robotics, 3D printing, and gaming programs, allowing students to explore cutting-edge technology.

In January 2024, Hamlin Charter Academy opened the Hamlin Joy & Wellness Center, a dedicated space for Social Emotional Learning (SEL). Our commitment to student well-being was recognized with the 2024-2025 Silver Medal Award for Positive Behavior Instructional Supports (PBIS).

Challenges & Ongoing Efforts

Hamlin Charter Academy serves a diverse student population, including many students from working-class families, some of whom have college-educated parents. Our Transitional Kindergarten (TK) program continues to provide a strong foundation for early learning and long-term academic success.

As our student demographics evolve, we are addressing several key challenges to ensure all students receive the support they need:

- High Transiency Rate – We are strengthening parent engagement initiatives to foster a deeper sense of community and stability, helping students stay connected to their learning environment.
- Student Attendance – To promote consistent attendance and academic success, we have implemented targeted attendance incentives and outreach programs.
- Growing Special Education Population – With 30% of our total enrollment now consisting of students receiving special education services, we are expanding resources, enhancing specialized instruction, and providing additional professional development to ensure that all students receive high-quality, individualized support.

At Hamlin Charter Academy, we remain committed to fostering a dynamic, inclusive, and high-achieving learning environment that meets the diverse needs of all our students.

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

At Hamlin Charter Academy, our primary goal is to collaborate with parents and the community to equip students with the skills they need to become independent, self-sufficient lifelong learners. We are committed to fostering success and empowering students to contribute responsibly in a global society.

We believe that a successful education is a shared responsibility between parents and the school, ensuring that every child reaches their full potential and is well-prepared for future educational experiences. Our small size—serving fewer than 350 students in grades TK through 5—allows us to create a warm, secure, and personalized learning environment. This close-knit setting provides meaningful opportunities for student engagement, individual support, and strong connections between families and staff.

Our Commitment at Hamlin Charter Academy

- Maintain high expectations and promote academic excellence for all students.
- Foster an inclusive and welcoming environment where all students, staff, and families feel respected, valued, and connected.
- Encourage collaboration and support, creating a school culture where students and staff learn together and uplift one another.
- Cultivate a positive school climate, embracing diversity, building self-esteem, and ensuring every student feels a sense of belonging.
- Educate the whole child, nurturing not only academic growth but also physical, emotional, and social development.

At Hamlin Charter Academy, we are dedicated to shaping well-rounded, confident, and capable learners who are prepared to thrive in an ever-changing world.

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

At Hamlin Charter Academy, we envision the educated person of the 21st century as imaginative, innovative, and adaptable. They possess deep content knowledge, think critically, and apply their understanding to creative problem-solving in an increasingly diverse, high-tech global society. A well-rounded individual embraces multiculturalism, upholds strong ethical values, and actively contributes to their community with thoughtfulness and responsibility.

A college- and career-ready individual demonstrates advanced critical thinking skills in information analysis, media literacy, and technology use. They effectively navigate multiple digital platforms, communicate ideas with clarity, and collaborate with others using strong interpersonal skills. They are intellectually curious, self-motivated, and prepared to meet the evolving challenges of the real world.

Hamlin Charter Academy is committed to fostering these qualities by providing students with rich learning experiences that develop higher-order thinking skills, problem-solving abilities, and effective communication. Through collaboration and innovation, our students will be well-equipped to succeed in college, careers, and beyond—embracing lifelong learning in a world of constant changes.

How Learning Best Occurs

At Hamlin Charter Academy, we believe that learning thrives in a safe, supportive, and inclusive environment—one that nurtures and challenges students while fostering a strong connection between the school, home, and community. It is the shared responsibility of all stakeholders—students, parents, teachers, and community members—to create and uphold this culture of learning. We are committed to ensuring that every stakeholder's voice is heard, valued, and respected, as collaboration is essential to inspiring a love for lifelong learning in our students.

We are dedicated to educating the whole child, shaping students into thoughtful, responsible, and engaged members of society. Learning flourishes when the school community upholds high expectations for student achievement and personal growth. Our classrooms are led by highly qualified teachers, delivering rigorous, student-centered instruction that blends traditional content with innovative, interdisciplinary learning experiences. By integrating real-world applications and cutting-edge technology, we foster curiosity, critical thinking, and engagement—essential qualities for lifelong learning.

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

As education evolves with rapid technological advancements, Hamlin Charter Academy remains committed to ongoing professional development for teachers, ensuring a seamless transition from traditional, teacher-centered instruction to dynamic, student-centered learning models.

Our academic program is designed to empower students with the skills, knowledge, and confidence to succeed in school and beyond. By cultivating talents, interests, and scholastic aptitude through an interdisciplinary curriculum, we extend learning beyond simple skill mastery. We integrate global awareness, civic literacy, and real-world problem-solving to prepare students for the challenges of the 21st century.

Students at Hamlin Charter Academy will:

- Engage in active, research-based learning that enhances critical thinking, problem-solving, collaboration, and communication.
- Participate in an academically rigorous, learner-centered curriculum that connects learning to their interests, experiences, and the real world.
- Experience flexible and differentiated instruction, accommodating diverse learning styles and promoting equity and inclusivity for all students.
- Develop self-assessment skills, understanding their own learning process and its real-life applications.
- See the interconnectedness of all subjects, through the integration of technology, the arts, and core academic content.
- Build a global perspective, participating in school-community initiatives that develop social responsibility and encourage active citizenship.

We believe that education extends beyond the classroom, and our mission is to instill in every student a lifelong passion for learning, adaptability, and innovation. Through strong collaboration between teachers, parents, and administrators, we ensure that students are supported at every level, empowering them to become confident, capable, and positively engaged members of society.

Local Control Funding Formula (LCFF) Requirements

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

<p style="text-align: center;">LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)</p>

<p style="text-align: center;">GOAL #1</p>
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Hamlin will provide high-quality, rigorous, and personalized instruction to ensure all students, including English learners, students in foster care, low-income students, and students with disabilities, reach academic proficiency by implementing targeted interventions, maintaining small class sizes, and integrating arts and technology to support student success.	Related State Priorities:		
	<input type="checkbox"/> 1 x 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 x 8
Local Priorities:			
<input type="checkbox"/> :			
<input type="checkbox"/> :			

Specific Annual Actions to Achieve Goal

- Implement differentiated instruction through small group interventions, including the use of an Instructional Coach and specialized educators for targeted support.
- Integrate visual and performing arts into the core curriculum to foster creativity and critical thinking.
- Provide consistent professional development for staff on research-based instructional strategies and use of formative assessments.
- Continue to support Special Education programs and ensure inclusion through paraprofessionals and related service providers.

Expected Annual Measurable Outcomes

Outcome #1:
At least 63% of students will meet or exceed grade-level standards in Language Arts as measured by CAASPP.
Metric/Method for Measuring:
SBA proficiency rates for English Language Arts

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	48%	51%	54%	57%	60%	63%
English Learners Students	20%	increase by 3%	increase by 3%	increase by 3%	increase by 3%	increase by 3%
Socioeconomically Disadvantaged Students	15%	increase by 3%	increase by 3%	increase by 3%	increase by 3%	increase by 3%
Foster Youth Students	NA	increase by 3%	increase by 3%	increase by 3%	increase by 3%	increase by 3%
Students with Disabilities	13%	increase by 3%	increase by 3%	increase by 3%	increase by 3%	increase by 3%
African American Students	14%	increase by 3%	increase by 3%	increase by 3%	increase by 3%	increase by 3%
American Indian/Alaska Native Students	N.A.	increase by 3%	increase by 3%	increase by 3%	increase by 3%	increase by 3%
Asian Students	80%	increase by 3%	increase by 3%	increase by 3%	increase by 3%	increase by 3%

Filipino Students	0	increase by 3%	increase by 3%	increase by 3%	increase by 3%	increase by 3%
Latino Students	51%	increase by 3%	increase by 3%	increase by 3%	increase by 3%	increase by 3%
Native Hawaiian/Pacific Islander Students	N.A.	increase by 3%	increase by 3%	increase by 3%	increase by 3%	increase by 3%
Students of Two or More Races	50%	increase by 3%	increase by 3%	increase by 3%	increase by 3%	increase by 3%
White Students	46%	increase by 3%	increase by 3%	increase by 3%	increase by 3%	increase by 3%

Outcome #2:

At least 63% of students will meet or exceed grade-level standards Mathematics as measured by CAASPP.

Metric/Method for Measuring:

SBA proficiency rates for Mathematics

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	36%	39%	42%	45%	48%	51%
English Learners Students	14%	increase by 3%	increase by 3%	increase by 3%	increase by 3%	increase by 3%
Socioeconomically Disadvantaged Students	34%	increase by 3%	increase by 3%	increase by 3%	increase by 3%	increase by 3%
Foster Youth Students	N.A.	increase by 3%	increase by 3%	Increase by 3%	increase by 3%	increase by 3%
Students with Disabilities	18%	increase by 3%	increase by 3%	Increase by 3%	increase by 3%	increase by 3%
African American Students	14%	increase by 3%	increase by 3%	Increase by 3%	increase by 3%	increase by 3%
American Indian/Alaska Native Students	N.A.	increase by 3%	increase by 3%	Increase by 3%	increase by 3%	increase by 3%
Asian Students	80%	increase by 3%	increase by 3%	Increase by 3%	increase by 3%	increase by 3%
Filipino Students	0.	increase by 3%	increase by 3%	Increase by 3%	increase by 3%	increase by 3%
Latino Students	33%	increase by 3%	increase by 3%	Increase by 3%	increase by 3%	increase by 3%
Native Hawaiian/Pacific Islander Students	N.A.	increase by 3%	increase by 3%	Increase by 3%	increase by 3%	increase by 3%
Students of Two or More Races	50%	increase by 3%	increase by 3%	Increase by 3%	increase by 3%	increase by 3%

White Students	34%	increase by 3%	increase by 3%	Increase by 3%	increase by 3%	increase by 3%
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Outcome #3:
All students in grades 3rd to 5th will complete at least 2 Interim Assessments during the school year prior to SBA Testing.

Metric/Method for Measuring:

Percentage of Students Completed Interim Assessment

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	0% (new initiative)	20%	40%	60%	80%	100%
English Learners Students	0% (new initiative)	20%	40%	60%	80%	100%
Socioeconomically Disadvantaged Students	0% (new initiative)	20%	40%	60%	80%	100%
Foster Youth Students	0% (new initiative)	20%	40%	60%	80%	100%
Students with Disabilities	0% (new initiative)	20%	40%	60%	80%	100%
African American Students	0% (new initiative)	20%	40%	60%	80%	100%
American Indian/Alaska Native Students	0% (new initiative)	20%	40%	60%	80%	100%
Asian Students	0% (new initiative)	20%	40%	60%	80%	100%
Filipino Students	0% (new initiative)	20%	40%	60%	80%	100%
Latino Students	0% (new initiative)	20%	40%	60%	80%	100%
Native Hawaiian/Pacific Islander Students	0% (new initiative)	20%	40%	60%	80%	100%

Students of Two or More Races	0% (new initiative)	20%	40%	60%	80%	100%
White Students	0% (new initiative)	20%	40%	60%	80%	100%

Outcome #4:

100% of students with disabilities will have individualized education plans (IEPs) tailored to their specific needs and will show measurable progress toward their goals.

