

THE HAMLIN CHARTER ACADEMY

CHARTER BRIEFING PAGE: INTRODUCTION

Purpose

(“Hamlin” or “Hamlin Charter Academy”) community is united in the goal of becoming an affiliated Hamlin Charter Academy in the Los Angeles Unified School District (“LAUSD” or “District”).

The purpose of the Hamlin Charter Academy affiliated charter petition is founded on three tenets, all of which embrace the idea of educating the whole child:

- First, our expectations for students are high, and our community is united in the commitment to provide an exceptional, enriched academic program. We believe that we must have a collaborative partnership between home and school in order to help all of our students succeed.
- Second, we focus on the development of creative thinking, critical problem-solving, respect for individual differences, and high ethical standards. We prepare our students to be fully participating citizens and leaders in the twenty-first century by providing multiple opportunities to interact with core academic content using technology, and a multimedia approach to teaching. We foster self-expression and honor different learning styles that capitalize on each student’s strengths (multiple modalities, multiple intelligences).
- Third, our community is dedicated to academic success for all students. We believe in every student’s innate ability to learn and achieve. Our community’s goal is to provide a rich and stimulating environment where each student will enjoy social, emotional and intellectual growth. Our rigorous curriculum exceeds the minimum standards set by the District and the State.

Hamlin Charter Academy is a School for Advanced Studies, a National Blue Ribbon School, a candidate for California Distinguished School, and the recipient of eight consecutive Title I Academic Achievement awards. However, Hamlin is increasingly faced with external challenges that threaten our ability to maximize student potential. These challenges include declining State and District budgets, growing class size, and increasing neighborhood enrollment with fewer faculty and support personnel available to meet student needs. These changes have limited our efforts to provide truly differentiated instruction to an increasingly diverse student population: Special Needs, Gifted and Talented students (GATE), English Language Learners (ELL), students performing below grade level, and socio-economically disadvantaged students (SED).

Our school is continually challenged to do more with less. Changes such as these have affected us internally as well. We face mounting pressure to sustain and advance our academic program and teaching strategies to achieve even higher levels of student achievement. The Hamlin Parent Teacher Association (PTA) and the Parent Center have been aggressively pursuing funding for enrichment programs including a new

computer lab and instructor, performing arts, assemblies, field trips, physical education, campus beautification, and library programs. The PTA continues to seek out community sponsorships and recruit talented volunteers. PTA contributes to the District's health and dental clinic and helps our needy students obtain clothing and food. Overall economic hardships have made financial community support more difficult, with 42% of our families qualifying for free and reduced lunch.

Status as an affiliated charter will provide Hamlin with a means to overcome some of these financial difficulties so that we can continue to meet and exceed the goals established by the community, the District, and the State. Charter status will help Hamlin to increase community involvement, collaboration, and pride which will foster continuous growth and improvement so that every student reaches his or her highest potential. Hamlin will continue to pursue innovative, pioneering ideas that can serve as a model for other schools within all of LAUSD.

GOALS OF HAMLIN CHARTER ACADEMY

Hamlin Charter Academy's primary goal is to provide children with an innovative instructional program that promotes active learning, challenges each child to reach his or her highest potential, and instills a lifelong love of learning. Hamlin Charter Academy strives to accomplish the following:

- Promote the use of innovative teaching methods through targeted professional development, shared planning and observation, and cross-grade-level articulation opportunities.
- Increase meaningful, interactive, hands-on, enriched learning experiences that are differentiated to meet the needs of all learners and identified subgroups: Children performing below grade level standards, students with special needs, identified advanced and gifted students, Socio-Economically Disadvantaged, and English Language Learners.
- Assess student success with standards-based assessments, performance-based assessments, differentiated assignments, and self-assessment portfolios. Use the results of these assessments to drive instruction.
- Value and promote creative expression and engagement in learning through music, dance, art, physical education, technology and drama.
- Actively engage the West Valley community in taking part in opportunities to shape the learning environment and to contribute to Hamlin success through parent workshops, in-class volunteer opportunities, Back-to-School Night, Open House, attendance at District parent seminars, school-wide academic

explorations such as math and science nights, Wonder of Reading volunteers, Snuggle Up and Read literacy night, Jump for Heart, Talent Show, Community Garden, Multi-Cultural Dance Festival, Spelling Bee, and the pre-school read-aloud program.

- Promote ongoing communication with community middle and high schools to build a foundation for outstanding public education.

DESCRIPTION OF THE SCHOOL

Hamlin Charter Academy, providing Kindergarten through 5th Grade education, is located at 22627 Hamlin Street in West Hills, California, a suburban area of the San Fernando Valley. We serve an ethnically diverse community of children. There are 21 full-time teachers serving the 430 students attending this year on a traditional calendar. Enrollment is expected to remain the same for the 2012-2013 School Year.

HAMLIN CHARTER ACADEMY AND ITS COMMUNITY

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

Our history of continuous growth and improvement makes Hamlin Charter Academy a top choice for families seeking to enroll students and relocate to the area, competing favorably with nearby private, independent charter and magnet programs. In the immediate geographic area (two-mile radius) of Hamlin, there are 14 private school options and 12 public school options available to families (see chart on next page). A three-mile radius yields 12 additional school choices. When a community is unable to serve the needs of its members, families look elsewhere for those needs to be met. Out of necessity, Hamlin Charter Academy must compete to build and maintain its status as a high achieving elementary school in an area that has several similar schools.

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

DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE

LAUSD SCHOOLS	# of Students	Multi-Track	Program Improvement ?	School wide Growth Target?	Met all Subgroup Growth	API score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1 Caucasian	% Ethnicity #2 Latino	% Ethnicity #3 Asian	% Identified Gifted
Hamlin	430	No	No	Yes	Yes	890	9	10	42%	15%	42%	33%	36%	15%	5%
Enadia Way	214	No	No	Yes	Yes	883	4	n/a	65%	12%	15%	18%	59%	7%	6%
Welby Way	761	No	No	Yes	Yes	953	10	2	15%	5%	2%	46%	16%	27%	25%
Woodlake	591	No	No	No	No	859	8	2	21%	12%	11%	57%	18%	15%	18%
Canoga Park	863	No	5yr	No	No	752	3	6	92%	11%	62%	3%	90%	2%	4%
Haynes St.	430	No	No	Yes	No	910	9	8	26%	13%	5%	59%	20%	13%	13%
Lockhurst Dr	386	No	No	No	No	849	7	2	24%	24%	10%	57%	26%	9%	8%
Hart	764	No	No	No	No	814	6	10	100%	12%	50%	2%	88%	4%	4%
New Canoga Park	454	No	No	Yes	No	808	6	10	96%	8%	68%	2%	91%	4%	4%
Pomelo Dr	659	No	No	No	No	893	9	1	10%	14%	3%	67%	11%	12%	16%
Capistrano Avenue	375	No	No	No	Yes	885	8	10	70%	18%	34%	18%	61%	9%	7%
CHARTER SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met School wide Growth	Met all Subgroup Growth	API score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1 Caucasian			% Identified Gifted
Ivy Academi a Charter Primary School	900	No	1yr	Yes	No	846	7	8	22%	4%	4%	41%			5%

ELEMENT 1: THE EDUCATIONAL PROGRAM

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

SCHOOL INFORMATION

School Name: Hamlin Charter Academy

The address of Hamlin Charter Academy is 22627 Hamlin St., West Hills, CA 91307.

The phone number of Hamlin Charter Academy is (818) 348-4741.

The contact person for Hamlin Charter Academy is Bette Kaplan, Principal.

The term of this charter shall be from August 2012 to June 2018.

The grade configuration is Kindergarten to Grade 5.

The number of students in the first year will be 430.

The grade levels of the students in the first year will be Kindergarten through 5th Grade.

The scheduled opening date of Hamlin Charter Academy is August 13, 2012.

The admission requirements follow standard District policy and guidelines on admission.

The operational capacity will be determined by the District.

The Instructional Calendar will adhere to the District calendar.

The Bell Schedule for Hamlin Chart Academy will be:

<u>REGULAR BELL SCHEDULE</u>	
GATES OPEN	7:40am
LINE-UP BELL	7:55am
TARDY BELL	8:00am
RECESS	10:00 – 10:20am
LUNCH (K, 1, 2)	12:00 – 12:40pm
LUNCH (3, 4, 5)	12:20 – 1:00pm
DISMISSAL	2:34pm
<u>TUESDAY BELL SCHEDULE</u>	
GATES OPEN	7:40am
LINE-UP BELL	7:55am
TARDY BELL	8:00am
RECESS	10:00 – 10:20am
LUNCH (K, 1, 2)	12:00 – 12:40pm
LUNCH (3, 4, 5)	12:20 – 1:00pm
TUESDAY DISMISSAL	12:34pm
<u>MINIMUM DAY SCHEDULE</u>	
GATES OPEN	8:00 am
TARDY BELL	8:05am
BRUNCH (K, 1, 2)	10:00 – 10:30am
BRUNCH (3, 4, 5)	10:10 – 10:40am
MINIMUM DAY DISMISSAL	12:44PM

If space is available, traveling students will have the option to attend.

STUDENTS SCHOOL PROPOSES TO SERVE

The school currently accepts children who live within our local school boundaries, as well as a limited number of open-enrollment permits selected by lottery on a space-available basis as determined by the District. Below are some facts about our population:

- It consistently exceeds the District's established Academic Performance Index (API) benchmark.
- It is considered to be a high performing school with an API of 890.
- It meets the District's goal of 6% Gifted and Talented students.
- Students with special needs represent 15% of our population in 2011-2012.
- Students who have limited English proficiency make up 42% of our population.
- With increasing class sizes (up to 38 students in a single class), all of our classes contain students who are limited English proficient, are gifted, or are identified as having special needs, as well as students who are performing in the average range.
- From 2005 to 2010, our enrollment numbers have fluctuated slightly with an average of 350 students enrolled. In the last year we have grown to 430 students with new students enrolling almost every week. Our transiency rate is growing as families return to home countries and then come back to our school several times a year. Our target number for Hamlin Charter Academy is 430.

DEMOGRAPHICS

Hamlin Charter Academy is a Kindergarten through fifth grade elementary school located in West Hills, California, a suburban area of the west San Fernando Valley, about 30 miles north of Los Angeles. Our 430 students attend on a traditional calendar. We serve an ethnically diverse community of children. Our student population is 33% Caucasian, 32% Hispanic, 23% Asian and 9% African-American. Approximately 42% of our students qualify for free or reduced lunch. English Learners comprise 39% of our students, with less than half coming from a Spanish-speaking background. Twenty-four other languages are represented, including Hindi, Farsi, and Urdu. Identified gifted/talented learners make up 6% of our student population. Our most recent school-wide California Standards Tests results reveal that 69.2% of our students scored Proficient or Advanced in English Language Arts and 82.8% scored Proficient or Advanced in Mathematics.

We are a School for Advanced Studies. We have three special education Special Day Programs (SDP) classes, including one Early Education Kindergarten–First Grade class, one primary MMR and one upper MMR. All of our students with disabilities are included into general education classrooms for part of each day during core instruction. The Resource teacher works with thirty-one students with IEP's in grades K-5 and conducts a learning lab to support eleven general education students in completing core

academic assignments. The Intervention Coach/Reading Specialist provides intensive remediation for twenty primary students in a pull-out, small group setting.

MISSION AND VISION

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.

The Hamlin team joins the parents and community to assist the students in developing skills to become independent and self-sufficient lifelong learners who will succeed and contribute responsibly in a global community. Successful education occurs when both parents and the school accept the responsibility of helping each child to reach constructive maturity to best prepare the child for the continuing educational experiences that lie ahead. Our small size, just 430 students in grades K – 5, is an important part of our success. It creates a warm, secure personal learning environment, and provides more meaningful opportunities for involvement than would be possible with a larger student body.

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.

At Hamlin, we will:

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

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

Hamlin Charter Academy envisions an educated person of the 21st century as one who is imaginative and innovative. He combines deep content knowledge with the ability to think critically, and can apply this knowledge to creative problem-solving in a diverse and high-tech global society. An educated person possesses a strong ethical foundation and is a thoughtful, responsible, and active member of society who understands and respects diverse cultures. He can effectively use an array of technological skills and multiple media to become interconnected with others. He

employs strong interpersonal skills to work collaboratively, and has the ability to clearly and accurately communicate information and ideas. An educated person is intellectually curious and self-motivated to acquire the requisite knowledge to respond effectively to the changing requirements and challenges of the real world.

HOW LEARNING BEST OCCURS

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

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

HOW GOALS OF THE PROGRAM ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, LIFELONG LEARNERS

Realizing that the paradigm of effective instruction has changed dramatically with the rapid proliferation of multiple technological innovations, Hamlin Charter Academy will provide ongoing professional development opportunities to assist teachers in transforming classrooms from teacher-centered to student-centered learning models. Students will participate in active, research-based learning that develops the applied literacies of critical thinking, problem solving, collaboration, and communication with other classes and grade levels throughout the Academy. Teachers will work together to set ambitious instructional goals with high expectations, and will support those goals to ensure student success. Instruction will be learner-driven. Curricular content will be academically rigorous and challenging, connected to students' interests, experiences, skills, and the real world. Teachers will employ flexible teaching methods that

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

A TYPICAL DAY

Walk onto our campus at any time of day and you will see smiles, collaboration, and a learning community that is hard at work. The visual centerpiece of our campus is a beautiful, award-winning Wonder of Reading Library containing more than 13,500 books. Community volunteers help manage and maintain the library and adopt students to read with. Outside is the Reading Garden with benches, plants, and a mural depicting the variety of genres to be found in the library. Display cases feature photographs of students being recognized for their achievement in the Accelerated Reader program, which focuses on recreational reading. A visitor will see students engaged in physical education games and skill practice on the wonderfully reconstructed playground complete with many areas designated for cross-grade-level conversations. A class might be working in the garden, learning about organic farming and nature studies. Students will be using technology in Hamlin's Computer Laboratory, which has been recently updated with thirty new, large screen computers. The computer instructor will be guiding students in the basics of research, report presentations, e-mail, keyboarding, art projects, and fundamental language arts games and drills. If it is a Monday, students will be studying music in the auditorium and the 3rd-5th grade chorus will be preparing for another performance. If it is Tuesday or Thursday, grade levels will be participating in their weekly extra 45 minutes of skills practice with a certificated P.E. instructor while teachers meet in grade-level groups to analyze data in order to plan for instruction. Teachers will study curriculum, look at research, and creatively and supportively share best practices. Inside classrooms, teachers will be modeling in all areas of the curriculum, using rubrics and criteria charts to guide instruction that exceeds the requirements of State standards. Teachers will use technology to provide

visual supports in mathematics, language arts, science, and social studies. The art teacher might be visiting a class to teach basic drawing. Parent and community volunteers will be bringing their talents to share in order to enrich our students' lives. The Resource Teacher and the Intervention Coach will be working with small groups of at-risk students along with volunteer retired teachers.

Hamlin Charter Academy will use a banked time schedule which meets the required minutes per California Standards. A typical day begins at 8:00 a.m. for all students. Dismissal is at 2:34 every day except Tuesday. On Monday, Wednesday, Thursday, and Friday, we will bank an extra thirty minutes in order to be able to dismiss students at 12:34 p.m. on Tuesdays. This will allow teachers to benefit from a longer block of professional development, collaborative planning, and to participate in committee meetings during the school day. Students generally begin the day with a brief morning assembly as needed, followed by twenty minutes of physical education activities for those students who are not participating in instructor-led P.E. Rigorous standards-based instruction in language arts and mathematics continue throughout the morning with science, social studies, arts, and health instruction taking place in the afternoon.

Typical Day at Hamlin Charter Academy

Activity Time Block	Description Structure & Strategies	Integrated Opportunities for Program Enrichment	Outcomes
Morning Routine: School-wide Assembly and Physical Fitness 8:00-8:20	Morning assembly held as needed: Principal, PTA, Library, Parent Center, Student Council announcements, Accelerated Reader recognitions. Physical Education standards with assistance of teachers, volunteer coach, and parents using CATCH and SPARK Programs.	<ul style="list-style-type: none"> • Flag salute • Word of the Week • Awards for attendance and special services to the school • Caught Being Good • Character Counts • Preparation for Presidential Fitness Award • Meeting health & fitness standards 	<ul style="list-style-type: none"> • Celebrations of success • Disseminate information to entire community • Enlist support for stakeholder participation in school-wide projects & events • Reinforce lifelong participation in physical health and fitness
Language Arts 8:20-10:00	Flexible groups Standards-based content, Treasures, District Adopted program, <ul style="list-style-type: none"> • Lecture/discussion • Direct Instruction • Departmentalized 	<ul style="list-style-type: none"> • Cooperative grouping • Flexible grouping • Differentiated curriculum for different learning groups (approaching, on 	<ul style="list-style-type: none"> • Provide an appropriate, flexible stimulating & engaging learning environment for every student • Cross-curricular projects to enhance critical thinking and

	thematic unit extensions <ul style="list-style-type: none"> • Universal themes • Mainstreaming special education students 	level, beyond, English Learners) <ul style="list-style-type: none"> • Accelerated Reader • Literature circles • Cumulative student portfolios • Treasures literature • Learning Lab • Reading Intervention pull-out 	application of skills <ul style="list-style-type: none"> • Cross-curricular learning through the use of technology to create student projects • Emphasis on effective oral and written communication skills
Recess 10:00-10:20	<ul style="list-style-type: none"> • Supervised assigned play areas • Access to library for Accelerated Reader • Nutrition 	<ul style="list-style-type: none"> • Cooperative play • P.E. skills practice • Reading motivation • Healthy nutrition 	<ul style="list-style-type: none"> • Improved physical health • Improved focus for learning • Social skill development
Language Arts Continued - Writing 10:20-11:00	Writing Extensions <ul style="list-style-type: none"> • Write from the Beginning • Small group differentiation by level (GATE, ELL, Resource, specific skill deficits) • Thematic unit projects from Treasures Research Toolkit 	<ul style="list-style-type: none"> • Computer lab • Library study/media center • Classroom writing centers 	<ul style="list-style-type: none"> • Grade level writing • Authentic Writing projects • Writing conferences with peers and teacher
Mathematics 11:00 – 12:00 (Grades K-2) 11:00-12:20 (Grades 3-5)	<ul style="list-style-type: none"> • enVision Math • Touch Math • Cooperative learning • Hands-on Manipulative Math • Intervention • Mountain Math • Mainstreaming special education students 	<ul style="list-style-type: none"> • Flexible grouping • Hands-on equations • Marilyn Burns • Math Their Way • Marcy Cook • Hundred Day 	<ul style="list-style-type: none"> • Students reach benchmark, proficient, or advanced levels of proficiency on District, State, and teacher-generated assessments • Apply effective problem-solving skills for real-world problems
Lunch 12:00-12:40 (K-2) 12:20-1:00 (3-5)	<ul style="list-style-type: none"> • Supervised Assigned play areas • Access to library for Accelerated Reader, free reading • Nutrition • Student Council 	<ul style="list-style-type: none"> • Garden Club planting projects • Library volunteers • Track & field sports 	<ul style="list-style-type: none"> • Cooperative play • Improved physical health • Improved focus for learning • Social skill development

	<ul style="list-style-type: none"> • Garden Club 		
Afternoon Routine Science, Health, Social Studies, Arts, P.E. 12:40-2:34 (K-2) 1:00-2:34 (3-5)	<ul style="list-style-type: none"> • Standards-based curriculum • Interactive, hands-on learning opportunities to apply abstract concepts • Mainstreaming special education students Activities are alternated to allow for larger blocks of time in each discipline	<ul style="list-style-type: none"> • State & District standards-based curriculum • Foss science • CATCH P.E. Curriculum • SPARK P.E. Curriculum • 10 Minute Instant Recess indoor P.E. activities • Arts Prototype • School Garden • Computer Lab • Field trips • Expert visits • Second Step – health curriculum • Too Good for Drugs • Character Counts 	<ul style="list-style-type: none"> • Integration of arts and sciences into real world examples • Community outreach to experts • 4th & 5th grade students meeting benchmark, proficient, or advanced proficiency on the State science assessment • 5th grade students achieving President's Fitness Award • Enrichment and self expression through the arts including music, visual arts, dance
Dismissal 2:34			
After School Programs 2:34-6:00	<ul style="list-style-type: none"> • Intervention • Noble Kids • Beyond the Bell Youth Development Youth Services 	<ul style="list-style-type: none"> • Math remediation • Homework help • Nutrition • Sports activities • Arts & Crafts • Child Care 	<ul style="list-style-type: none"> • Safe afterschool activities • Enrichment
Parent Education Morning & evening classes	<ul style="list-style-type: none"> • Homework Help • Gifted & Talented • Bullying • ESL • Nutrition • Earthquake preparedness • Parent conferences • Understanding report card • Treasures program • College planning 	<ul style="list-style-type: none"> • Parent Center Director • Local District experts • District tool-kit 	<ul style="list-style-type: none"> • Increased parent involvement • Increased parent collaboration with teachers
Integrated Enrichment	<ul style="list-style-type: none"> • Art • Music • Dance • Physical Education • Gardening • Accelerated Reader 	Enrichment curriculum is integrated across the curriculum to enhance learning and motivation.	Students are motivated and use critical thinking skills and higher order (Bloom's Taxonomy) applications across the curriculum.