Metric/Method for Measuring:

Welligent Master Plan Report

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	15%	25%	40%	60%	80%	100%
English Learners Students	24.51%	26.96%	31%	37.2%	44.65%	53.58%
Socioeconomically Disadvantaged Students	71.56%	78.71%	90.52%	100%	100%	100%
Foster Youth Students	1.96%	2.15%	2.47%	2.97%	3.57%	4.28%
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	11.76%	12.93%	14.87%	17.85%	21.42%	25.70%
American Indian/Alaska Native Students	0.98%	1.07%	1.23%	1.48%	1.78%	2.14%
Asian Students	3.92%	4.31%	4.51%	4.7%	5.64%	6.76%
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	3.92%	4.31%	4.95%	5.94%	7.12%	8.54%
White Students	17.64%	19.4%	22.31%	26.77%	27.32%	32.78%

GOAL #2	
Hamlin will create a safe and supportive learning environment by enhancing student well-being through the Wellness Center, PBIS strategies, and expanded health and mental health services, fostering resilience, emotional intelligence, and a positive school culture.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 x 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 x 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

- Expand the use of the Wellness Center to include weekly class visits where students engage in social-emotional learning (SEL) activities.
- Provide ongoing professional development for staff in Positive Behavioral Interventions and Supports (PBIS) and SEL strategies.
- Increase access to health and mental health services for students, including partnerships with local providers.
- Introduce a "Wellness Week" annually to engage students and families in physical health and mental well-being activities.

Expected Annual Measurable Outcomes

Outcome #1:
 95% of students will demonstrate improvement in self-regulation and emotional intelligence as measured by the PBIS and SEL assessments
Metric/Method for Measuring:
 School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	2028-2029 <small>(Not applicable if categorized as Low Performing)</small>	2029-2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	69	74.2	79.4	84.6	89.8	95%
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a

Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

Outcome #2:

Reduce the number of disciplinary incidents by 10% annually.

Metric/Method for Measuring:

Track Referral data

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
All Students (Schoolwide)	96	86	78	70	63	57
English Learners Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Socioeconomically Disadvantaged Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Foster Youth Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students with Disabilities	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
African American Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
American Indian/Alaska Native Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

Outcome #3:

At least 80% of students will report a sense of belonging and well-being as measured through an annual survey.

Metric/Method for Measuring:

School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
All Students (Schoolwide)	76	76.8	77.6	78.4	79.2	80
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

GOAL #3

Hamlin will strengthen parent and community engagement by enhancing the Parent Center, expanding family participation opportunities, and offering flexible, accessible workshops to ensure families have the resources and communication needed to support student learning and well-being.

Related State Priorities:

- 1 4 7
 2 x 5 8
 3 x 6

Local Priorities:

- :
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Specific Annual Actions to Achieve Goal

- Host bi-monthly parent workshops on academic support, social-emotional development, and college/career readiness.
- Increase the use of virtual meetings to improve accessibility for working families.
- Strengthen community partnerships by collaborating with local organizations and businesses for educational and extracurricular opportunities.
- Send out quarterly surveys to gather feedback from parents on how to better meet their needs.
- Click or tap here to enter text.

Expected Annual Measurable Outcomes

Outcome #1:

90% of parents will attend at least one workshop or meeting during the school year.

Metric/Method for Measuring:

Parent Sign in Sheets

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
All Students (Schoolwide)	0	18	36	54	72	90
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a

White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
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Outcome #2:

90% of families will report that they are included in making important decisions about their child's education

Metric/Method for Measuring:

School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
All Students (Schoolwide)	89	89.2	89.4	89.6	89.8	90
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

Outcome #3:

Increase the number of parent volunteers by 10% by the fifth year.

Metric/Method for Measuring:

School Volunteer Data per Community Rep

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
All Students (Schoolwide)	36	38	40	42	44	46
English Learners Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Socioeconomically Disadvantaged Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Foster Youth Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students with Disabilities	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
African American Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
American Indian/Alaska Native Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

GOAL #4

Hamlin will maintain safe, clean facilities, ensure all educators are highly qualified, and provide professional development aligned with state standards while prioritizing staff well-being, leadership development, and operational efficiency to sustain a high-quality learning environment.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

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Specific Annual Actions to Achieve Goal

- Continue to provide regular professional development focused on best practices in instruction, classroom management, and leadership.
- Conduct quarterly walk-throughs with administration to ensure that instructional materials and classrooms are aligned with state standards.
- Maintain a rigorous system for teacher certification tracking to ensure all teachers meet credentialing requirements.
- Implement a staff wellness program to support teacher retention and satisfaction.

Expected Annual Measurable Outcomes

Outcome #1:

Increase in teacher satisfaction with professional development with 90% of staff reporting that they feel supported and prepared for their roles.

Metric/Method for Measuring:

School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
Teachers	70	74	78	82	86	90
All Students (Schoolwide)	n/a	n/a	n/a	n/a	n/a	n/a
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a

White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
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Outcome #2:

Timely completion of facilities requests with 95% of issues being addressed within 30 days of being reported.

Metric/Method for Measuring:

Facilities Data Completion per Plant manager/CPM

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
All Students (Schoolwide)	105	90	75	60	45	30
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

Outcome #3:

Improved teacher retention rates, with at least a 90% retention rate of highly qualified teachers from the previous year.

Metric/Method for Measuring:

School Opening Data

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
All Students (Schoolwide)	13	13	12.7	12.4	12.2	12
English Learners Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Socioeconomically Disadvantaged Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Foster Youth Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students with Disabilities	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
African American Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
American Indian/Alaska Native Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

GOAL #5

Hamlin will close achievement and opportunity gaps by ensuring equitable access to high-quality instruction, early education programs, and specialized support services, providing all students with the resources, interventions, and enrichment opportunities needed for success.

Related State Priorities:

- 1 × 4 × 7
 2 5 8
 3 6

Local Priorities:

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Specific Annual Actions to Achieve Goal

- **Expand early education access** for English Learners, students in foster care, and low-income students, including additional **after-school support and summer learning programs**.
- **Provide additional training** for teachers on **differentiated instruction strategies** to meet the diverse needs of all learners.
- **Increase the availability of assistive technologies and learning resources** to support students with disabilities.
- **Regularly analyze student data** using the **PDSA cycle** to identify and address achievement gaps in real-time, ensuring timely interventions and supports.

Expected Annual Measurable Outcomes

Outcome #1:

Increase in participation rates for early education programs, targeting a 10% increase in student enrollment in these programs.

Metric/Method for Measuring:

Enrollment numbers in early education programs.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
All Students (Schoolwide)	31	34	37.4	41.4	45.25	49
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a

Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

Outcome #2:

Improved outcomes for targeted subgroups, with at least a 10% increase in academic performance for English Learners and students with disabilities.

Metric/Method for Measuring:

iReady ELA and Math diagnostics

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
All Students (Schoolwide)	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
English Learners Students (ELA / Math)	3 / 4	5 / 6	7 / 8	9 / 10	11	13
Socioeconomically Disadvantaged Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Foster Youth Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students with Disabilities (ELA / Math)	22 / 13	24 / 15	26 / 17	28 / 19	30 / 21	32 / 23
African American Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
American Indian/Alaska Native Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

Outcome #3:

Grade-level teams will engage in quarterly data chats using the PDSA cycle to analyze student progress and adjust instructional strategies accordingly.

Metric/Method for Measuring:

The completed PDSA cycle Template

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
All Students (Schoolwide)	36%	65% of teams consistently implementing PDSA	70% of teams consistently implementing PDSA	75% of teams consistently implementing PDSA	80% of teams consistently implementing PDSA	100% of teams consistently implementing PDSA
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

GOAL #6

Hamlin will implement innovative, student-centered instructional practices that foster critical thinking, creativity, and engagement. By integrating project-based learning, technology, and expanded course offerings, Hamlin will equip students with the skills and knowledge needed for future academic and career success.

Related State Priorities:

- 1 × 4 × 7
 2 5 × 8
 3 6

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Implement project-based learning and other student-centered instructional strategies across all grade levels.
- Integrate technology into classrooms to enhance collaboration and creativity, providing students with opportunities for digital learning and problem-solving.
- Increase student voice by involving students in goal-setting and reflection on their learning progress.
- Provide professional development for teachers on best practices for fostering student-centered learning environments.

Expected Annual Measurable Outcomes

Outcome #1:

Increase in student engagement in project-based learning that is directly related to the curriculum, as measured by a 10% increase in students successfully completing hands-on projects.

Metric/Method for Measuring:

Teacher Grading data

Baseline	Baseline <small>(Based on most recent data available)</small>	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
All Students (Schoolwide)	35%	38.5%	42.35%	46.5%	51.25%	56.38%
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a

Latino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

Outcome #2:

Hamlin will achieve a 6% improvement in students' perception of the importance of school for reaching their future goals.

Metric/Method for Measuring:

School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025- 2026	2025- 2026	2025- 2026	2025- 2026	2025- 2026
All Students (Schoolwide)	79%	80.2%	81.4%	82.6%	83.8%	85%
English Learners Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Socioeconomically Disadvantaged Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Foster Youth Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students with Disabilities	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
African American Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
American Indian/Alaska Native Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

Outcome #3:

Increase student academic self-efficacy, with 90% of students reporting greater confidence in their ability to manage and direct their learning on annual surveys.

Metric/Method for Measuring:

School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
All Students (Schoolwide)	61%	66.8%	72.6%	78.5%	84.2%	90%
English Learners Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Socioeconomically Disadvantaged Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Foster Youth Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students with Disabilities	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
African American Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
American Indian/Alaska Native Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

INSTRUCTIONAL DESIGN

At Hamlin Charter Academy, our curriculum is fully aligned with the California Common Core Content Standards (CCSS), the Next Generation Science Standards (NGSS), and the instructional initiatives of Los Angeles Unified School District (LAUSD). We are dedicated to providing a comprehensive, student-centered instructional program that meets the diverse needs of all student subgroups. Our approach integrates research-based strategies, ongoing analysis of formative and summative assessments, and a reflective teaching cycle (plan-instruct-reflect-revise) to guide collaborative planning and instructional improvement.