PROGRAM AND CURRICULUM

Instructional Framework and Core Subjects

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

Grades 1 to 5 departmentalize in a variety of ways in order to develop in-depth lessons and expose students to a variety of teaching styles as follows:

Grade Level	Subject Areas	Frequency
1 st	Science, Health, Social Studies	3 days a week, afternoons
2 nd	Science, Health, Social Studies, Art	3 days a week, afternoons
3 rd	Science, Health, Social Studies	3 days a week, afternoons
4 th	Science, Social Studies, ESL, Literature Circles	Daily
5 th	Physical Education, Mathematics, Social Studies, Health	Daily

TEACHING METHODOLOGIES

Hamlin Charter Academy's curriculum is Standards-based and will meet all District and State requirements. We will use current research and student data to drive instruction at each grade level.

Standards-based methodologies include:

Academic Rigor—Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts. “The curriculum must be organized around major, relevant, and meaningful concepts; the ‘big ideas’ or ‘essential questions’ students are expected to engage with deeply. To achieve this, teaching needs to engage students in active reasoning about these fundamental concepts.” (Lauren Resnick)

Clear Expectations—Teachers clearly define and articulate State standards in student-friendly language to ensure academic goals are attained. “Teachers need to communicate to students clear, high expectations about acceptable standards of achievement and the specific criteria that verify student success. Students need to receive regular, timely, and useful feedback and opportunities to improve their work in order to meet expectations.” (Lauren Resnick)

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

Criteria Charts/Rubrics—These tools support clear expectations and facilitate self-evaluation as students progress towards meeting rigorous standards. Students are able to set goals based upon their understanding of the criteria and scoring rubrics in all academic areas.

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

Small Group Instruction—Teachers differentiate instruction based upon student strengths and/or weaknesses.

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

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

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

Experiential Learning—Students learn by doing. Students interact with the curriculum through the arts, field trips, science labs and simulations, and real life problem-solving using physical models. It is through these involvements that students process, analyze, and conceptualize the experience. Hamlin Charter Academy will follow proven instructional frameworks and teaching methodologies to ensure success for all students.

SCOPE AND SEQUENCE

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

Language Arts

- Provide a rigorous curriculum that exceeds State content standards for Language Arts K-5.
- Develop students’ reading, writing, listening and speaking skills to support academics across disciplines.
- Develop critical reading skills and reading comprehension.
- Support reading using the Treasures Reading Program.
- Enhance reading using Literature Circles, Treasures Literature, and Accelerated Reader.
- Apply writing strategies across the curriculum.
- Continue school-wide implementation of Write from the Beginning.
- Use Thinking Maps to plan writing projects.
- Integrate vocabulary development across the curriculum.
- Demonstrate critical thinking skills specific to Bloom’s Taxonomy.
- Use technology as a tool for presentation and project exhibits, and digital portfolios.

Mathematics

- Provide a rigorous curriculum that exceeds the State content standards for mathematics.
- Develop students' mathematical proficiency by applying mathematical concepts and computational skills to a variety of processes.
Enhance mathematics using Singapore Math, enVision Math, Hands-On Equations, and Marcy Cook.
- Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability.
- Apply math skills to daily, real life problem solving situations.
- Recognize relevant information and review applications by checking work.
- Discern operations necessary to solve word problems.
- Connect math across disciplines (music, dance, science, art, technology, and history).
- Develop students' skills using mathematical tools (protractors, calculators, computers, rulers, compasses).

Science

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

Health and Physical Education

- Provide a rigorous curriculum that exceeds the State Content Standards for Health and Physical Education.
- Guide students in applying concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.
- Integrate the theories of physical education with organized and structured play using the CATCH and SPARK curricula.
- Utilize the skills of a physical education teacher to provide a program that is regular, frequent, developmentally appropriate, success oriented (McKenzie, Sallis, Faucets, Roby, and Kolody, 1993).

History and Social Studies

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

Technology

- Provide a rigorous curriculum that exceeds the State Content Standards for technology.
- Instruct students in word processing skills in order to demonstrate written expression using technology.
- Explore artistic applications appropriate to grade level with programs such as PowerPoint, Garage Band, iMovie, Photobooth, KidsDraw and other educational programs.
- Teach data presentation through Excel program spreadsheets.
- Use the Internet to enable students to broaden their research capabilities, choosing relevant information.

Enrichment

Enrichment programs are fully incorporated into the appropriate grade-level curriculum for all levels, K-5, and meet and exceed the established California Content Standards. Qualified specialists to teach these programs, which include art, dance, music, physical education and computer lab, are available through special grants when not provided by classroom teachers. The computer lab specialist is hired through a collaborative process with the PTA.

Dance

Hamlin Charter Academy teachers at each grade level teach appropriate State Standards in dance theory as well as instructing students in dances relevant to specific curriculum. The dance curriculum focuses on cooperation, social skills, and appreciation

for the contributions of other cultures and traditions that enrich the American experience. All students participate in an annual Multi-Cultural Dance Festival as the culminating celebration of instruction.

Music

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

Physical Education

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

- A certificated P.E. teacher provides 50 minutes of weekly instruction for all students.
- Additional physical activity is incorporated into the classroom day utilizing *Instant Recess* DVD's.
- Teachers provide at least one additional P.E. skills practice period per week.
- All students participate in 10-15 minute morning warm-up before academic instruction begins.

Technology

Hamlin Charter Academy provides numerous opportunities to use technology across the curriculum in the computer lab, which features 30 new Apple computers and a demonstration link so the teacher can model processes for students. According to the United States Department of Education (1995), “The use of technology results in gains for all students regardless of age, race, parental income, or other characteristics...Technology raises the scores on State tests, improves students’ attendance, increases student comprehension, and motivates.” Hamlin students research, prepare projects, practice skills, and learn to use the computer as a communication device via e-mail, video-conferencing, and virtual field trips.

Community Garden

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

Special Programs

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

We will use several differentiated models such as:

- Challenging and complex learning centers that broadly extend and expand the students' opportunities to explore a subject in depth;
- Tiered assignments that create different levels of challenges growing in complexity;
- Advanced real-life tasks such as our 4th grade and Kindergarten recycling project that addresses a serious problem in our society.

HOW THE CURRICULUM ADDRESSES THE CALIFORNIA CORE STANDARDS:

The curriculum plan for Hamlin Charter Academy will follow the California Framework for Public Schools. The California Standards for Elementary Education will be the basis for the instructional program. Student achievement will be measured by the California Standards Test as directed by the California Department of Education and the Los Angeles Unified School District. Hamlin Charter Academy will use District-adopted materials and periodic assessments that are associated with the State standards.

HOW TEACHING METHODOLOGIES AND THE INSTRUCTIONAL PROGRAM ADDRESS THE NEEDS OF THE TARGETED STUDENT POPULATION

Intervention

Hamlin Charter Academy is committed to meeting the needs of all students by differentiating instruction. Teachers utilize a variety of research-based teaching strategies and instructional programs to reach every learner. We use multiple methods of ongoing progress monitoring of student growth and understanding in order to plan for instruction.

- Teachers use Response to Instruction and Intervention (RTI²) strategies that allow students to access the curriculum appropriately based upon their assessed needs.
- All students are assessed using Dynamic Indicators of Beginning Elementary Skills (DIBELS) and CORE assessments in mathematics and language arts to determine skill levels.
- Tier II and Tier III students are also assessed with the BURST program which provides teachers with detailed information about necessary targeted interventions.
- The Reading Specialist provides small group, targeted intervention lessons for at-risk students based on needs. Ongoing collaboration between the classroom teachers, Reading Specialist, administrators, and parents will enable cohesive instruction throughout the school year.
- The Resource Teacher provides mandated instruction for students in grades K-5 per Individual Education Plans (IEP's). She collaborates with classroom teachers to identify at-risk students and provides intervention in a Learning Lab setting.
- After-school intervention in mathematics and language arts is provided under the supervision of a certificated teacher.
- Parent and community volunteers, under the supervision of classroom teachers and the Reading Specialist, provide support to struggling students in the classroom, in both small groups and one-on-one as needed.
- Trained Wonder of Reading volunteers provide one-on-one tutoring every week to teacher-identified struggling readers. The Reading Specialist provides a

weekly read-aloud to parents and preschoolers to demonstrate strategies that promote reading readiness skills.

- During the school year parents and families will have the opportunity to attend both parent education meetings and family learning nights. These activities will increase family involvement and awareness of learning strategies to support student progress toward academic standards.

Assessment

Hamlin Charter Academy utilizes the follow assessment tools to determine its intervention needs:

- District benchmark assessments three times per year (CoreK12 LPA and MPA, DIBELS)
- Ongoing progress monitoring (Treasures, DIBELS, enVision)
- Tier III Burst Program Assessments
- Outcome measures (CST, CAPA)

General Education Population

Hamlin teachers will deliver effective, standards-based instruction using a variety of techniques designed to keep students motivated and engaged. This curriculum will build a strong foundation in core subject areas with the goal of achieving the highest levels of proficiency and critical thinking skills.

Gifted and Talented Learners

Hamlin teachers will differentiate instruction using strategies that promote inquiry-based learning, discussion and debate, metacognition, and higher order thinking skills including analysis, synthesis, and application (Bloom's Taxonomy). Students will be able to demonstrate their comprehension and thorough knowledge of each subject through enriched project-based research, cross grade level collaboration, and student-driven explorations.

English Language Learners

Hamlin Charter Academy uses the English Language Learner program that is incorporated in Treasures, the District-adopted language arts program. As additional support to ELL's, teachers use Specifically Designed Academic Instruction in English (SDIAE) across the curriculum. In addition, teachers will provide a Culturally Relevant and Responsive Education (CCRE) to our ELL students to lower their affective filters and create an inclusive learning environment. Teachers will maintain ELL portfolios and collaborate with the Categorical Program Coordinator, parents, and administrators to identify students who are ready for reclassification.

Underachieving/Non-proficient Learners

Teachers will provide RTI² strategies during independent work time to students identified through progress monitoring. In addition, at-risk students will receive pull-out small group instruction with either the Resource Teacher or Reading Specialist or will attend after-school intervention classes designed to meet the needs of underachieving students.

Instructional Assistants (IA) and/or Teacher Assistants (TA) will provide additional instruction to identified at-risk students during independent work time or a time not conflicting with whole group instruction. IA's and TA's will also provide math small group instruction to at-risk students during Tuesday's afterschool intervention classes.

Socio-Economically Disadvantaged Students

Hamlin Charter Academy will ensure that all students are provided with the same learning programs, experiences, opportunities, and tools that are necessary to be successful academically. Our parents and school community as a whole will assist any student and/or family as need arises.

SPECIAL EDUCATION

The District shall continue to serve the needs of special education students enrolled in the affiliated Hamlin Charter Academy in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree.

Conversion Affiliated Charter

1) Hamlin Charter Academy Special Education Responsibilities

a. General Requirements

Hamlin Charter Academy will adhere to the provisions of the IDEA and California special education laws and regulations to assure that all students with disabilities are accorded a free appropriate public education ("FAPE"). Hamlin Charter Academy will also ensure that no student otherwise eligible to enroll in Hamlin Charter Academy will be denied enrollment on the basis of their special education status.

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

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

Hamlin Charter Academy 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. Hamlin Charter Academy will maintain copies of assessments and IEP materials for District review. Hamlin Charter Academy will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with State and federal and Modified Consent Decree requirements.

Hamlin Charter Academy shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures. Hamlin Charter Academy 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). Hamlin Charter Academy will participate in internal validation review ("DVR"). Hamlin Charter Academy is responsible for the management of its, personnel, programs and services. Hamlin Charter Academy will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. Hamlin Charter Academy will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at Hamlin Charter Academy.

b. Transferring Students

For students transferring to Hamlin Charter Academy from District schools or District-affiliated Hamlin Charter Academy, Hamlin Charter Academy will provide those related services required by the students' IEPs immediately upon the students' enrollment.

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

c. Assessments

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

Upon a parent's request for assessment, Hamlin Charter Academy will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If Hamlin Charter Academy determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If Hamlin Charter Academy concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. Hamlin Charter Academy 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. Hamlin Charter Academy will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, State and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

Hamlin Charter Academy will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. Hamlin Charter Academy's 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 Hamlin Charter Academy. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

Hamlin Charter Academy 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.

Hamlin Charter Academy will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. Hamlin Charter Academy will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

g. Student Discipline/Inclusion

Hamlin Charter Academy 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, Hamlin Charter Academy will convene a manifestation determination IEP that includes District representation as set forth in the District's Policies and Procedures Manual. Hamlin Charter Academy will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-

13%. Hamlin Charter Academy's outreach efforts will be geared toward aligning with the District-wide average.

Hamlin Charter Academy may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will provide the Charter with MCD reports indicating range of services and number of students served at individual Hamlin Charter Academy.

h. Procedural Safeguards/Due Process Hearings

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

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

2. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to Hamlin Charter Academy including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. Hamlin Charter Academy 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.

3. Funding of Special Education

Hamlin Charter Academy 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 Hamlin Charter Academy 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. Hamlin Charter Academy will contribute its fair share of SELPA-wide unfunded special education costs from its general purpose block grant monies.

4. District Responsibilities Relating to Hamlin Charter Academy Special Education Program

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

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

***Modified Consent Decree Requirements –**

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

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

- # The Independent Hamlin Charter Academy Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

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

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

The school’s outreach efforts to recruit students with disabilities

Hamlin Charter Academy Student Success Team meetings and RTI² processes determine whether a child may be eligible to receive special education services. We actively recruit potential students who might have special needs after thorough intervention has failed to meet their needs.

Who will deliver special education instruction

Special education instruction will be delivered by highly qualified, credentialed special education teachers. General education teachers will collaborate to provide mainstream experiences for special education students in all core academic areas.

THE EVIDENCE THAT THE PROPOSED INSTRUCTIONAL PROGRAM HAS BEEN SUCCESSFUL WITH SIMILAR STUDENT POPULATIONS AND/OR WILL BE SUCCESSFUL WITH THE CHARTER’S TARGETED POPULATION:

- Evidence shows that the proposed instructional program will be successful with Hamlin Charter Academy’s targeted population based upon data relating to Hamlin Charter Academy’s current instructional program and student population.
- Hamlin is a nationally recognized Blue Ribbon School (2009).
- Hamlin is the only California elementary school to be recognized by the State as the recipient of the Title I Academic Achievement Award for eight consecutive years.
- With a focus on best practices in regards to instructional programs, Hamlin Charter Academy has met and exceeded District and State API goals for improvement for the past eight years.
- Our current API score is 890 and we are ranked a 10 out of 10 when compared with similar schools for the past five years.
- The proficiency of English Language Learners has increased.
- We have met all the AMAO goals for the past five years.

ELA (Subgroup)	%Prof./Adv. 2011	AYP MET
School Wide	73.4	Y
Hispanic	63.8	Y (SH)
SED	72.8	Y
English Learner	65.1	Y (SH)
White	73	Y

Math (Subgroup)	%Prof./Adv. 2011	AYP MET
School Wide	84.5	Y
Hispanic	78.8	Y
SED	83.5	Y
English Learner	85.7	Y
White	92.8	Y

All of these accomplishments demonstrate that Hamlin’s instructional programs are successful (see Single Plan for Student Achievement).

THE TEXTBOOKS OR OTHER INSTRUCTIONAL RESOURCES TO BE USED

Hamlin Charter Academy will use the following textbooks and instructional materials:

- Treasures, K-5
- Write from the Beginning
- Thinking Maps
- Accelerated Reader, K-5
- enVision Math, K-5
- Hands-On Equations, 4th-5th
- Mountain Math, K-5
- Touch Math, Kindergarten, 1st, Special Education
- Marilyn Burns replacement units, K-5
- Foss Science California, K-5
- Scott Foresman Social Studies, K-5
- McMillan McGraw Hill Health & Wellness, K-5
- 2nd Step, K-5
- Too Good For Drugs, K-5
- Computerwise Kids, K-5
- CATCH & SPARK P.E. curriculum and materials

HOW THE SCHOOL WILL RECRUIT TEACHERS WHO ARE QUALIFIED TO DELIVER THE PROPOSED INSTRUCTIONAL PROGRAM

Teachers will be recruited in accordance with District policy, procedures, and collective bargaining agreements. Teaching staff will be asked to submit an application in accordance with Personnel Commission and District policies.

HOW THE SCHOOL WILL PROVIDE ONGOING PROFESSIONAL DEVELOPMENT TO ENSURE THAT THEACHERS HAVE THE SKILLS TO DELIVER THE PROPOSED INSTRUCTIONAL PROGRAM

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

DESCRIBE THE IMPLEMENTATION PLAN FOR THE SCHOOL'S INSTRUCTIONAL PROGRAM, INCLUDING A TIMELINE FOR IMPLEMENTATION OF VARIOUS COMPONENTS OF THE PLAN.

Hamlin Charter Academy will follow the traditional academic calendar set forth by the District utilizing block scheduling as follows: 8:00 – 11:00 language arts instruction, 11-12:00 Math instruction, last portion of the day for social studies, science, arts, and health. *Please also refer to the Typical Day chart on pages 13-15 of this petition.*

While adhering to the number of State-mandated instructional minutes, we would like the flexibility to combine our professional development time into larger blocks. These professional developments would be used at our discretion for the implementation of new instructional programs to better serve the needs of our population.

TIMELINE FOR IMPLEMENTATION

The academic program outlined in Element 1 will be implemented in the 2012-2013 School Year if affiliate charter status is granted before the commencement of the school year.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

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

Our Vision for Student outcomes

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

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

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

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

Desired Outcomes of the School’s Instructional Program

Language Arts: Students will be effective communicators equipped with the essential skills of reading, writing, listening and speaking. Students will be able to read fluently and comprehend a variety of texts and genres, and express and transmit thoughts and feelings through their written and spoken words. They will be active listeners and have the skills to interpret and apply what they hear. Students will use technology to access, decipher, clarify, and present information. Students will participate in cross-grade-level sharing of language arts projects to find purpose and motivation in their work. They will integrate these skills across the curriculum through science research, mathematics

journals, and social studies projects. Hamlin Charter Academy will increase the percentage of students scoring proficient or advanced on the CST in English Language Arts by 5% at the end of this charter. At least 70% percent of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in the core curriculum areas in each grading period.

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

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

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

Technology: Students will use word processing, Internet research, online mathematics resources, language arts learning games, video recording, photography, and other applications to enhance the core curriculum and prepare them for work in a technologically advanced society. Students will each create a digital portfolio of work

representative of their K-5 experience. Learning is best done within a historical context, and using technology to compile a student academic history is a very effective tool which allows them to see their own growth and set goals for improvement. Students will be familiar with various applications to accomplish goals in all other disciplines such as spreadsheets, visual and audio animations, Photoshop, PowerPoint etc. Students will understand and employ the SAFE and APPROPRIATE use of current technology and its real world applications.