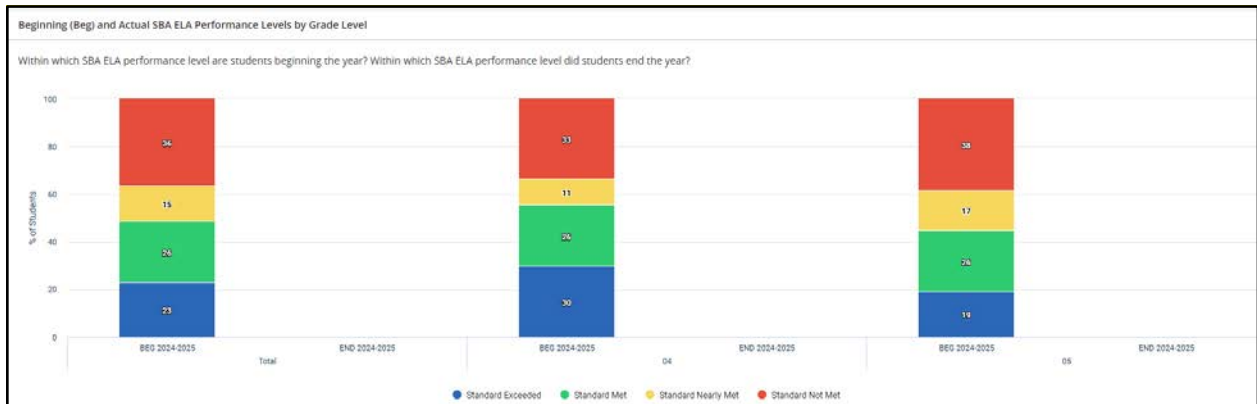
CAASPP Performance Overview

The California Assessment of Student Performance and Progress (CAASPP) provides valuable insights into our students' academic achievements. According to the latest data, 48% of Hamlin Charter Academy students met or exceeded proficiency in English Language Arts (ELA), while 36% achieved proficiency in Mathematics. These results

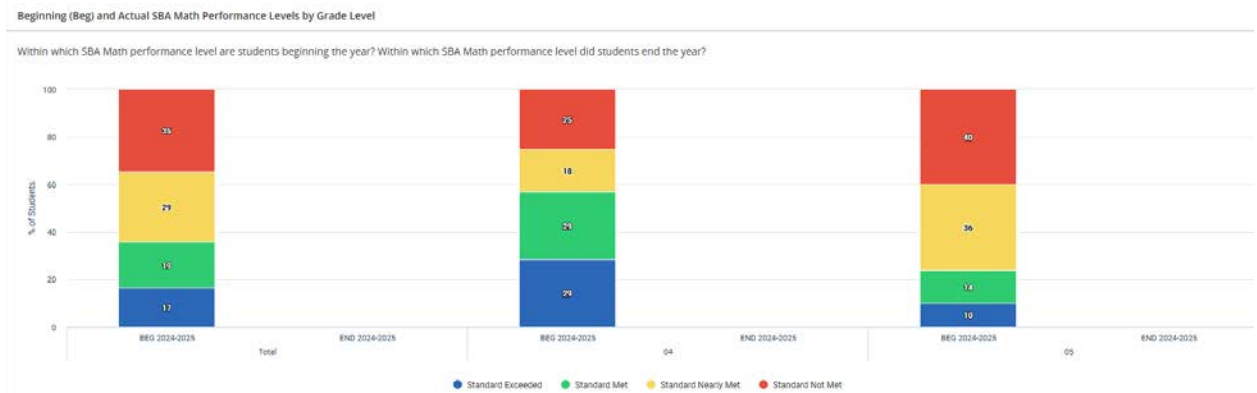
highlight areas where we can further support and challenge our students to drive improvement.

Additionally, Hamlin Charter Academy students outperformed LAUSD averages by 5% in ELA and tested 3 percentage points higher in Math. While these differences indicate progress, we remain focused on continuing to improve student outcomes through rigorous academics and targeted interventions.

At Hamlin Charter Academy, we are committed to fostering both academic success and personal growth, ensuring that every student has the support and opportunities needed to reach their full potential.



In Mathematics, 36% of Hamlin Charter Academy students met or exceeded the state standard, surpassing the Los Angeles Unified School District's (LAUSD) average of 32.83%. Additionally, a smaller proportion of our students scored in the "Standard Not Met" or "Standard Nearly Met" categories compared to the district average. California Assessment of Student Performance and Progress. (n.d.). *Understanding the CAASPP score report*. CAASPP. Retrieved February 6, 2025, from <https://www.caaspp.org>



Clear Expectations

Teachers clearly define and communicate Common Core standards using student-friendly language to ensure academic goals are met. State standards are articulated in a way that is accessible for students, and rubrics and criteria charts—both teacher and student-created—are developed to align with these standards.

Academic Rigor

Students actively engage in exploring, researching, and solving complex problems to gain a deep understanding of core academic concepts. Critical thinking strategies will be applied across subjects, utilizing Depth and Complexity icons for in-depth discussions. Teachers will use the Revised Bloom's Taxonomy to formulate questions and Webb's Depth of Knowledge to evaluate the rigor of lesson designs.

Collaborative Groupings

Teachers create small, flexible groups to facilitate peer interaction, allowing students to gain various perspectives and support each other's diverse levels of knowledge and skills. Cooperative groups encourage student-centered learning and teamwork, with opportunities for peer revision and editing during writing instruction.

Criteria Charts

These tools guide students toward meeting and exceeding the expectations and objectives of each assignment. Charts and rubrics are based on curricular standards, setting high expectations to help students succeed.

Direct Instruction

Teachers introduce each academic, standards-based task by modeling processes, providing guided practice, and offering independent practice while checking for student understanding.

Guided and Independent Practice

Students are given sufficient time to demonstrate their understanding of the concepts or skills being taught using the "I Do, We Do, You Do" approach to support learning.

Small Group Instruction

Teachers differentiate instruction based on student data to address individual strengths and weaknesses, ensuring personalized support for each student.

Differentiated Instruction

Teachers design lessons and assignments within the core curriculum that allow students to access content at their appropriate academic levels, ensuring equitable learning opportunities for all students. Strategies employed at Hamlin Charter Academy include tiered assignments, compacting, independent study, and scaffolding techniques such as Thinking Maps, Accountable Talk, and pre-teaching of key concepts. These approaches ensure universal access to the core curriculum. Teachers utilize a wide range of differentiated instruction methods, including whole group, small group, and individualized instruction, as well as multimedia and technology-enriched learning. Additional strategies include team teaching, graphic organizers, Specially Designed Academic Instruction in English (SDAIE), direct instruction, and guided practice. These

methods are thoughtfully integrated to meet the diverse needs of all students and foster an inclusive learning environment.

Higher-Level Thinking and Depth of Complexity

Teachers design lessons that cultivate critical thinking skills, empowering students to solve complex problems. Students are encouraged to use higher-order thinking skills such as synthesis, analysis, and evaluation (Bloom's Taxonomy). Educators employ advanced questioning strategies to enhance curriculum rigor, incorporating Depth and Complexity prompts (Sandra Kaplan) and Norman Webb's Depth of Knowledge levels. The curriculum is tailored to challenge students based on their interests, strengths, and abilities.

Integration of the Arts

Drama, music, visual arts, and physical education are seamlessly integrated throughout the curriculum to enrich students' cognitive development and deepen their understanding of key concepts. The inclusion of the arts fosters creativity, enhances critical thinking, and provides students with a multifaceted approach to learning.

Experiential Learning

Students learn through hands-on experiences, engaging directly with the curriculum through the arts, field trips, and real-world problem-solving. By participating in active learning activities, such as physical modeling and simulations, students are better able to process, analyze, and conceptualize new information. Hamlin Charter Academy also boasts a dedicated science lab where students, guided by an assistant, participate in immersive science investigations to strengthen their conceptual understanding of scientific principles.

Project-Based Learning

Teachers assess student achievement through innovative and creative products that showcase each student's understanding of the material. Project-based learning offers an opportunity for students to select projects that align with their unique learning preferences, allowing for further differentiation. This approach provides students with a platform to demonstrate mastery in a variety of ways while fostering a deeper connection to the content.

Curriculum and Instruction

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

Teaching Methodologies and Curriculum Framework

Hamlin Charter Academy's instructional practices are built upon the Common Core State Standards (CCSS) and related frameworks across all content areas, including Language Arts, Mathematics, Social Studies, Science, Visual and Performing Arts, and Physical Education. To effectively address the diverse needs of our students, including identified subgroups, we balance curriculum-centered and student-centered approaches that are differentiated, experiential, and inquiry-based. Teachers utilize data-driven analysis and collaborative planning at and across grade levels to tailor instruction. All methodologies are supported by authentic assessments, including those developed by the District, publishers, teachers, and performance-based evaluations, as determined by the Curriculum Development and Review Committee.

The scope and sequence of skills are carefully planned to ensure consistency and alignment across grade levels and subject areas, ensuring all California State Standards are addressed through cohesive, cross-grade planning.

Language Arts

- **Comprehensive Skill Development:** Our language arts program focuses on developing students' reading, writing, listening, and speaking skills to support success across academic disciplines.
- **Critical Thinking Integration:** We integrate critical thinking frameworks such as Depth and Complexity, Bloom's Taxonomy, and Webb's Depth of Knowledge Dimensions into the District-adopted Treasures reading program and supplemental core literature.
- **Reading Instruction:** Materials are selected based on students' independent and instructional reading levels, utilizing a variety of texts that range in complexity. Emphasis is placed on both nonfiction and fiction texts to meet and exceed the CCSS requirements.
 - **Foundational Skills:** Essential skills like phonics, print concepts, and word recognition are taught to emergent readers.
 - **Reading Interventions:** Evidence-based instructional strategies and interventions are implemented to support students at all levels.
- **Writing and Expression:**
 - The "Write from the Beginning" program continues school-wide, focusing on persuasive, narrative, and informational writing.
 - Writing projects are supported using Thinking Maps to organize ideas and enhance expression.
 - Writing instruction is differentiated to meet diverse learning needs, utilizing small group and individual workshops for additional support.
 - Technology is integrated into the writing process with tools such as Google Classroom for digital collaboration, peer feedback, and revision.
- **Speaking and Listening:**

- Students develop speaking and listening skills through collaborative discussions and formal presentations, demonstrating effective communication techniques including projection, expression, eye contact, and clarity.

English Language Development

Reflecting and Reviewing the Current Implementation of the ELD Program

- Students receive a comprehensive ELD program, which includes 30 minutes of Designated ELD instruction as well as Integrated ELD throughout the day.
- EL students in grades K-5 benefit from small group instruction that targets grade-level standards, ensuring individualized support.
- With a growing number of newcomers (currently 64% of our EL population) and the success of many PLTELS who reclassified last year, instruction continues to be tailored to support all students in their progress through ELPI levels.
- Teachers utilize English Learner Data provided by the Coordinator to monitor and track student progress, ensuring targeted and effective instructional strategies such as:
 - Small group instruction (5-6 students) to enhance personalized learning.
 - Academic Language Development through vocabulary support using multi-modal strategies such as the Frayer Model, graphic organizers, and word cards with visuals.
 - Reading Support that provides opportunities for students to read for different purposes, summarize, analyze, and engage with scaffolded text-dependent questions to support comprehension.
 - Writing Support through structured scaffolds such as word lists, paragraph frames, sentence stems, and other tools to develop confidence in writing.
 - Oral Language Development through discussions, constructive conversation skills, and structured participation using culturally responsive protocols and conversation norms.

Reflecting and Monitoring the Effectiveness of ELD Instruction

- Tracking EL Progress:
 - Students take Interim ELPAC assessments to prepare for ELPAC testing in the spring.
 - Teachers receive reports at least three times a year to monitor student progress and adjust instruction accordingly.
 - Meetings with teachers and PLTEL students (IRL) provide opportunities to discuss progress and determine best instructional practices for continued growth.
- Providing Differentiated Support Based on Language Proficiency Levels:
 - PLTEL pull-out program offers targeted instruction in Reading, Writing, Speaking, and Listening to strengthen proficiency in all four domains of the ELPAC assessment.
 - Newcomer classes led by the Intervention Coach provide daily language support for recent arrivals.