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

Physical Education: Students will master fundamental movement skills that contribute to good health, self-confidence, and increased levels of physical fitness throughout life. Hamlin Charter Academy will provide students with dedicated time and instruction that fulfills or exceeds State requirements. We use a variety of sports equipment, games, and techniques through participation in the Renew Grant which has provided professional development for all teachers. In addition to physical education with their classroom teachers, all grade levels receive 45 minutes of skill instruction from a credentialed coach. At least 70% percent of students in grades K-5 will score a 3 or 4 on the LAUSD rubric in the core curriculum areas in each grading period.

Cultivating Lifelong Learners

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

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

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

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

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

Citizenship: Students will learn and apply their civic rights, roles, and responsibilities, and will have an appreciation of their impact on the immediate community and of the world.

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

Specific and Realistic Achievement Targets

Hamlin Charter Academy has enjoyed consistently high API scores, exceeding the District’s expectations over the last five years. All AYP Requirements were met for all significant subgroups. In 2012 Hamlin Charter Academy’s goal will be to increase our API score of 890 by five points.

YEAR	API SCORE	% PROFICIENT LANGUAGE ARTS	% PROFICIENT MATH
2010-2011	890	69.2	82.8
2009-2010	889	69	88
2008-2009	883	71	83
2007-2008	854	66	81
2006-2007	845	62	74
2005-2006	826	79	75

In addition, the school is committed to maintaining its similar schools API ranking and increasing our Statewide API rank.

	2007	2008	2009	2010
STATEWIDE API RANK	9	9	9	9
SIMILAR SCHOOLS API RANK	10	10	10	10

In 2012, Hamlin Charter Academy will continue to strive to meet all Annual Measurable Objectives. In terms of the number of students scoring proficient or advanced, the school's goal is to continue to exceed the target benchmarks established by the District and the State for the significant subgroups and all students. In 2012-2013 the target area for ELA will be 75% and the target area for Math will be 87%. In addition, Hamlin Charter Academy will maintain a participation rate on the CST that exceeds the minimum requirement of 95%.

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

Frequency & Methods by Which Students Are Assessed

Periodic Assessments

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

Hamlin Charter Academy believes that ongoing assessment and progress monitoring afford teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. As mandated by No Child Left Behind, we are committed to ensuring that each child achieves his or her proficiency level in the areas of language arts and mathematics.

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

Faculty meets regularly by grade levels, across grade levels, and as a whole group to analyze data in order to plan for instruction. Teachers study curriculum, look at research, and creatively and supportively implement best practices. We use what we have learned through ongoing analysis of formative and summative assessments to monitor student needs. Teachers' plans for instruction are driven by the data and include flexible small-group instruction using Core materials. Teachers develop

accommodations or modifications for individuals or groups with similar needs. They administer additional assessments to identify deficits in specific skill areas and refer students to the Student Success Team for consultation. At-risk students are referred to the Intervention program or the Learning Lab for further assessment and targeted small group instruction.

Standardized assessments will include, but are not limited to: CST written in English (yearly), CELDT (yearly), curriculum embedded assessments for Language Arts, District Language Progress Assessments (for grades 2-5), DIBELS (grades k-2), CORE K-12, District Quarterly Math Assessments (every 6-8 weeks), and District Science Assessments (fourth and fifth grade three times a year). These assessments give teachers a common measure of student performance. Teachers and administrators can make decisions regarding instructional programming based on how students are performing in relation to other students who take the same test.

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

ELEMENT 3: METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

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

Student outcomes are measured through diagnostic, formative and summative data. Teachers begin each year by assessing the proficiency of each student in Language Arts and Mathematics. These beginning-of-the-year tests are a combination of DIBELS and LAUSD-adopted materials as well as commercially available materials. The results are analyzed by the classroom teachers during grade level meetings, with emphasis on the grade level standards and performance on the CST. A course of action, or response, is identified as a way to differentiate instruction for the upcoming school year. This information will be used in conjunction with publisher tests, portfolio assessments, rubrics, projects and IEP goals to determine student progress three times per year on the progress report. In an effort to have all students become successful, the principal will compile a running record, or longitudinal study, of students at-risk or scoring Basic, Below Basic, or Far Below Basic. This information will be provided to teachers to assist in team planning during grade level meetings, to help the student's learning, to apply appropriate teaching methodologies and to be a guide in monitoring progress throughout the student's elementary experience. It is the goal of our instructional program to have all students score proficient or advanced on the CST.

Literacy Periodic Assessments (LPA) are given and scored to assess student progress in English Language Arts (ELA). Mathematics Periodic Assessments are given and scored to assess student progress during each trimester. These benchmark assessments are used three times per year. District materials and commercially published unit tests are used to monitor student achievement and to inform instructional practice at the completion of individual units. Results of these assessments, possible interventions and re-teaching topics are discussed at grade level meetings.

Assessment data will be used to inform instruction and professional development on an ongoing basis. Individual teachers monitor data weekly; the administration and the Curriculum and Leadership Committees review, monitor and analyze data following periodic assessments. Teachers additionally meet with the grade level and the administration for each periodic assessment. This process is utilized to identify students who need additional support. The curriculum committee is directly involved with the administration and the Leadership Committee to identify and align curriculum materials, instructional materials, interventions, and periodic and formative assessments aimed at meeting the California Standards in each subject area. The Governing Council will also monitor the success of programs and utilization of resources based on data to inform decisions for school improvement and school needs. Working together in a yearly process of review and revision, the educators of Hamlin will ensure their efforts are focused on data-driven instruction. As part of this process, Hamlin will consider new texts and program adoptions of LAUSD along with its own in identifying how best to meet the unique and changing needs of our students. This will include participating in

District trainings and in-services and the use of District instructional guides, and periodic assessments as determined by Hamlin. In cooperation with Hamlin's curriculum committee, the Local District Superintendent will decide the degree, extent, and nature of implementation of new District adoptions and periodic assessments in meeting the needs of our students.

Hamlin met the AYP criteria in 2011 in all applicable areas. In 2012, Hamlin Charter Academy will continue to strive to meet all Annual Measurable Objectives. In terms of the number of students scoring proficient or advanced, the school's goal is to exceed the target benchmarks established by the State for the significant subgroups (School wide, English Language Learners, Socio-Economically Disadvantaged, Hispanic, White and African American). For the charter term the CST target area for ELA will be 75% and the Target area for Math will be 85%. In addition, Hamlin Charter Academy will attempt to maintain a participation rate on the CST that exceeds the minimum requirement of 95%.

Frequency & Methods by Which Students are Assessed

Periodic Assessments

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

Hamlin Charter Academy knows that formal and informal assessments are an ongoing opportunity for teachers, parents and students to identify areas of strength and weakness. We are committed to ensuring that each child exceeds his or her proficiency level in all academic areas.

A variety of assessment tools are utilized to give a comprehensive representation of a child's achievement. Data from these assessments is collected and reviewed. Additionally, administration examines and discusses data on an ongoing basis throughout the year with teachers and parents.

Standardized assessments include, but are not limited to: CST (yearly), CELDT (yearly), CORE K-12 Literacy Periodic Assessment, Quarterly Math Assessments, and Science (4th and 5th Grade) Assessment data (tri-annually). Students at Hamlin will demonstrate their knowledge and skills through an array of assessments including, but not limited to, commercially available performance assessments, diagnostic assessments, and formative and summative assessments. Students will also be expected to demonstrate proficiency on State assessments including the CST.

Performance assessments are ongoing and evaluate the child over time and in a variety of settings. Performance assessments may include, but are not limited to: Portfolios, journals, work samples, homework, teacher-devised tests, teacher observations, checklists, anecdotal records, and projects.

In conjunction with standardized and performance assessments, teachers will also use daily informal assessments from observations, anecdotal records, class work, and project assignments to help identify immediate areas of concern and to plan future instruction.

In-house Benchmark Assessments

Methods by which student progress is measured include authentic and standardized assessments:

- **Authentic Assessments:** Authentic assessments based on the California State Standards are ongoing and can better evaluate the child over time and in a variety of settings. They include teacher-developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, short-term and long-term projects, learning contracts.
- **Standardized Assessments and how data will be used:** Students at Hamlin will demonstrate their knowledge and skills through an array of assessments, including California Standards Test (CST), California English Development Test (CELDT), CORE K-12 Literacy Periodic Assessment, Quarterly Math Assessments, and Science (4th and 5th Grade) Assessment data (tri-annually), as well as teacher created and commercially available performance assessments, diagnostic assessments, formative and summative assessments.

***Testing**

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all State mandated tests. As a District affiliated Charter school, Hamlin Charter Academy will test with the District and adhere to the District testing calendars and procedures for all State mandated assessments.

How Data Will Be Used

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

- Teachers and administration evaluate data from combined assessments, such as California Standards Test (CST), California English Development Test (CELDT), CORE K-12 Literacy Periodic Assessment, DIBELS, Quarterly Math Assessments, and Science (4th and 5th Grade) Assessment data (tri-annually), and teacher created assessments monthly, in order to meet each student's educational needs. Data is also used to identify and prioritize professional development priorities as well as topics for discussion during grade-level planning.
- District assessment results and authentic assessments are communicated to parents (by teaching staff) throughout the school year in a variety of ways, for example, email communication and weekly progress reports.
- School-wide data is also shared at least twice a year in order to discuss upcoming program development and intervention priorities; and
- MYDATA is available to all teachers and the Governing Council for immediate access to grades, scores and attendance. Instantaneous access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development program on an ongoing basis. Basic, Below Basic, and Far Below Basic students will be targeted using the information on CST and CORE K-12 Literacy Periodic Assessment, Quarterly Math Assessments, and Science (4th and 5th Grade) Assessment data (tri-annually). These results and data analyses will assist teachers in creating units focused on areas of need and in clustering students to receive extra help in the Learning Center or within small groups in the classroom.

Identification of Grading Policy

Individual classroom teachers will be primarily accountable for assessing their students' progress with regard to grade-level work and content standards. Student progress toward meeting expected outcomes is monitored on an ongoing basis at each grade-level by assessments aligned to the State's standards.

Student progress toward achieving the California grade-level standards and school goals will be communicated to students' parents by providing immediate feedback on class assignments. Teachers will also utilize Unsatisfactory Progress Reports and regular parent conferences.

Proficiency levels on the District and State standards are summarized on the LAUSD Progress Report. The Progress Report uses a 4-point scoring rubric that aligns with State standards and classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels, a "3" for Benchmark Proficient Levels, a "2" for Partial Proficient Levels, and a "1" for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: Language arts, divided into reading, writing, listening, and speaking; mathematics; history and social science; science; health education; physical education; and the arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and fair play.

Progress is reported to the parents three times annually using the LAUSD Progress Report. Additionally, parent conferences and/or student-led conferences are conducted at the end of the first reporting period and as needed according to parent or teacher request within the second and third reporting periods.

ELEMENT 4: GOVERNANCE

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

Petition for Affiliated Charter Status

Hamlin Street Elementary School is an elementary school grades K-5 that proposes to be converted to an Affiliated Charter within the Los Angeles Unified School District and to be known as Hamlin Charter Academy. As an Affiliated Charter, Hamlin Charter Academy will follow all established LAUSD policies and guidelines.

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

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

Hamlin Charter Academy will comply with the Brown Act.

*Members of the Hamlin Charter Academy Governing Council, any administrators, managers or employees, and any other committees of the Hamlin Charter Academy shall comply with federal and State laws, nonprofit integrity standards and LAUSD’s Charter policies and regulations regarding ethics and conflicts of interest.

Process which Ensures Staff, Student and Other Stakeholder Involvement

Parents have played a very active role at Hamlin Charter Academy and the success of Hamlin Charter Academy will depend upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at Hamlin Charter Academy, their primary role will be to help to fulfill

our promise of an enriched educational experience for all children. At least one elected parent representative will serve on each of the school's Governing and Executive Committees, including but not limited to budget, bylaws and curriculum, ELAC, school safety, staff selection, technology, discipline and professional development. Parents attend monthly parent meetings where they elect their own officers and representatives and where they set goals for their participation. By participating in the process, parents will learn skills related to teaching their children, planning, budgeting, management, analysis and problem solving.

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

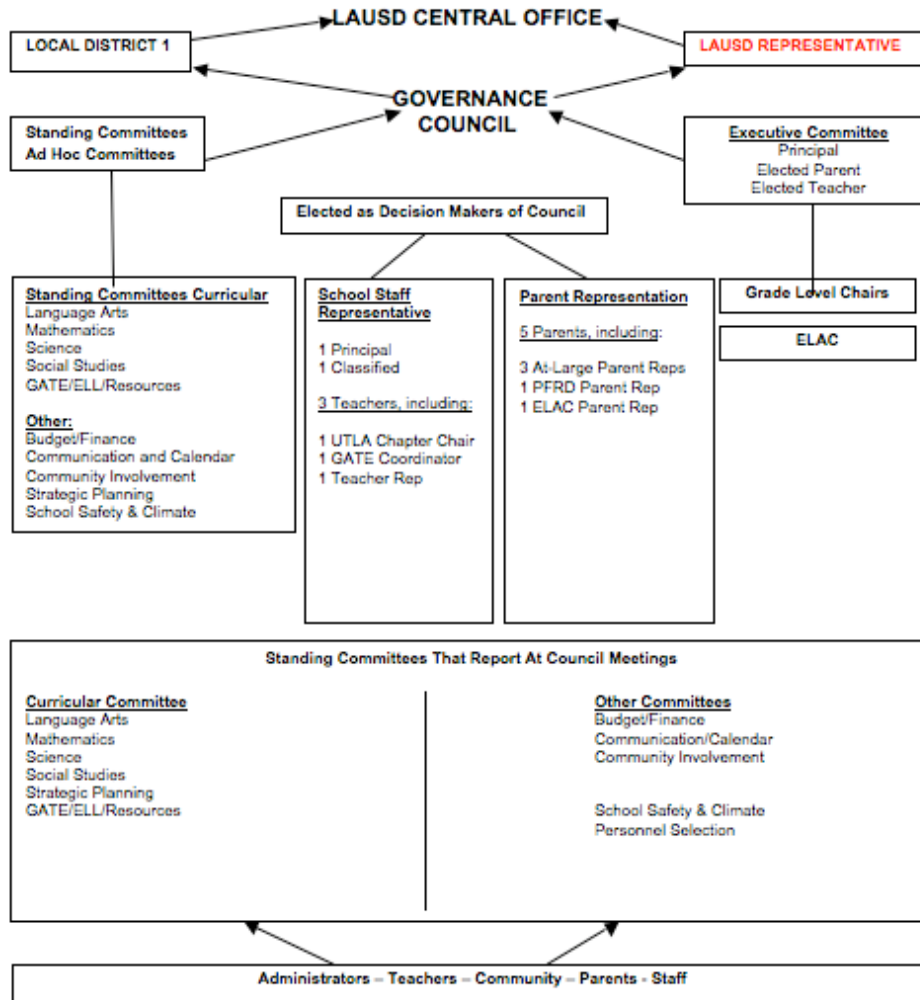
Involvement in the Governing Council and the various Governing Council committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This will enable us to continue to meet the unique and changing needs of Hamlin's students. All Governing Council and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public through bulletins sent home with students (and/or including on the school website and via organized email blasts). An agenda of each meeting will be posted publicly (at the school site and on the school's website) at least 72 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public comments" period will be added to a later agenda for official discussion. The Governing Council and standing committees will also comply with all Brown Act requirements related to Special Meetings. Minutes of meetings will also be posted in a public area and/or on the website. The foregoing meeting requirements will be subject to any exceptions permitted under the Brown Act.

Additional Parent Involvement Opportunities

Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work full-time. These opportunities include events such as Back to School Night, Open House, Parent/Teacher Surveys, parent/teacher conferences, parent participation in the classroom, campus beautification, Family Picnic, Snuggle Up and Read, the bi-annual book fairs, annual Dance Festival, Science and Math Nights, Parent Center workshops, Wonder of Reader volunteers, December Holiday Concert, weekly parent/toddler read aloud, and the monthly newsletter. Hamlin also announces opportunities using email blasts, via its website and by automated phone calls (ConnectEd). Teachers communicate via weekly collaboration meetings, professional development meetings, and regular faculty meetings. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Hamlin's enriched educational program. A parent's inability to participate in no way impacts admission for enrollment.

Decision-Making Process and Organizational Chart

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



Compliance with all Laws Relating to Public Agencies in General, all Federal Laws and Regulations and State Codes

Hamlin Charter Academy will comply with all applicable laws relating to public agencies in general, all federal laws and regulations and State codes. As required by LAUSD, our school adheres to all applicable consent decrees and court orders including Rodriguez and Chanda Smith Modified Consent Decree. Hamlin Charter Academy accepts and understands its obligation to comply with specific sections of the Education Code: Sections 47611 and 41365, and all laws establishing minimum age for public school attendance. Hamlin Charter Academy and all committees will comply with the Brown Act as noted above*. Members of the Hamlin Charter Governance Council, any administrators, managers or employees, and any other committees of the school will comply with federal and State laws, nonprofit integrity standards and LAUSD's Charter policies and regulations regarding ethics and conflicts of interest. In the event that Hamlin Charter Academy changes from affiliate charter status to independent charter status, it recognizes that Hamlin Charter Academy and/or its nonprofit corporation will be solely responsible for the debts and obligations of Hamlin Charter Academy.

Hamlin Charter Academy's Relationship with District/County

The Hamlin Charter Academy Governing Council will work collaboratively with the Local District and District to determine the applicability of District policies and procedures to Hamlin Charter Academy. Hamlin will continue its operation as a fiscally affiliated Hamlin Charter Academy until such time as stakeholders choose to consider other options. Hamlin Charter Academy will work collaboratively with the District to ensure all programs, services, and future needs are funded.

Process for Amendments to Charter

Hamlin Charter Academy reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to the Hamlin Charter Academy Governing Council. Any material revisions to the charter must be considered by the LAUSD Board of Education under the standards and criteria found in EC 47605. Hamlin Charter Academy will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

Articles of Incorporation and Bylaws of Nonprofit Corporation

Since we are applying to convert to an affiliated Hamlin Charter Academy, we do not need to submit articles of incorporation and bylaws of a nonprofit corporation. We have, however, submitted the Bylaws of the Governance Council in the appendix.

Selection Process of Council Members and Relevant Governance Council

Members of the Governance Council will serve two-year terms; one-half of the teacher members and one-half the parent members will be elected each year. The voting members of the Governance Council will include representatives from the school's various constituencies as follows:

Five staff members and two alternate teacher representatives including:

- The principal;
- The UTLA Chapter Chair;
- Two teachers to be elected from and by the credentialed teachers employed at the school;
- One Classified Representative to be elected by classified staff.

Five parent members as follows:

- One PTA representative elected by PTA;
- One ELAC representative elected by ELAC;
- Three at-large parent representatives who will be elected from and by parents whose children are enrolled in the school.

Up to five (5) alternate parent council representatives will be designated. The first alternate will be the alternate with the most votes as compared to the other alternate(s). All vacant seats will be filled within one month by a special election called by the Chair.

*The District reserves the right to appoint a non-voting single representative to the Hamlin Charter Academy governing council.

Executive Committee

Hamlin Charter Academy will have an Executive Committee comprised of the principal, one teacher elected yearly by the teachers who are voting members of the Governance Council, and one parent elected yearly by parents who are voting members of the Governance Council. Vacancies on the Executive Committee will be filled immediately. The Executive Committee will:

- Chair and set the agenda for Governance Council meetings;
- Deal with routine matters not requiring the attention of the full Governance Council or its committees;
- Refer issues to the Governance Council or its committees as appropriate.

The Executive Committee may not exercise the authority of the Governance Council with respect to material issues concerning the school's operation or the terms and conditions of the Charter.

The Executive Committee will normally meet weekly but may convene more or less frequently as necessary to conduct its business. Members of the Governance Council will excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest. Such conflicts may arise whenever Council members may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governance Council. Council members will either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governance Council determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governance Council by any person.

Role of Committees

Committees will be formed to research issues and obtain input from all affected/interested groups. They will ensure participation of all stakeholders, present findings to the Council for a decision, create a more efficient way to handle decision making, provide a more effective way of communication and will assist in the selection of all senior members of the staff, including the principal, assistant principal, administrative staff, and teaching staff.