- Additional newcomer classes are available to support the growing Farsi-speaking community, helping both students and parents engage in language learning through the Parent Center.
- Teachers use a combination of interim assessment data and teacher-created assessments to guide future instruction and ensure student success.

EL Designee Collaboration

- Supporting Effective Instruction for EL Students:
 - Ongoing meetings with teachers throughout the school year to discuss student progress and refine instructional strategies.
 - Providing resources from MMED to equip teachers with effective tools that support EL Student achievement.
 - Continuous data sharing to support teachers in using classroom data to drive instruction and improve student outcomes.
- Engaging EL Families in Student Learning:
 - Parent meetings specifically designed to support EL families with topics such as attendance, data analysis, reclassification, and Master Plan program options.
 - Monthly ELAC meetings to encourage parent and family involvement in decision-making and to strengthen home-school connections.

Professional Development Opportunities

- Providing Targeted Training on Effective ELD Instruction:
 - Multiple professional development sessions are offered throughout the year, covering topics such as:
 - Tri-fold ELD Strategies
 - ELD Resources in CKLA Curriculum
 - Translanguaging
 - EL Reclassification using iReady
 - ELPAC Interim and ELPAC assessment strategies
- Collaborative Planning for Best Practices and Student Growth:
 - Grade-level meetings take place weekly, allowing teachers to collaborate, discuss student progress, and refine best practices.
 - Dedicated collaboration time focuses on planning effective ELD lessons to maximize student success

Mathematics

- **Rigorous Curriculum:** Hamlin Charter Academy offers a comprehensive curriculum aligned with the CCSS for Mathematics, including the Standards for Mathematical Practice.

- **Mathematical Proficiency:** Students apply mathematical concepts and computational skills to a variety of problem-solving scenarios.
 - **Number Talks & Performance Tasks:** We utilize Number Talks and performance tasks available from platforms such as Inside Mathematics and Illustrative Mathematics to enhance mathematical understanding.
 - **Real-World Application:** Math skills are connected to real-life problem-solving situations, helping students see the practical applications of mathematical concepts.
 - **Mathematical Tools:** Students use various mathematical tools (calculators, rulers, protractors, number lines) to model problems and solutions.
-

Science

- **NGSS-Aligned Curriculum:** Our science curriculum exceeds the Next Generation Science Standards (NGSS) and fosters critical thinking through hands-on investigations and experiments.
 - **Inquiry-Based Learning:** Students engage in scientific inquiry by hypothesizing, conducting experiments, and analyzing results using the scientific method.
 - **Cross-Disciplinary Connections:** Science concepts are integrated with other subjects such as music, art, and the theory of sound, broadening students' perspectives on the world around them.
 - **Eco-Friendly Awareness:** Students explore the importance of sustainability and the role of science in improving our global and local communities.
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Health Education

- **Comprehensive Health Curriculum:** Our health education program meets and exceeds state standards, focusing on physical, emotional, and social well-being.
 - **Wellness Education:** Topics include nutrition, substance abuse awareness, and maintaining healthy relationships.
-

Physical Education

- **Active Learning:** Hamlin Charter Academy's Physical Education program is rooted in the SPARK and CATCH curricula, both of which promote increased physical activity and improved focus in the classroom.
 - **Physical Activity Integration:** Instant Recess and GoNoodle.com provide additional physical activity throughout the school day to activate the brain and improve focus.
 - **Skills Practice:** Students receive a minimum of 100 minutes of physical education instruction weekly.

History and Social Studies

- **Rigorous Curriculum:** Our history and social studies program is designed to meet or exceed state content standards, with a focus on global awareness and historical analysis.
 - **Historical Patterns and Parallels:** Lessons explore the patterns and parallels of historical events, helping students understand cause and effect over time.
 - **Cultural Understanding:** Students research and appreciate the contributions of diverse cultures, examining their impact on history and society through interactive learning and role-play activities.
-

Enrichment

- **Specialized Programs:** Our enrichment programs, which include art, dance, music, and computer lab, meet and exceed California State Content Standards. These programs are taught by specialists and supported by grants when necessary.
 - **STEM Enrichment:** A Lego Robotics program is available after school through Parker-Anderson, providing additional opportunities for hands-on learning and exploration in STEM.
-

Music

- **Curricular Integration:** The music program supports Language Arts, Social Studies, and Science curricula while fostering multicultural understanding through music.
 - **Musical Exploration:** Students explore various musical genres, composers, rhythmic patterns, and music theory, with opportunities to demonstrate their understanding through hands-on experiences with percussion instruments.
-

Technology

- **Curriculum Integration:** Technology is embedded across all areas of the curriculum, providing students with tools and resources to enhance their learning.
- **Skills Development:** Students develop essential technology skills such as word processing, artistic applications (e.g., PowerPoint, Garage Band), data presentation using Excel, and internet research.
- **Virtual Learning Opportunities:** Students engage in research, project preparation, and communication via e-mail, video conferencing, and virtual field trips.

Transitional Kindergarten

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

Hamlin Charter's Transitional Kindergarten offers a nurturing early childhood education program designed to prepare students for success in traditional kindergarten. Our program focuses on building foundational academic and social skills, with an emphasis on literacy and numeracy. Through small-group instruction and engaging, hands-on activities, students are provided with a rich learning environment that fosters growth and readiness for the next stage in their educational journey.

Community Garden

The Hamlin Charter Academy Community Garden is a collaborative project that brings together parents, teachers, and students to cultivate both a love for learning and an appreciation for nature. Through hands-on experiences, students deepen their understanding of nutrition, physical activity, environmental science, and life cycles. As they plant and harvest edible and ornamental plants, experiment with soil types and fertilizers, and engage in vermicomposting, students develop practical skills and an appreciation for sustainable practices. The garden also fosters an understanding of plant growth and the critical roles insects and birds play in nature's cycles. Supported by generous grants, the garden is complemented by an indoor hydroponics program, ensuring year-round learning opportunities. Monthly seed donations keep the garden thriving, providing students with continual hands-on experiences that connect them to the natural world. This initiative highlights the importance of community involvement in supporting students' growth, both academically and socially.

Gifted Education

At Hamlin Charter Academy, we recognize the unique potential of gifted learners and tailor our instruction to meet their intellectual needs. Gifted students are grouped together in classes that promote higher-order thinking and deepen their academic understanding. We employ strategies designed to challenge their thinking, including differentiated models that encourage exploration and independent thought. By fostering an environment of complexity and depth, we guide gifted students in setting meaningful goals and designing products that showcase their abilities. Additionally, we ensure that these students are continually engaged with content that is not only stimulating but also relevant to their personal interests.

Our gifted education program incorporates the following differentiated models:

- **Challenging Learning Centers:** These centers are designed to extend students' opportunities for in-depth exploration of specific subjects, allowing them to build expertise and engage in critical thinking.
- **Tiered Assignments:** We offer assignments that vary in complexity, allowing gifted students to progress through increasingly sophisticated challenges that expand their learning.
- **Curriculum Acceleration:** We assess students' current skills and provide opportunities to advance their learning beyond grade-level standards, ensuring they are continuously challenged and encouraged to reach their full potential.

Through these strategies, Hamlin Charter Academy provides a stimulating educational environment where gifted students can thrive and contribute meaningfully to their school community.

Academic Calendar and Schedules

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

As a LAUSD affiliated charter school, Hamlin Charter Academy follows the LAUSD's academic calendar.

Hamlin Charter Academy — Bell Schedules

Print schedules on separate pages

School Year 2024-2025

Regular Day Schedule

Monday, Wednesday, Thursday, Friday

	Start Time	End Time	Length
Gates Open	7:40 AM	—	—
Line-Up Bell	7:55 AM	—	—
Tardy Bell (Drop Off Gates Closed)	8:00 AM	—	—
Recess 1 (UTK)	8:00 AM	9:00 AM	60 min
Recess 2 (Grades 1-2)	10:00 AM	10:20 AM	20 min
Recess 3 (Grades 3-5)	10:10 AM	10:30 AM	20 min
Recess 4	10:20 AM	10:40 AM	20 min
Lunch (UTK)	11:00 AM	11:40 AM	40 min
Lunch (TK-2)	12:00 PM	12:40 PM	40 min
Lunch (3-5)	12:20 PM	1:00 PM	40 min
Dismissal	2:30 PM	—	—

Tuesday Schedule and Minimum Days			
	Start Time	End Time	Length
Gates Open	7:40 AM	—	—
Line-Up Bell	7:55 AM	—	—
Tardy Bell	8:00 AM	—	—
Recess (UTK)	8:00 AM	9:00 AM	60 min
Brunch (K-2)	10:00 AM	10:35 AM	35 min
Brunch (3-5)	10:30 AM	11:05 AM	35 min
Brunch (UTK)	11:10 AM	11:40 AM	30 min
Dismissal	12:48 PM	—	—

PALs Schedule			
	Start Time	End Time	Length
Start Time	8:00 AM	—	—
Recess	9:00 AM	10:00 AM	60 min
Lunch	12:00 PM	—	—
Dismissal	12:30 PM	—	—

Academic Daily Schedules by Grade Levels

**Transitional Kindergarten (TK) Schedule
Monday, Wednesday, Thursday, Friday:**

- 8:00 - 10:00 AM | ELA (120 min)
- 10:00 - 10:20 AM | Recess
- 10:20 - 11:30 AM | Math (70 min)
- 11:30 - 12:00 PM | Science/Social Studies (30 min)
- 12:00 - 12:40 PM | Lunch
- 12:40 - 1:30 PM | ELD/Intervention (50 min)
- 1:30 - 2:30 PM | Enrichment (Art, PE, SEL) (60 min)

Tuesday:

- 8:00 - 10:00 AM | ELA (120 min)
- 10:00 - 10:35 AM | Brunch
- 10:35 - 12:30 PM | Math & Science (115 min)

12:38 PM | Dismissal

Kindergarten - 2nd Grade Schedule

Monday, Wednesday, Thursday, Friday:

- 8:00 - 10:00 AM | ELA (120 min)
- 10:00 - 10:20 AM | Recess
- 10:20 - 11:30 AM | Math (70 min)
- 11:30 - 12:00 PM | Science/Social Studies (30 min)
- 12:00 - 12:40 PM | Lunch
- 12:40 - 1:30 PM | ELD/Intervention (50 min)
- 1:30 - 2:30 PM | Enrichment (Art, PE, SEL) (60 min)

Tuesday:

- 8:00 - 10:00 AM | ELA (120 min)
 - 10:00 - 10:35 AM | Brunch
 - 10:35 - 12:30 PM | Math & Science (115 min)
 - 12:38 PM | Dismissal
-

3rd - 5th Grade Schedule

Monday, Wednesday, Thursday, Friday:

- 8:00 - 10:20 AM | ELA (140 min)
- 10:20 - 10:40 AM | Recess
- 10:40 - 12:20 PM | Math (100 min)
- 12:20 - 1:00 PM | Lunch
- 1:00 - 1:45 PM | Science/Social Studies (45 min)
- 1:45 - 2:30 PM | ELD/Intervention/Enrichment (45 min)

Tuesday:

- 8:00 - 10:30 AM | ELA & Math (150 min)
- 10:30 - 11:05 AM | Brunch
- 11:05 - 12:30 PM | Science & Social Studies (85 min)
- 12:38 PM | Dismissal

Instructional Minutes and Days Calculator

TK/K	Yes	134	330	25	263	10	263	14	263	183	36000	57107	21107
1	Yes	134	330	25	263	10	263	14	263	183	50400	57107	6707
2	Yes	134	330	25	263	10	263	14	263	183	50400	57107	6707
3	Yes	134	330	25	263	10	263	14	263	183	50400	57107	6707
4	Yes	134	330	25	263	10	263	14	263	183	54000	57107	3107
5	Yes	134	330	25	263	10	263	14	263	183	54000	57107	3107

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

At Hamlin Charter Academy, professional development is a cornerstone of our commitment to academic excellence and continuous improvement. We view it as an essential tool for supporting teachers in designing and implementing effective instruction. To foster collaboration and growth, the school participates in weekly, whole-group professional development sessions, alongside regular grade-level meetings. These sessions focus on current trends, data-driven insights, and strategies for improving student outcomes, ensuring that the needs and interests of both students and staff are at the forefront of our development initiatives.

The Instructional Leadership Team (ILT) will oversee the identification of qualified staff to facilitate professional development or will collaborate with external experts to provide specialized training. This process ensures that professional learning opportunities are both relevant and impactful.

Hamlin Charter Academy will continue to engage in both site-specific and District-wide professional development activities, adhering to the guidelines outlined in the "School-Site Professional Development Priorities-Banked Time Days for Elementary Schools" memo.

Examples of ongoing professional development include, but are not limited to:

- **Strategies for Addressing the Common Core State Standards (CCSS)** in Language Arts and Mathematics
- **Number Talks** to enhance students' mathematical thinking and problem-solving skills
- **Utilizing Online Resources** for close reading and real-world math applications
- **Integrating Next Generation Science Standards (NGSS)** into our FOSS science kits and curriculum

These professional development opportunities are designed to empower our educators with the tools and knowledge they need to meet the diverse needs of our students and to drive continued academic success at Hamlin Charter Academy.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Hamlin Charter Academy is dedicated to supporting English Learners (ELs) to ensure 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 collaborate closely with teachers and families to ensure the District's English Learner Master Plan is followed and that all accountabilities are met. The TSP Advisor supervises the English Learner Program, providing guidance and overseeing the implementation of Master Plan responsibilities. Teachers receive support in both designated and integrated English Learner instruction, with EL students clustered within each grade level to foster targeted support.

Classroom teachers provide 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, ensuring students receive the support they need for language development.

As part of the enrollment process, new students are required to complete the Home Language Survey to identify potential English Learners. Parents are informed of program options during the Master Plan Options meeting at the beginning of the school year. EL students are identified using the ELPAC and other measures, such as DIBELS, Progress Reports, and other assessments, to monitor student progress in English language proficiency and determine reclassification.

Teachers utilize the English Language Development (ELD) Standards to guide instruction, ensuring students develop reading, writing, speaking, and listening skills. Instruction is tailored based on individual student needs, whether they are in the emerging, expanding, or bridging stages of English language acquisition. Teachers

provide opportunities for students to engage in dialogue, respond to stories, and participate in collaborative activities that foster language development.

In addition to Designated English Learner Instruction, Hamlin implements Integrated English Learner Development throughout the day. This approach includes scaffolding content, using think-pair-share activities, vocabulary building, visual aids, graphic organizers, and collaborative learning groups. Teachers work to make all subject areas accessible to English Learners by adjusting the delivery of content to meet their diverse needs.

Ongoing Monitoring and Reclassification

English Learners are assessed annually using the ELPAC to track their progress in language proficiency. Additional formative assessments, including work samples and DIBELS, help identify students who may not be making sufficient progress in foundational English skills. Based on data analysis, teachers adjust their instructional strategies to target areas of difficulty and provide appropriate interventions.

The Targeted Student Population (TSP) Coordinator works closely with teachers to support struggling EL students, using data from Smarter Balanced Assessments and class performance to identify instructional gaps. The Student Support and Progress Team (SSPT) meets regularly to monitor student progress, ensure reclassification requirements are being met, and discuss strategies for continued improvement.

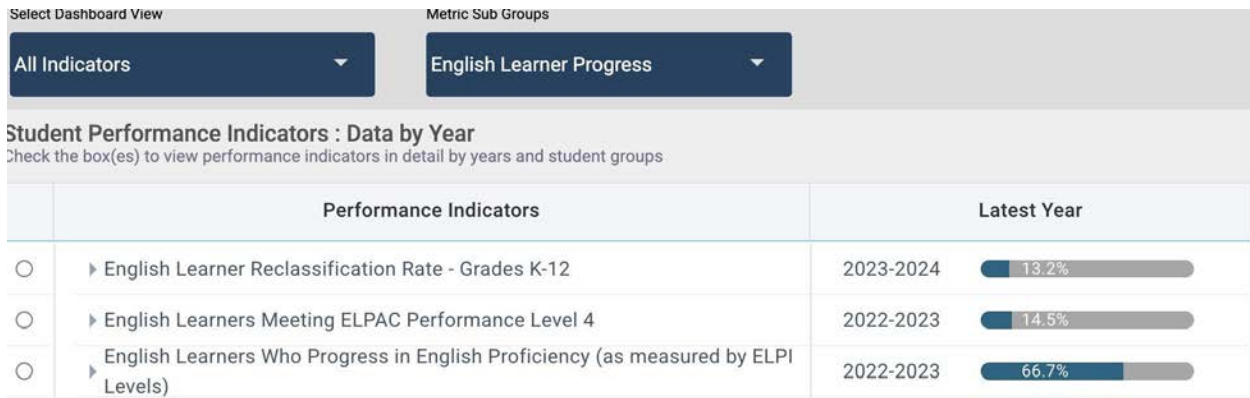
Reclassification Process

Students are reclassified based on criteria set by Los Angeles Unified School District. For students in grades 2-5, the criteria include an overall ELPAC score of 4 or 5, with scores of 3 or higher in the listening, speaking, reading, and writing domains, a grade of 3 or higher in English Language Arts (ELA), and successful completion of DIBELS subtests at the Middle of the Year (MOY) and End of the Year (EOY) assessments. For students in grades K-1, the reclassification criteria include similar ELPAC and DIBELS benchmarks, as well as progress report grades in ELA and parental consent through an SSPT meeting.

Once reclassification criteria are met, parental approval is sought, and the student's reclassification is processed through My Integrated Student Information System (MISIS). Documentation is submitted to the district for final approval.

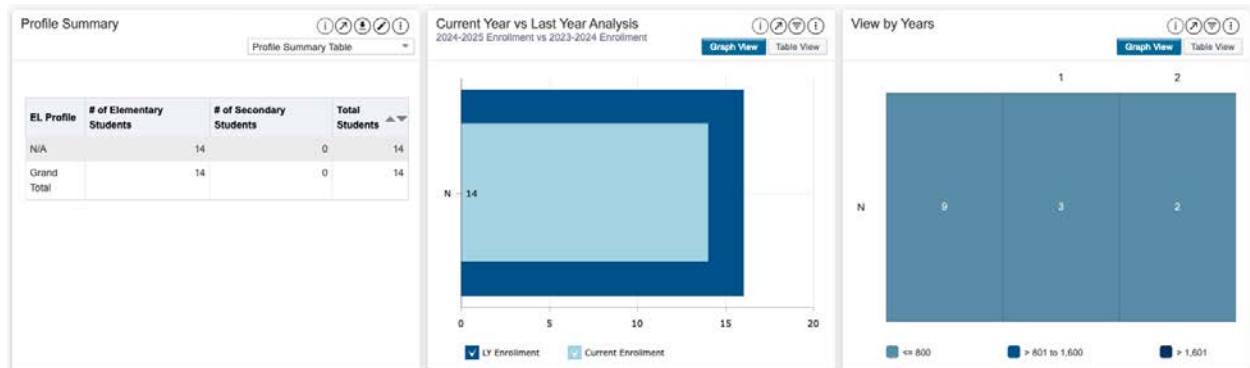
The chart below shows the number of English Learners reclassified each year. The 2014-2015 school year saw an increase in reclassified students, though this trend fluctuated in subsequent years. This data is carefully reviewed to assess the effectiveness of the reclassification process and to inform instructional decisions.

source: Opendata



For the 2024-2025 school year, we aim to significantly increase the number of students reclassified. Currently, 11% of our students have been reclassified. The chart below reflects our current reclassification rates by grade level. It does not yet include additional Kindergarten, First Grade, and Second Grade students who were recommended for reclassification by our Student Support and Progress Team (SSPT).

Source: Focus



There is ongoing communication with parents through our monthly ELAC meetings. Topics discussed include ELPAC testing, CAASPP SBAC testing, Common Core State Standards, California State ELD Standards, program elements, and reclassification. Parents are kept informed about their child’s progress and the steps toward reclassification.

Long-Term English Learners (LTELs) will be identified based on the number of years they have been in the English Learner program. To help them achieve English proficiency, the TSP advisor, in collaboration with the classroom teacher, will identify specific areas of instruction and implement teaching strategies based on work samples, SBAC scores, and DIBELS. They will also assess whether Potential Long-Term English Learners (P-LTELs) may have a learning disability or other processing issues that may require additional support from the resource specialist.

Gifted and Talented Students and Students Achieving Above Grade Level

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

Gifted and Talented Education

At Hamlin Charter, we are dedicated to increasing the number of students identified as Gifted and Talented. Students are recommended for intellectual testing based on their academic performance, work samples, teacher observations, and test scores. In second grade, all students take the Otis-Lennon School Ability Test (OLSAT).

Our Gifted and Talented students are clustered with high-achieving students by grade level in accordance with district guidelines. Hamlin Charter teachers receive continuous professional development and attend specialized training to enhance their expertise in gifted education strategies. They differentiate instruction by promoting inquiry-based learning, fostering discussion and debate, and focusing on metacognition and higher-order thinking skills, such as analysis, synthesis, and application (Bloom's Taxonomy). Depth and Complexity prompts, as well as high-level Depth of Knowledge (DOK) questioning strategies, are embedded throughout all subject areas. Students demonstrate their comprehension and mastery through enriched project-based research, cross-grade level collaboration, and student-driven explorations.

Hamlin Charter monitors the progress of Gifted and Talented students using teacher observations, work samples, test scores, grades, DIBELS, and classroom participation.

Students Achieving Below Grade Level

At Hamlin Charter Academy, we are committed to identifying and supporting students performing below grade level through multiple measures. These assessments include DIBELS, classroom assignments and assessments, grades, teacher observations, informal assessments, and District Interim Assessments for reading, writing, and math.

Data-Driven Support Through the Student Support and Progress Team (SSPT)

The Student Support and Progress Team (SSPT)—comprising the administrator/designee, classroom teacher, parents, and peer teacher(s)—collaborates to analyze student data, identify academic needs, and develop personalized support plans. These plans focus on differentiating instruction, setting measurable goals, and ensuring coordinated intervention across all relevant stakeholders.