Committees may include but are not limited to:

- Curriculum Development and Review/Professional Development
- Budget and Finance
- Standards and Conduct
- Facilities/Safety/School Climate
- Human Resources and Personnel Selection
- Community Involvement
- Grant Writing/Technology/Strategic Planning

Other committees will be formed as the need arises. Committees are advisory and will have at least one parent and one staff member as members. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Council Chair and/or the Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Hamlin Charter Academy Governance Council Chair will appoint a chairperson. Committee meeting dates and times will be determined by the Council, as needed.

Grievance Procedure for Parents and Students

*As a District affiliated charter Hamlin Charter Academy shall comply with District's Grievance policy and procedure for Parent and Students.

LAUSD Charter Policy

*Hamlin Charter Academy will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time.

Responding to Inquiries

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

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

Notifications

*Notification is to be made to the Innovation and Charter Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Hamlin Charter Academy.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

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

As an affiliated charter school of the Los Angeles Unified School District, Hamlin Charter Academy will comply with all No Child Left Behind Act (NCLBA) requirements of teachers and paraprofessionals.

Hamlin Charter Academy will follow all District personnel policies and practices. The school retains the right to select and evaluate teaching and administrative staff.

Hamlin Charter Academy will abide by District policy, procedures, and collective bargaining agreements for employee selection. The Human Resources and Personnel Committee of Hamlin Charter Academy will make its recommendations to the local District superintendent for administrative candidates and the local District superintendent will make the final decision. All administrative positions at Hamlin Charter Academy will be filled in accordance with District and Personnel Commission policies and filled by individuals with the appropriate credentials for such administrative positions. Credentialed administrators will be recommended to the local District superintendent for a final determination. While Hamlin Charter Academy recommends employees through an interview process and in accordance to District and personnel commission policies, the District is the employer and all candidates must be processed through the District.

We will adhere to all court mandates and State and federal laws including the Rodriguez Consent Decree and the Office of Civil Rights guidelines. Each self-contained classroom teacher will have appropriate credentials issued by the State Commission on Teacher Credentialing for his/her teaching assignment. Non-self-contained classroom teachers will have appropriate credentials consistent with State legislation and Title I, No Child Left Behind legislation. The District will monitor all credentials. At the close of each school year, the principal will evaluate the faculty consistent with District policy. Such evaluation will include the areas of professional development, teaching

performance, the integration of science, technology and enrichment and student performance as demonstrated by previously discussed District assessment methods.

Personnel

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

Staff Selection

Certificated Personnel

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

Classified Personnel

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

Unless the District has assigned all employees in a classification to a specific basis, Hamlin Charter Academy will have autonomy in assigning positions to specific working basis.

Selection Process

The Hamlin Charter Academy staff will consist of persons who are committed to Hamlin Charter Academy's philosophy. Selection of Certificated and Classified Personnel (to include teachers, administrators, support personnel, office manager and staff, cafeteria manager and staff) will be conducted as follows:

The selection process will include the following steps in accordance with District policy and collective bargaining agreements:

- Obtain District job description
- Announce opening(s)
- Recruit applicant(s)
- Request an application, resume, references, records of experiences, credentials, licenses, etc.
- Verify previous employment
- For final teacher candidates, they will be interviewed by the Human Resources Committee using questions specifically directed to the applicant's understanding. The candidate will present a demonstration and/or a videotaped classroom lesson in Language Arts or Math. The selection of the top candidate will be recommended.

District will verify:

- Medical clearance: proof of medical exam and TB testing.
- Fingerprinting. Applicant will submit prints that will be forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable State law.
- Check for employment eligibility, including authorization to work in the United States and required child-abuse sign-off.

The Human Resource Committee will be authorized to determine, by consensus, which applicants will be hired. When an applicant is selected, he or she must be processed through the District. The subcommittee will consist of the principal, the school administrative assistant, a UTLA representative, two teachers representing the grade level with the vacancy and three parent representatives.

Selection of Administrator(s)

In addition to the above procedures, prospective administrators will be interviewed by faculty and parent representatives and will be recommended for approval based upon a two-thirds majority vote at a governance committee meeting. The District board and the designated representatives of Hamlin Charter Academy will select the administrator(s) from the list of candidates recommended by the Governance Council. The principal will

be responsible to the LAUSD Local District 1 Superintendent and the Hamlin Charter Academy Governance Council.

Selection of Paraprofessionals

Paraprofessionals will be required to pass a basic skills/competency test. The administrator and the specific classroom teacher/s will interview candidates and make a selection. Paraprofessionals hired after January 8, 2002, funded through NCLB supported programs, will meet the following qualifications:

- Will have completed at least two years of study at an institution of higher education;
- Will have obtained an associate's (or higher) degree; or
- Will meet a rigorous standard of quality and demonstrate through a formal State or local academic assessment their knowledge of, and the ability to assist in instructing, reading readiness, writing, writing readiness, mathematics, and mathematics readiness.

The exceptions for paraprofessionals are for those who act as translators or whose duties consist solely of conducting parental involvement activities.

Selection of Day-to-Day Substitutes

Hamlin Charter Academy will establish and maintain a list of qualified District approved substitutes who will be contacted as needed. All substitute teachers will be credentialed teachers.

Description of Duties

Teachers

Each employee is responsible not only for classroom duties (or, in the case of non-classroom teachers, scheduled duties) for which properly credentialed, but also for all related professional duties. Such professional duties include the following examples:

- Instructional planning;
- Preparing lesson plans in a format appropriate to the teacher's assignment;
- Preparing and selecting instructional materials;
- Reviewing and evaluating the work of pupils; communicating and conferring with pupils, parents, staff and administrators;
- Maintaining appropriate records;
- Providing leadership and supervision of student activities and organizations;
- Supervising pupils both within and outside the classroom;
- Supervising teacher aides when assigned;
- Cooperating in parent, community and open house activities;

- Participating in staff development programs, professional activities related to their assignment, independent study and otherwise keeping current with developments within their areas or subjects of assignment;
- Assuming reasonable responsibility for the proper use and control of District property, equipment, material and supplies;
- Attending faculty, departmental, grade level and other meetings called or approved by the immediate administrator.

Administrator(s):

- Ensure effective collaboration with the Hamlin Charter Academy Governance Council.
- Oversee the business practices of the school.
- Attract new resources to the school.
- Oversee the instructional program.
- Provide opportunities for professional growth.
- Facilitate communication among staff, parents and community.
- Assist with student discipline.
- Assist with scheduling when necessary.
- Have regular, punctual attendance.
- Be professionally attired.

Principal Essential Functions:

- Provides assistance, guidance, and supervision in instructional practices and curriculum development specific to the language, social, and academic needs of the student population, including bilingual, Special Education, and Gifted and Talented students.
- Provides leadership for and facilitates collaboration with all stakeholders on the writing of the school plans, self-study, and Program Quality Reviews and on identifying goals for student achievement and standards for assessing the outcome of these goals.
- Prepares school budgets and is responsible for and monitors the expenditures of all school funds in accordance with federal, State and District guidelines.
- Develops the partnership among students, parents, community members, teachers and support staff that will enable Hamlin Charter Academy to become a learning community with high expectations and achievement for all students.
- Works enthusiastically with Hamlin Charter Academy to develop and operate the school and maintains collaborative relationships with other formal or informal educational institutions.

- Educates all students and demonstrates improved student achievement with standards-based instruction, focused learning opportunities, and appropriate use of all resources.
- Evaluates the performance of certificated and classified personnel assigned to the school site.
- Maintains a school climate that ensures the safety, health and welfare of students and personnel; organizes and implements an emergency operation plan; and complies with mandated child abuse reporting procedures.
- Provides staff development and training for all stakeholders to improve student achievement.
- Is evaluated by the local District superintendent.
- Establishes and enriches the State standards.

Classified and Other Personnel

- Teacher Assistants will assist with instruction and will assist the teacher with other classroom duties.
- Office personnel will perform daily school business.
- Other personnel will perform duties as described by the administrative team.

Plant Manager and Custodians

The Plant Manager and all Building and Grounds Workers will be employees of the District and will be assigned to Hamlin Charter Academy. They will perform the maintenance and operations for the school.

Parent Volunteers

The developers of Hamlin Charter Academy recognize that it will not succeed without relying upon the community and its resources. To achieve its goal of creating a superior learning environment in which students can succeed academically far beyond conventional expectations, there must be an unprecedented level of community ownership of the school: Local residents, business people, community leaders and especially parents. They must be deeply involved in setting school policy and supporting school programs. To best meet the needs of the students, families, and community, Hamlin Charter Academy will continue partnerships with many institutions. The school's primary partnerships are with the local community, the PTA and a number of other community groups and agencies. The strengths and resources of these institutions will greatly enhance the quality and variety of programs at Hamlin Charter Academy, improving Hamlin's ability to positively impact the students and community now and in the future.

Accountability

Teachers, administrators and classified staff will be evaluated according to all present and future employee-related contractual agreements with UTLA, AALA, Local 99 and other collective bargaining units and LAUSD.

Salary Schedule

Hamlin Charter Academy will adhere to all collective bargaining agreements signed by LAUSD in establishing staff compensation.

Work Basis

Each staff member will work the number of days designated in his/her specific collective bargaining agreement.

Method for Reporting Alleged Improprieties

Current methods for reporting child abuse, acts of violence, and other improprieties will be followed as mandated by District guidelines, federal and State law, and local agencies.

Due Process

All staff members will have due process rights, as spelled out in collective bargaining agreements, which include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing if necessary.
- Right to binding arbitration conducted by a paid arbitrator.

Benefits

Mandatory Benefits for all Staff Members:

Hamlin Charter Academy will provide the following benefits as applicable through Los Angeles Unified School District:

- Workers Compensation.
- Unemployment Insurance Medicare.
- Social Security (for non-STRS/PERS members) or other appropriate retirement plan mutually negotiated by employee and employer, as allowed by State and federal law.

ELEMENT 6: HEALTH AND SAFETY

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

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

Hamlin Charter Academy will comply with all regulations as required by the federal, State, county, and city laws, such as fire and safety codes. In the event that Hamlin Charter Academy changes its status to independent Hamlin Charter Academy during the term of this Charter, Hamlin Charter Academy shall submit a petition for material revision for District's approval including provisions for insurance and indemnification for independent Hamlin Charter Academy pursuant to District requirements.

Insurance

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

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

As an affiliated Charter School, Hamlin Charter Academy will adhere to District's Health, Safety and Emergency Plans. Hamlin Charter Academy will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District's procedures.

Hamlin Charter Academy, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Hamlin staff will comply with their roles as mandated or non-mandated child abuse reporters. There will be mandatory biannual Child Abuse training and certification for all staff members.

In addition to the above mentioned health and safety policies, Hamlin Charter Academy has made the following additional provisions to ensure the safety and well-being of all stakeholders (Safe School Plan):

CHANGES TO PHYSICAL PLANT:

- Complete restoration of outdoor complex: Grounds and teacher parking lot have been completely repaved, new planting areas were created, an irrigation system is now in place, and existing foliage has been pruned and/or removed.
- Some bathroom facilities are currently under reconstruction to improve handicapped access.

HYGIENE

- School nurse periodically visits classrooms to instruct students and staff in the proper techniques to prevent the spread of communicable diseases (i.e. hand washing, lice prevention) as well as to discuss the importance of regular dental visits and hearing and vision screenings.

SAFETY

- Hamlin conducts monthly fire, earthquake, and shelter-in-place preparedness drills.
- Traffic has been diverted to the back gate for student drop-off and pick-up. Parent volunteers and teachers assist before and after school to facilitate safe arrival to and departure from Hamlin Charter Academy. This relatively new procedure has dramatically reduced traffic congestion before and after school.
- Teacher Assistants and Instructional Aides supervise students during recess and lunch to facilitate student behavior at play areas.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

***Court-ordered Integration**

Hamlin Charter Academy shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. Hamlin Charter Academy will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratio.

Hamlin Charter Academy shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

Hamlin Charter Academy will implement the following strategies to maintain the Crawford Court Order:

- Publicizing our instructional program by posting to the school website and on the District website, and in other online venues in majority languages as determined by the Home-School Survey;
- Conducting parent education seminars at the school and at District venues prior to and throughout the school year;
- Conducting meetings for prospective parents in the fall that cover admission requirements and timelines for enrollment;
- Offering prospective parent tours of the school upon request and publicizing their availability on the web site and school’s marquee;
- Collaborating with the LAUSD to identify one or more “sister” schools that can be targeted for recruitment of prospective charter students to Hamlin Charter Academy;
- Utilizing LAUSD’s Permit process, encourage and recruit potential minority students from a list of school applicants and giving greater weight to minority applicants from the school lottery.

Additionally the school will devise a community-marketing plan to encourage those minority students currently residing within but not attending Hamlin Charter Academy's current school boundaries to enroll. School officials will routinely monitor minority enrollment and work closely with LAUSD officials to ensure that the school's minority population meets or exceeds the Crawford Court Order.

ELEMENT 8: ADMISSION REQUIREMENTS

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

Hamlin Charter Academy is a neighborhood school lying within the boundaries of the Los Angeles Unified School District. Preference is provided for students residing in the LAUSD-created attendance area as they are eligible to attend Hamlin Charter Academy as a neighborhood student. Hamlin Charter Academy also enrolls students through the Open Enrollment process when space is available. Parents interested in sending their children to Hamlin Charter Academy who live outside of the District designated attendance boundary, are eligible to submit an application for a random public drawing. Lottery applications will be available and will need to be returned by specified dates. Admission to Hamlin Charter Academy is open to all students residing in California. Admission to Hamlin shall not be determined according to the place of residence of the pupil, or his or her parent or legal guardian, within California.

The lottery process for admission to Hamlin Charter Academy will be fairly executed with designated public drawing of applications. This drawing will be completed where any interested party may elect to attend. The date, time, location and method of this drawing will be printed on the application procedure. On the designated drawing date, a committee designated by the Governance Council will select the names of the candidates drawn. Parents of lottery applicants will be notified immediately of their standing as either admitted or placed on the waiting list. The number of random applications will be determined or based upon Fall enrollment projections provided by the LAUSD office of statistics and demographics. A waiting list will be completed when the number of applications exceeds the number of available positions at each grade level. The waiting list will prioritize candidates according to the order in which they were drawn during the random drawing. Parents/guardians will be notified within 24 hours by telephone and will have 48 hours to respond before the position is given to another candidate. All lottery application forms documenting the fair execution of the lottery process will be maintained in the main office of the school for the duration of charter.

After admission to the school, parent(s) will be invited to attend a grade level orientation meeting to review and sign the Parent/Student Compact Agreement. Parent attendance at the orientation in no way impacts a student’s enrollment or admission. A copy of the existing Compact Agreement can be located in the Appendix. English Language Learner information will also be discussed at this meeting pursuant to District policy.

Hamlin Charter Academy shall not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Hamlin Charter Academy will be non-sectarian in programs, admission policies, employment practices and other school operations. Tuition will not be charged for students attending Hamlin Charter Academy. Hamlin Charter Academy

will not require any child to attend this Academy nor hold any employee as mandated to work at this Academy.

In the event that the school is notified of a false address for the predetermined District attendance boundary for the Charter School, Hamlin Charter Academy will assign an address verification committee to assist the office with validating whether the student resides within the attendance boundaries. Such boundaries may vary from time to time but shall always be developed or revised in accordance with the policies and guidelines set for other schools in the District. Transportation will not be provided. Hamlin Charter Academy will adhere to all applicable laws governing the minimum age for school attendance.

Hamlin Charter Academy will utilize LAUSD enrollment forms and cumulative records. Hamlin Charter Academy will adhere to all District procedures related to confidentiality and privacy of records. Hamlin Charter Academy will follow District policy for requesting the cumulative records of new students who have transferred from other schools. Upon leaving Hamlin Charter Academy, student records will be processed accordingly and forwarded to the receiving school.

McKinney-Vento Homeless Assistance Act

Hamlin Charter Academy will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

ELEMENT 9: FINANCIAL AUDITS

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

Categorical Funds

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

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

Hamlin Charter Academy must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

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

Timing for Distribution of Categorical Block Grant Funds

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

Other Sources of Funds

The District shall retain general purpose entitlement funds and any other State or federal funding, with the exception of grants separately applied for and received by Hamlin Charter Academy, to maintain Hamlin Charter Academy in accordance with its annually adopted budget and consistent with staffing norms and support at the District

norm levels. Funding from Hamlin Charter Academy will be used to enable the school to receive norm levels at the PBHAO or desegregated receiver level, as appropriate.

Administrative Fees

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

Payment for Other Services

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

Documentation

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

Per-Pupil Budgeting

Where possible, Hamlin Charter Academy will have the ability to implement the District's per-pupil budgeting model.

***Audit and Inspection of Records**

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

- Hamlin Charter Academy is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of Hamlin Charter Academy.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Hamlin Charter Academy to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Hamlin Charter Academy books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

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

The Hamlin Charter Academy will develop and maintain internal fiscal control policies governing all financial activities.

ELEMENT 10: Student Expulsions

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

As an affiliated Hamlin Charter Academy of the Los Angeles Unified School District, Hamlin Charter Academy will follow all discipline proceedings established by the District. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement and services as required by law.

Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Outcome Data

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

Rehabilitation Plans

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

Readmission.

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

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of State and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter's failure to implement 504?

Gun Free Schools Act

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

Standards of Conduct

Hamlin Charter Academy embraces the theory of positive discipline and implements the District's discipline policy. We are concerned with students' behavior and the manner in which it might support or interfere with academic and social growth. Effective schools have a safe and orderly atmosphere which is conducive to learning. This atmosphere is achieved when expectations for behavior are clearly understood and uniformly applied. All students and parents are provided with Hamlin's Student Behavior Code and the Kindness Policy at the beginning of the school year. Teachers review these expectations as well as consequences for those who have difficulty following the rules (see Appendix XI).

ELEMENT 11: RETIREMENT PROGRAMS

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

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

As LAUSD employees, administrators, faculty and staff will receive all appropriate benefits in compliance with State and federal laws regarding employee benefits.

As an Affiliated charter school, the following staff issues are dealt with per established District policies and procedures:

- Relationship between the teachers and the district/county bargaining unit.
- Process by which salaries, benefits, working conditions and items, e.g. calendars, holidays, vacations and workday and year will be determined.
- Labor procedures, which will be applied to employees (EERA).
- Process for resolving complaints/grievances.
- Process for ensuring due process.
- Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare.
- Process for staff recruitment, selections, evaluation, and termination.
- Procedure for processing and monitoring credentials if required.
- As employees of an affiliated charter school within the Los Angeles Unified School District, all Hamlin Charter Academy staff members (certificated, classified, and administrative) will continue to be covered by all federal, state, and LAUSD employee benefits and will be represented by employee unions; UTLA, AALA, Local 99, Teamsters.
- Employees will continue to be covered by STRS, PERS, and PARS.

ELEMENT 12: ATTENDANCE ALTERNATIVES

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

Pupils who choose not to attend Hamlin Charter Academy may choose to attend other public schools in their District of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

ELEMENT 13: EMPLOYEE RIGHTS

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

As an affiliated Charter School, all administrators, faculty and staff of Hamlin Charter Academy are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units.

ELEMENT 14: DISPUTE RESOLUTION

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

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

Any Dispute between the District and Hamlin Charter Academy shall be resolved in accordance with the procedures set forth below:

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

To Hamlin Charter Academy:

Hamlin Charter Academy
c/o School Director

To Director of Hamlin Charter Academy:

Director of Hamlin Charter

School District

Los Angeles Unified

Avenue, 25th Floor

333 South Beaudry

90017

Los Angeles, California

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

such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Local District.

ELEMENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING (UTLA CONTRACT)

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

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

ELEMENT 16: PROCEDURES TO BE USED IF THE CHARTER CLOSES

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

Hamlin Charter Academy reverts back to a District traditional school in the event of a closure.

Revocation

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

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

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

***Closure Procedures**

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

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

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Hamlin Charter Academy's right to operate as a Hamlin Charter Academy or cause Hamlin Charter Academy to cease operation.

***Facilities**

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

- Proposed Hamlin Charter Academy Location 22627 Hamlin St., West Hills, CA 91307
- Names of District school sites near proposed location
- Proposed Hamlin Charter Academy to be located within the boundaries of LAUSD.

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

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

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

As a condition to the approval of the charter petition, Hamlin Charter Academy will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

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

- Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
 - (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of

obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

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

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

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