PDSA Cycle for Continuous Improvement

To ensure ongoing progress, Hamlin Charter Academy utilizes the Plan-Do-Study-Act (PDSA) cycle, where teachers engage in grade-level data chats to:

- Analyze assessment results to identify students in need of intervention.
- Align instruction with essential grade-level standards.
- Collaborate on strategies and best practices to address student needs.
- Monitor progress and adjust instruction based on real-time data.

These structured collaboration sessions empower teachers to refine instructional strategies and ensure students receive targeted support.

Evidence-Based Interventions to Close Learning Gaps

Hamlin Charter Academy has implemented several strategies to support students performing below grade level, including:

Instructional Support & Coaching

- A dedicated instructional coach provides teachers with professional development, models best practices, and supports the implementation of effective intervention strategies.
- Teachers utilize small-group differentiated instruction during core learning time, ensuring students receive individualized support.

During-the-Day Targeted Interventions

- Response to Intervention (RTI): Teachers implement RTI strategies during independent work time, targeting students identified through progress monitoring.
- Pull-Out Small Group Instruction: At-risk students receive focused, skill-based instruction with the Resource Teacher or Coordinator.
- Instructional Assistants (IAs) and Teacher Assistants (TAs): Under teacher direction, IAs and TAs provide small-group support, allowing for increased instructional differentiation.

Extended Learning Opportunities

- After-School Homework Club: Students receive structured homework support to reinforce classroom learning.
- After-School Intervention Classes: Identified students participate in targeted, skills-based intervention programs to strengthen foundational reading, writing, and math skills.

Ongoing Progress Monitoring & Adjustments

Students receiving intervention are progress-monitored using DIBELS, work samples, and test scores to track improvement. If a student is not making sufficient progress:

- Teachers adjust instructional strategies based on data insights.
- The instructional team collaborates to refine intervention plans.
- Additional support measures are implemented as needed.

By integrating data-driven instruction, professional collaboration, targeted interventions, and extended learning opportunities, Hamlin Charter Academy remains dedicated to closing achievement gaps and ensuring all students achieve academic success.

Socioeconomically Disadvantaged Students

Hamlin Charter identifies socioeconomically disadvantaged students based on the number of students eligible for free or reduced lunch. The administration and Cafeteria Manager monitor applications to ensure accurate identification. Teachers, the TSP Advisor, and administration regularly assess the progress of this group using test scores, student work samples, and teacher observations, adjusting the curriculum as needed to meet their unique needs.

Hamlin Charter ensures that all students have access to high-quality learning programs, experiences, and tools necessary for academic success. Their needs are addressed through exceptional instruction and targeted support. Socioeconomically disadvantaged students can benefit from the Homework Club, where teachers are available to assist with homework and provide additional academic support. Teachers implement the Response to Intervention (RTI) model to target specific areas of need. Enrichment opportunities, such as music, drama, and art, are also available, provided by specialized instructors. Additionally, the entire school community, including parents and staff, works together to support students and families as needs arise.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

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

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

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

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

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

b. Transferring Students

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

c. Assessments

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

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

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

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Inclusion

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

g. Staffing Requirements

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

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with

disabilities transition to adult living in accordance with District policies and procedures.

h. Student Discipline

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

2. Procedural Safeguards/Due Process Hearings

The District on behalf of and/or in conjunction with the District Affiliated Charter School may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determine that such action is legally necessary to ensure compliance with federal and state special education laws and regulations. In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as respondent-s. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

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

4. Funding of Special Education

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

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

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

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

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

Students in Other Student Groups

The Foster Youth Counselor, provided by LAUSD, serves as a vital liaison between the Department of Social Services, LAUSD, and foster youth families. This role is essential in addressing both the academic and emotional needs of foster students, ensuring they receive the necessary support and resources. The counselor works closely with the Targeted Student Population (TSP) Coordinator and classroom teachers to develop and implement tailored strategies that foster student success. By collaborating regularly, the team ensures that each student's unique needs are met through a holistic approach that includes academic interventions and emotional guidance.

To track progress and identify areas of support, the team utilizes a variety of diagnostic assessments and data points, including but not limited to attendance records, DIBELS, SBAC scores, report cards, IEPs, and progress reports. This data-driven approach allows the team to monitor each student's development and adjust strategies as needed, ensuring consistent support and a clear path toward achieving both academic and personal success.

"A TYPICAL DAY"

Hamlin Charter Academy has proudly served the local community for nearly 60 years, continuing to foster a diverse and vibrant learning environment. Our school is home to students who speak over 18 different languages, with families originating from countries across five continents. These rich cultural backgrounds are celebrated and viewed as valuable assets, enhancing the dynamic nature of our academic community.

As visitors enter our campus, they are greeted by the friendly and attentive office staff, who are always ready to assist and provide guidance. Stepping further into the campus, visitors will encounter the Butterfly Garden, an enrichment space dedicated to teaching students about the importance of balanced ecosystems. Here, students have the unique opportunity to observe the complete life cycle of butterflies and learn about the interdependence of living organisms.

Adjacent to the Butterfly Garden is our Vegetable Garden, a collaboration Enrich LA that emphasizes sustainable agriculture. In this space, students actively participate in planting, nurturing, and harvesting vegetables. Collaborating to gain hands-on experience in both gardening and culinary arts, culminating in a shared meal made from the bounty they've harvested.

Further along, visitors will find the Wonder of Reading Library, a beautiful and award-winning space that houses over 15,000 books. The library is a hub for student engagement, where students can participate in storytime sessions in the amphitheater and take Accelerated Reader quizzes. Their reading achievements are celebrated with recognition during monthly assemblies, fostering a love for reading and academic success.

Hamlin Charter Academy offers an innovative and robust STEAM program, focusing on Science, Technology, Engineering, Arts, and Mathematics. Through the integration of robotics and coding into the curriculum, students are exposed to foundational concepts that prepare them for future careers in technology and computer science. Our students engage in hands-on learning in the Computer Laboratory, where they explore coding, robotics, and digital art projects. This curriculum fosters critical thinking and problem-solving skills, opening pathways to STEM careers.

You will see our Wellness Center has become a vital space for both students and teachers to focus on holistic well-being, earning the prestigious Silver Award for our efforts. This center is designed to support mental, emotional, and physical health through a variety of wellness activities. Here, teachers can be seen guiding students through restorative justice practices, helping to foster empathy and conflict resolution skills. The center also offers yoga classes, where students and staff alike engage in mindfulness and physical fitness. Teachers, too, take time for self-care, often participating in rejuvenating sound baths to recharge and maintain their well-being. Through these pillars of wellness, we create a nurturing environment where the whole school community can thrive together.

Additionally, our students benefit from weekly music lessons in the auditorium, where they explore their creativity with the guidance of our music teacher. The Arts in Education program also brings drama instruction to the classroom, helping students integrate drama standards into various subjects. On Thursdays and Fridays, students participate in physical education classes with YMCA instructors, honing their sports skills while teachers collaborate in grade-level groups to analyze student data and plan for instruction. These collaborative sessions are vital for teachers to share best practices, study curriculum, and engage in research-driven instruction.

Inside our classrooms, teachers engage with students through small group activities, using rubrics and criteria charts to guide learning and exceed Common Core Standards. Students utilize iPads for research, projects, and interactive learning applications, enhancing their educational experience through technology.

Hamlin Charter Academy adheres to a banked-time schedule that meets California's required instructional minutes. The school day begins at 8:00 a.m., with dismissal at 2:30 p.m. every day except Tuesday. On Tuesdays, students are dismissed at 12:48 p.m., providing teachers with a longer block of time for professional development, collaborative planning, and participation in committee meetings. During this time, teachers focus on refining their instructional strategies, studying curriculum, and sharing best practices to continually improve student outcomes.

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

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

At Hamlin Charter Academy, we are dedicated to providing an integrated, inquiry-based K-5 curriculum that aligns with California State and national standards in Language Arts, Mathematics, Science, and Social Studies. Our approach emphasizes cross-curricular, project-based learning, enhanced through music, art, and physical education. We foster hands-on learning experiences utilizing our computer lab and student garden to engage students in meaningful, real-world applications of their knowledge.

Key Elements of Our Educational Program

High Standards for Academic Success

Clear and rigorous academic standards ensure students meet and exceed grade-level expectations. These standards serve as a foundation for our curriculum, guiding teachers, administrators, parents, and students in understanding the essential knowledge and skills required for success.

A Challenging and Engaging Curriculum

Our goal is to provide a rigorous curriculum that not only meets but surpasses state standards. We encourage creativity, critical thinking, and problem-solving to prepare students for the challenges of a rapidly evolving, technology-driven society. By fostering curiosity and innovation, we empower students to take ownership of their learning and develop a passion for discovery.

Empowering and Supporting Educators

Teachers are at the heart of student success. At Hamlin Charter Academy, we prioritize professional development to equip educators with subject-matter expertise and cutting-edge instructional strategies. By upholding the highest teaching standards, we cultivate a learning community that prepares students to become responsible, engaged, and forward-thinking citizens.

Core Academic Areas and Learning Outcomes

Language Arts

Students will develop strong reading, writing, listening, and speaking skills to become effective communicators. They will engage with diverse texts and genres, express their ideas clearly, and actively listen to interpret and apply information. Technology will be integrated into Language Arts instruction, allowing students to research, analyze, and present information effectively. Through cross-grade-level projects, students will find purpose and motivation in their work.

Goal: Hamlin Charter Academy aims to increase the percentage of students scoring “Meets or Exceeds Standards” on the SBAC English Language Arts assessment by 15% by the end of this charter term. Additionally, at least 70% of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in core curriculum areas each grading period.

Mathematics

Students will build a deep understanding of mathematical concepts, including number sense, arithmetic, algebra, geometry, and data analysis. Through exploration, inference, and reasoning, they will engage in real-world problem-solving activities, such as recycling programs, gardening projects, and interactive math games during Family Math Night.

Goal: Hamlin Charter Academy aims to increase the percentage of students scoring “Meets or Exceeds Standards” on the SBAC Math assessment by 15% by the end of this charter term. Additionally, at least 70% of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in core curriculum areas each grading period.

Science

Students will gain proficiency in Life, Physical, and Earth sciences by engaging in hands-on investigations and experiments. Through the Scientific Method, they will develop hypotheses, conduct research, document their findings, and present conclusions. Technology will be an integral part of scientific inquiry, allowing students to analyze data and communicate their discoveries effectively.

Goal: Hamlin Charter Academy aims to increase the percentage of 5th-grade students scoring “Meets or Exceeds Standards” on the SBAC Science assessment by 15% by the end of this charter term. Additionally, at least 70% of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in core curriculum areas each grading period.

History and Social Studies

Students will explore democratic principles, cultural diversity, and historical events to develop a well-rounded understanding of the past and its impact on the present. By researching citizenship roles, rights, and responsibilities, students will build connections between historical themes and modern global issues.

Goal: At least 70% of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in core curriculum areas each grading period.

Technology Integration

Students will become proficient in using digital tools for word processing, research, data analysis, and multimedia presentations. They will develop digital portfolios showcasing their academic growth and mastery of technological applications, including spreadsheets, graphic design, and video production. Safe and appropriate technology use will be emphasized to prepare students for responsible digital citizenship. Additionally, Hamlin Charter Academy will enhance STEAM learning through hands-on experiences with robotics, 3D printing, and gaming-based enrichment programs. Students will have the opportunity to participate in after-school robotics clubs, engage in coding and game design activities, and compete in robotics competitions, fostering

collaboration, creativity, and problem-solving skills essential for success in a technology-driven world.

Arts Education

Students will develop an appreciation for music, visual arts, drama, and dance through instruction from specialists, community partnerships, and field trips. The arts will be integrated into the core curriculum to enhance creativity and self-expression.

Goal: At least 70% of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in core curriculum areas each grading period.

Physical Education

Students will develop lifelong fitness habits through structured physical education programs that meet or exceed state requirements. Instruction will focus on fundamental movement skills, teamwork, and personal wellness.

Cultivating Lifelong Learners

Beyond academic excellence, Hamlin Charter Academy is dedicated to fostering lifelong learners equipped with critical thinking, collaboration, adaptability, and interpersonal skills. Our students will graduate with the confidence and resilience needed to navigate an ever-changing world successfully.

Leadership, Collaboration, and Cooperation

Students will develop strong leadership skills and the ability to work collaboratively with their peers. Through teamwork and cooperative learning, they will cultivate adaptability, communication, and problem-solving skills appropriate to their developmental stage.

Goal Setting

Students will be guided in setting meaningful short-term and long-term academic and personal goals. With the support of faculty and staff, they will learn to assess their progress, refine their aspirations, and work toward high achievement in all areas of learning.

Critical Thinking and Problem-Solving

Students will become analytical thinkers capable of tackling challenges with creativity and logic. Through inquiry-based learning, hands-on projects, and real-world applications, they will develop the confidence and skills necessary to solve complex problems.

Self-Discipline and Responsibility

Students will learn to regulate their behavior, demonstrate accountability, and uphold the core values of their school and community. They will be encouraged to reflect on their actions, set personal improvement goals, and take ownership of their learning and conduct.

Citizenship and Community Engagement

Students will develop an understanding of their civic rights, roles, and responsibilities, fostering a strong sense of social awareness and engagement. Hamlin Charter Academy will encourage all students to achieve a “3” or “4” in social and life skills on their progress reports each semester. Citizenship awards will reinforce positive behavior, and students will have opportunities to participate in school-wide initiatives, community service projects, student government, peer mentorship programs, and campus beautification efforts.

Supporting a Positive School Culture

Hamlin Charter Academy is committed to maintaining a school-wide culture of respect, responsibility, and high expectations. We will support our educators in fostering this environment through ongoing professional development focused on positive behavior reinforcement, student engagement strategies, and character development programs.

Specific and Realistic Achievement Targets

Hamlin Charter Academy’s goal is to increase the percentage of students meeting or exceeding proficiency levels in both English Language Arts and Mathematics by 5% annually over the next five years. Additionally, we will closely monitor and analyze data from the newly implemented SBAC Science assessment for our fifth-grade students, using the results to inform and enhance our instructional strategies.

Hamlin Charter Academy remains dedicated to providing targeted support for our English Learners (ELs), ensuring they achieve language proficiency and academic success. EL students will be identified through the LAUSD Home Language Survey, teacher observation, and standardized assessments. Our goal is to increase the percentage of English Learners meeting or exceeding proficiency in English Language Arts on the SBAC by 3% annually, equipping them with the skills necessary for long-term academic achievement.

Through these focused efforts, we are committed to closing achievement and opportunity gaps, providing equitable access to high-quality instruction, and ensuring that all students have the resources, interventions, and enrichment opportunities necessary to succeed.

Frequency & Methods by Which Students are Assessed

Periodic Assessments

Hamlin Charter Academy is committed to utilizing a comprehensive assessment system that informs instruction, supports student growth, and ensures academic success. The development, implementation, and use of periodic assessments are tailored to meet the needs of our students while adhering to the parameters of the Education Code. We may opt to use district assessments or design our own, determining the timing and coordination of these assessments in alignment with our instructional goals.

At Hamlin Charter Academy, we believe that continuous assessment and progress monitoring empower teachers to develop daily lessons that address the strengths and needs of every student. With a renewed focus on our Plan-Do-Study-Act (PDSA) cycle, we emphasize periodic and ongoing informal assessments to adjust instruction dynamically.

Comprehensive Assessment Strategy

At the beginning of each school year, teachers receive and analyze incoming student data to formulate targeted instructional plans. Using prior year data, we identify students in need of intervention and implement personalized strategies to support their academic growth.

Faculty members meet regularly in grade-level teams, across grade levels, and as a whole group to analyze student performance data, share best practices, and refine instructional approaches. Data analysis includes multiple measures such as:

- i-Ready Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) assessments in both English Language Arts (ELA) and Mathematics
- DIBELS assessments for primary grades to monitor early literacy development
- CAASPP Interim Assessment Blocks (IABs) for ongoing evaluation of student progress in ELA and Math
- Curriculum-embedded assessments in all core subjects
- Teacher-created informal assessments, incorporating rigorous rubrics to ensure high expectations and consistency in grading

Assessment results are regularly communicated with parents, fostering transparency and collaboration in student learning.

Data-Driven Instruction and Intervention

Instruction at Hamlin Charter Academy is driven by data-informed decision-making. Teachers engage in:

- Flexible small-group instruction using core materials tailored to student needs
- Accommodations and modifications for individuals or groups based on assessment data
- Ongoing teacher-generated assessments including rubrics, portfolios, student projects, classwork, and weekly quizzes
- Student goal-setting and self-assessment, fostering ownership of learning and academic growth

Students identified as at-risk receive additional support through:

- Targeted interventions in the Learning Lab
- Referrals to the Student Success Team (SST) for further assessment and individualized support plans
- Participation in intervention programs designed to strengthen foundational skills

A Balanced Approach to Assessment

Hamlin Charter Academy ensures a balanced assessment approach that includes:

- Standardized assessments, such as SBAC (ELA & Math), CAASPP IABs, and Science assessments
- Authentic and performance-based assessments, such as portfolios, journals, projects, and presentations
- Daily informal assessments, including teacher observations, class discussions, and student reflections

By integrating a diverse range of assessments, Hamlin Charter Academy fosters a culture of continuous improvement and academic excellence, ensuring that every student is supported in reaching their full potential.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Hamlin Charter Academy participates in the Smarter Balanced Assessments (SBAC), California's standardized summative assessments for English Language Arts (ELA) and Mathematics. These assessments provide valuable insight into student progress, ensuring accountability and identifying areas for instructional improvement. Additionally, fifth-grade students participate in the California Science Test (CAST) as part of the state's assessment system.

For English Learners (ELs), Hamlin Charter Academy administers the English Language Proficiency Assessments for California (ELPAC), as required by LAUSD, to assess English language development and guide instructional support. These assessments provide individualized student data, helping educators track language acquisition progress and tailor instruction accordingly.

Through these measures, we gather comprehensive data that enables us to make informed instructional decisions based on student performance. These assessments not only evaluate mastery of the Common Core State Standards (CCSS) but also offer comparative insights at the district and state levels, ensuring that all students are progressing toward academic success.

MEASURING GOALS

Smarter Balanced Assessment Consortium (SBAC) & California Science Test (CAST):

- Hamlin Charter Academy subgroups will exceed the district benchmark.
- At least 63% of students will achieve Standards Met or Exceeded in English Language Arts (ELA)/Literacy on SBAC.
- At least 63% of students will achieve Standards Met or Exceeded in Mathematics on SBAC.
- At least 63% of fifth-grade students will achieve Standards Met or Exceeded on the California Science Test (CAST).

English Language Proficiency (ELPAC):

- 70% or more of English Learners (ELs) will demonstrate annual growth of at least one proficiency level on the English Language Proficiency Assessments for California (ELPAC) each year of the charter term.

Attendance Goals:

- At least 70% of students will improve their attendance by 3 percentage points annually.

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 and Progress Monitoring

Formative assessments are critical tools used to evaluate student achievement and inform instructional planning. These assessments help track student progress and identify areas for improvement. Some of the key formative assessments at Hamlin Charter Academy include:

- DIBELS Reading Assessments (administered quarterly) for progress monitoring in literacy.
- CKLA (Core Knowledge Language Arts) assessments (weekly and per unit) to measure students' growth in Language Arts.
- iReady Assessments (Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY)) in both ELA and Mathematics to assess student progress and tailor instruction.

- District Interim Assessments for ELA and Mathematics to monitor progress throughout the year.
- CAASPP Interim Assessment Blocks (IABs) for ELA, Mathematics, and Science (for 5th grade) to track progress at multiple points during the school year.

Comprehensive Assessment Tools

At Hamlin Charter Academy, we utilize a variety of assessment tools to create a holistic picture of student performance. These tools, which include both teacher-created and district-provided resources, offer insight into student learning across different content areas and skills. Examples of these tools include:

- Projects
- Student writing samples
- In- and out-of-class work samples
- Homework assignments
- Teacher-created assessments
- Teacher observations
- Rubrics and criteria charts
- Anecdotal records and journals

These assessments provide valuable data on the application and mastery of essential knowledge and skills, allowing teachers to evaluate student performance and adjust instruction as needed.

DATA ANALYSIS AND REPORTING

Hamlin Charter Academy prioritizes data-driven decision-making to enhance educational outcomes and address the needs of all students. By continuously monitoring student progress, the school can assess its overall performance, adjust instructional strategies, and set meaningful goals and interventions. Specific strategies include:

- **Continuous Data Evaluation:** Teachers and administrators regularly evaluate data from various assessments (e.g., SBAC, DIBELS, Interim Assessments) as they become available. This ongoing analysis ensures that each student's academic needs are met, and instructional strategies are adjusted to improve student outcomes.
- **Use of Data for Professional Development:** Data is instrumental in identifying and prioritizing professional development needs. By aligning staff growth with student performance data, we ensure that teachers are supported in enhancing their instructional practices.
- **Monthly Data Reviews and PDSA Cycle:** Data is thoroughly reviewed monthly during grade-level meetings. In these meetings, teachers discuss student progress, share insights, and strategize on next steps using the PDSA (Plan-Do-

Study-Act) cycle. This collaborative process supports continuous improvement and informs instructional adjustments.

- Data Sharing with the School Community: School-wide data is shared with the School Site Council (SSC) and Local School Leadership Council (LSLC) during monthly meetings. This transparent approach fosters collaboration and ensures that all stakeholders are involved in discussions regarding program development and educational priorities.

Communication of Student Progress

Progress toward grade-level standards is communicated to students and parents through multiple channels:

- Timely Feedback: Teachers provide regular feedback on class assignments, homework, and student performance, enabling students to understand their areas of strength and growth.
- 6-Week Below Proficient Reports: These reports are issued every six weeks to keep parents informed about their child's progress.
- Progress Reports: Students' progress is reported three times annually using the LAUSD Progress Report, ensuring parents have up-to-date information on their child's academic performance.
- Parent Conferences: Conferences are held at the end of the first grading period and as needed throughout the year to discuss progress, set goals, and address any concerns.

By consistently analyzing data, involving key stakeholders, and maintaining transparent communication with parents, Hamlin Charter Academy ensures that students are on track to meet their academic goals and that interventions are implemented when necessary.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

As a District Affiliated Charter School, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in

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

If the charter school has a separate charter school Governing Council **Leadership and Governance**

Governance and Leadership Structure

Hamlin Charter Academy maintains two primary site-based decision-making bodies: the **Local School Leadership Council (LSLC)** and the **School Site Council (SSC)**. These governance structures are designed to ensure collaborative, transparent decision-making that reflects input from all key stakeholder groups. In addition, Hamlin operates with an internal **Leadership Team**, which supports but does not replace the authority of the LSLC or SSC.

Local School Leadership Council (LSLC)

Governance Council

The LSLC functions in accordance with Article XXVII of the LAUSD-UTLA Collective Bargaining Agreement and is responsible for the management of charter-specific operations.

Composition (9 voting members):

- 1 Principal
- 1 UTLA Chapter Chair
- 3 Teachers (including grade level, Special Education, GATE, or EL representation)
- 1 Classified Staff Member
- 2 Elected Parent/Community Representatives (includes PTA, ELAC, and community members)
- 1 Alternate

Primary Responsibilities:

- Oversees school-level charter fund budgets (IMA and other site discretionary budgets)
- Coordinates curriculum and instructional programs
- Participates in personnel recommendations (in alignment with district policy)
- Approves school-wide event scheduling
- Facilitates community engagement and communication strategies

Operational Guidelines:

- Members serve staggered two-year terms to maintain continuity
- All meetings adhere to Brown Act requirements (72-hour notice, public access, posted minutes and agendas)
- Voting occurs only when consensus cannot be reached

School Site Council (SSC)

Governance Council

Also referred to as the “Governance Council,” the SSC focuses on federally-funded school programs and academic goal-setting. It includes broader representation to support schoolwide planning.

Composition:

- Principal
- Teachers
- Parents and Community Members

Meets: Monthly

Primary Responsibilities:

- Approves the Title I Budget
- Oversees the School Plan for Student Achievement (SPSA)
- Conducts the Comprehensive Needs Assessment
- Coordinates the School Experience Survey

- Reviews and adopts Title I Family Engagement Policies, School Compact, and hosts the Annual Title I Meeting
 - Reviews and incorporates recommendations from ELAC
-

English Learner Advisory Committee (ELAC)

Advisory Committee

ELAC serves in an advisory capacity to both the SSC and LSLC regarding programs and services for English Learners.

Composition:

- Principal
- EL Designee/Coordinator
- EL Parents

Meets: Monthly (minimum of three meetings annually)

Primary Responsibilities:

- Advises on SPSA recommendations related to English Learners
 - Reviews school attendance, ELPAC results, reclassification data, and CA School Dashboard indicators
 - Promotes the Master Plan for English Learners and parent engagement
-

Leadership Team

Advisory Committee (Internal Operational Team)

Hamlin's Leadership Team is a collaborative, internal advisory group composed of the Principal, Instructional Leadership Team members, Grade-Level Chairs, and Program Coordinators. While **not** a governance or voting body, the Leadership Team plays a crucial role in supporting schoolwide operations and implementation of council-approved goals.

Composition:

- Principal
- Instructional Leadership Team (ILT) Members

- Grade-Level Chairs
- Program Coordinators (e.g., Special Education, EL, SEL)

Primary Responsibilities:

- Supports SSC and LSLC through coordination and implementation of initiatives
- Participates in hiring panels in accordance with district policies
- Oversees health and safety planning, emergency preparedness
- Leads Positive Behavior Support, SEL, and restorative practices
- Coordinates schoolwide events and assemblies, including PTA-sponsored activities
- Acts as a liaison between the school, PTA, and community partners
- Supports student leadership programs (e.g., Student Council, Nature Leaders)
- Oversees Student Support and Progress Team (SSPT) processes
- Manages textbook inventory and supports curriculum alignment

Clarification: The Leadership Team does not have governance authority and does not oversee the SSC or LSLC. It exists to implement initiatives developed and approved by these governing bodies.

Advisory and Ad-Hoc Committees Under LSLC

Hamlin’s LSLC relies on several Advisory and Ad-Hoc Committees to enhance collaboration and drive school improvement in key areas. These committees include both staff and parent representatives, meet regularly, and submit reports and recommendations to the LSLC.

1. **Community Engagement Committee**
Promotes family and community involvement, manages social media and communications, and liaises with the PTA.
2. **Technology & Science Committee**
Oversees STEM enrichment programs such as Robotics, Coding, E-Sports, Science Nights, and Earth Day activities.
3. **Academic Excellence Committee**
Coordinates events that promote academic achievement, including Awards Assemblies, Literacy Nights, and Read Across America.

- | | | |
|---|----------------|------------------------|
| 4. Behavior | Support | Committee |
| Supports the implementation of PBIS, Red Ribbon Week, behavior tracking systems, and incentive programs. | | |
| 5. Safety | | Committee |
| Maintains and updates the School Safety Plan, organizes emergency drills (e.g., Great California Shakeout), and manages emergency supplies. | | |
| 6. School | Culture | and Environment |
| Committee | | |
| Plans community and culture-building events such as the Holiday Program, Volunteer Tea, and Staff Appreciation Luncheons. | | |

Oversight and Charter Amendments

As an LAUSD Affiliated Charter School, Hamlin Charter Academy operates under the oversight of LAUSD in accordance with the Fiscal, Service, and District Relationship Letter (FSDRL) and all district policies.

Charter

Any proposed amendments to the charter are developed by the LSLC and submitted for approval via resolution and quorum vote before being forwarded to the LAUSD Innovation and Charter Division for review.

Amendments:

Commitment to Collaboration and Transparency

Hamlin Charter Academy fosters a culture of collaboration, shared leadership, and accountability. By actively involving teachers, staff, students, parents, and community members in decision-making, Hamlin ensures that all voices contribute to the continuous growth and success of our school.

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

STAKEHOLDER INVOLVEMENT

At Hamlin Charter Academy, stakeholder involvement is at the heart of our educational philosophy. We recognize that the success of our school relies on the active participation and collaboration of all stakeholders, including teachers, staff, students, parents, and the community. Our commitment to fostering a strong partnership between these groups ensures that we can work together to create a supportive, inclusive, and enriching environment for our students. The process by which the Charter School will consult with all stakeholders (parents, teachers, staff, administrators, and students) to develop its LCAP and annual update includes engaging the School Site Council (SSC), Local School Leadership Council (LSLC), and an active Student Council. These bodies play key roles in decision-making, where parents, teachers, staff, and students collaborate to shape the direction of our school and monitor progress. By holding regular meetings, conducting surveys, and gathering input from all stakeholders, we ensure that the voices of everyone involved in the school community are heard and considered. Additionally, the Charter School will use its website to support stakeholder involvement by sharing important updates, posting meeting agendas and minutes, distributing surveys, and providing opportunities for public comment and engagement. This ongoing dialogue allows us to tailor our programs and resources to meet the unique needs of each student, while also creating a strong sense of ownership and

accountability among all parties. Ultimately, our goal is to create a school environment where all stakeholders are actively engaged, informed, and empowered to contribute to the continued success of Hamlin Charter Academy.

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

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

Certificated Personnel

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

(e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

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

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

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

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

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

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

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

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

Student Recruitment

At Hamlin Charter Academy, we actively engage in student recruitment by using a variety of strategies to connect with local families and community members. We distribute flyers inviting families to kick off the school year with fun and engaging events, such as our Ice Cream Social. By partnering with community stores, we encourage them to participate in our fundraisers, helping to spread our name and mission

throughout the area. We also reach out to local preschools, providing them with flyers that include direct QR codes to our website, allowing families to easily access information about our school and upcoming events. In addition, we advertise in local malls and actively participate in community events, such as robotics competitions and spelling bees, to showcase our school's involvement and highlight our programs. We also attend local enrollment fairs, offering posters and school highlights to attract prospective families. To ensure families have an opportunity to learn more about our school, we offer monthly tours or appointments for personal visits, providing a welcoming and informative introduction to Hamlin Charter Academy.

Application Procedures

Resident Boundary Students

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

Non-Resident Boundary Students

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

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

Lottery Preferences and Procedures

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

- **LAUSD Students**
 - Siblings

¹ For all District Affiliated Charter Schools, which are conversion charter schools, the term “former attendance area parts of West Hills, Woodland Hills, and nearby neighborhoods, includes those sending areas designated under the District’s Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

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

- Other LAUSD Students

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

- **California Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades K-4 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

- Other California Students

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

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

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

Charter School shall hold its lottery in the School Office, or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. On **January 2025**: Hamlin posts detailed lottery information on the school website.

January 17, 2025: Deadline for any necessary corrections to application information.

February 3, 2025: Late application period opens.

February 1-28, 2025: Conduct the lottery (if needed) and determine enrollment capacity . If a lottery is required for enrollment at Hamlin Charter Academy, the process will be conducted in a fair, transparent, and equitable manner, in accordance with LAUSD policies and guidelines. All eligible applicants will be entered into a random selection process, ensuring that every student has an equal chance of admission. The lottery will be conducted publicly, with oversight from school administration to maintain integrity and transparency. Families will be notified of their child's lottery status promptly, and waitlist procedures will be in place for those not initially selected. The school will make every effort to provide equitable access to educational opportunities for all students.

February 27, 2025, 1:00 pm: The actual lottery will take place in the office or virtually, depending on the family's needs.

February 28, 2025: Lottery results must be submitted into the Principal Portal.

March 10-14, 2025: Notifications regarding selection and waiting list status are sent out to families.

April 11, 2025: Final deadline for parents to respond with their acceptance or decline of the offer.

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss, if appropriate, alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Section 504 Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOL ZONE ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending the Charter School

may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures or seek enrollment at another charter public school pursuant to applicable law and the terms of that school’s charter.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:

Hamlin Charter Academy
c/o School Principal
22627 Hamlin St.
West Hills, CA 91307

To District:

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCAION OF THE CHARTER

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

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

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled

at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

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

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

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

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

Local Control Funding Formula (LCFF) Requirements

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

Curriculum and Instruction

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

Transitional Kindergarten

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

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

Academic Calendar and Schedules

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

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Gifted and Talented Students and Students Achieving Above Grade Level

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

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

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

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

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

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

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

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

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

b. Transferring Students

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

c. Assessments

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

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

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

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

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Inclusion

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

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

g. Staffing Requirements

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

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

h. Student Discipline

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

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

4. Funding of Special Education

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

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

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

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

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

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

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

Certificated Personnel

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

Classified Personnel

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

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

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

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

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

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

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

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

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

Application Procedures

Resident Boundary Students

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

Non-Resident Boundary Students

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

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

Lottery Preferences and Procedures

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

- **LAUSD Students**
 - **Siblings**

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

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

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

Prospective students who (a) are siblings of students enrolled in grades K-4 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

□ Other California Students

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

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

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

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

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss, if appropriate, alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Section 504 Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOL ZONE ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

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

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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