



**Para Los Niños
Charter Middle School**

**Charter Renewal Petition for Five-Year Term
(July 1, 2018 – June 30, 2023)**

**SUBMITTED TO LOS ANGELES UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
SEPTEMBER 15, 2017**

PARA LOS NIÑOS
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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Para Los Niños Charter Middle School (also referred to herein as “PLN CMS,” “CMS,” “Charter Middle School,” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance

with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided

- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

FEDERAL LAW COMPLIANCE

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

SPECIAL EDUCATION PROGRAM

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA REORGANIZATION

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the

Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

MODIFIED CONSENT DECREE REQUIREMENTS

All charter schools approved by the LAUSD Board of Education 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 the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically 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 Individualized Education Programs (“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 MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

GENERAL INFORMATION

GENERAL INFORMATION TABLE

<u>GENERAL INFORMATION</u>	
● The contact person for Charter School is:	Dr. Drew Furedi
● The contact address for Charter School is:	835 Stanford Ave., LA, CA 90021
● The contact phone number for Charter School is:	(213) 896-2640
● The proposed address or ZIP Code of the target community to be served by Charter School is:	835 Stanford Ave., LA, CA 90021
● This location is in LAUSD Board District:	2
● This location is in LAUSD Local District:	Central
● The grade configuration of Charter School is:	6-8
● The number of students in the first year will be:	360
● The grade level(s) of the students in the first year will be:	6-8
● Charter School’s scheduled first day of instruction in 2018/2019 is:	Aug. 13, 2018
● The enrollment capacity is: ● (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	405

<ul style="list-style-type: none"> The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be: 	Traditional
<ul style="list-style-type: none"> The bell schedule for Charter School will be: 	Mon. Tues. Fri. 8AM – 3PM Weds. Thurs. 8AM – 2PM
<ul style="list-style-type: none"> The term of this Charter shall be from: 	July 1, 2018 to June 30, 2023

COMMUNITY NEED FOR CHARTER SCHOOL

History of Para Los Niños

Para Los Niños Charter Middle School, now entering its 10th year of operations, is a cornerstone for working families in Downtown Los Angeles. Located near Skid Row, an area housing one of the nation’s largest homeless populations, our middle school occupies a quickly transitioning physical environment that places challenging social and economic pressures on the families who live in the area and throughout Los Angeles. Para Los Niños Charter Middle School (PLN CMS) is a sanctuary for children who face multiple social-emotional stressors, and for that reason we put an immense focus on the whole child, understanding that children live and learn within the context of a family and its cultural values, which in turn a family lives and learns within the context of a community. We support children and families by addressing each child’s needs in the context of his/her family and community, and providing comprehensive and accessible supports in our schools and preschools. Through our project-based, interdisciplinary, arts-infused approach to mastery of grade level standards, our students – the overwhelming majority of whom are English Learners – are provided multiple ways to succeed and express their learning. With a foundation of constructivist learning theory, PLN CMS believes that deeper, active and engaged learning builds on students’ lived experience and knowledge and encourages inquiry and exploration. This belief is echoed in our approach to language acquisition and English language development (ELD). We partner our comprehensive ELD program during designated ELD time with targeted specific strategies during content area instruction and a balanced literacy approach during ELA instruction. This allows us to provide a targeted and rigorous program that supports students in accessing grade level content, build their academic language, and ensure their acquire the English language to meet proficiency (described in more detail below).

PLN CMS is part of a larger nonprofit organization, Para Los Niños (PLN) that has provided educational and social services to children and their families in downtown Los Angeles and surrounding areas for over 35 years. Our public charter schools, preschools and supportive services are trusted by families, many of whom have been with us for years; some students started in our infant program at six weeks old and remain through 8th grade. PLN is uniquely suited to provide optimal conditions for learning for students in poverty, many of whom are exposed to trauma and violence. We have integrated mental health, a high quality after-school program attended by more than 50% of our students, case management and other critical supports and services at each school campus, including partnerships with primary health and dental providers, and have built strong and lasting relationships with our parents and families. This includes a significant increase in students receiving mental health services, 99 in 2016 to 29 in the first two months of 2017. Additionally, over 95 families received other medical, transportation, or financial support. As a result, PLN CMS is a nurturing, safe environment that inspires critical thinking, imagination, self-reliance, and academic achievement.

Overall, PLN serves approximately 5,000 children each year; our six early education centers and three charter schools serve approximately 1,600 low-income students (ages 6 weeks to 14 years). PLN places education at the core of its mission to break the cycle of poverty. PLN's community school model combines high-quality education, social-emotional learning opportunities, family support and mental health services, with true parent engagement and empowerment. PLN's current programs include:

- The PLN Charter Elementary School (CES), currently serving 400 children in grades TK-5;
- The PLN CMS, opened in 2008 and now serving 360 children in grades 6-8;
- PLN –Evelyn Thurman Gratts Primary Center 320 children in grades TK-1;
- Six early education centers, serving approximately 500 children under 5;
- School-based and community mental health services, which include a full-time case manager/family advocate at each school working to connect students and families with PLN's services and/or community partners;
- Family support services, including case management, home visitation, psycho-social and psycho-educational family and child support groups (parenting, substance abuse, domestic violence, social skills, financial literacy, etc.);
- Youth workforce services, including comprehensive academic, workforce and post-secondary education preparation and training, basic skills training, computer literacy and job readiness for 2,000 youth throughout Los Angeles; and
- Community engagement and capacity building services building parent leadership and community knowledge.

SCHOOL PERFORMANCE

a. **Academic Performance Data and Other Absolute and Comparative Performance Indicators, Including Both Schoolwide and Subgroup Academic Achievement and Growth Data and Other Performance Indicators/ Success of the School's Educational Program in Meeting the Needs of its Student Population**

According to California law, a charter school that has been in operation for four years shall meet at least one of five minimum academic threshold criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal. The Charter School meets the applicable criteria for renewal under the Education Code.

PLN CMS's academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

As stated in the Ed Code, "The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school." (Ed. Code § 47607(b)(4)(B).)

The data below shows that PLN CMS’s academic performance is at least equal to the academic performance of Resident Schools, taking into account the composition of the pupil population that is served at the charter school.

Resident Schools

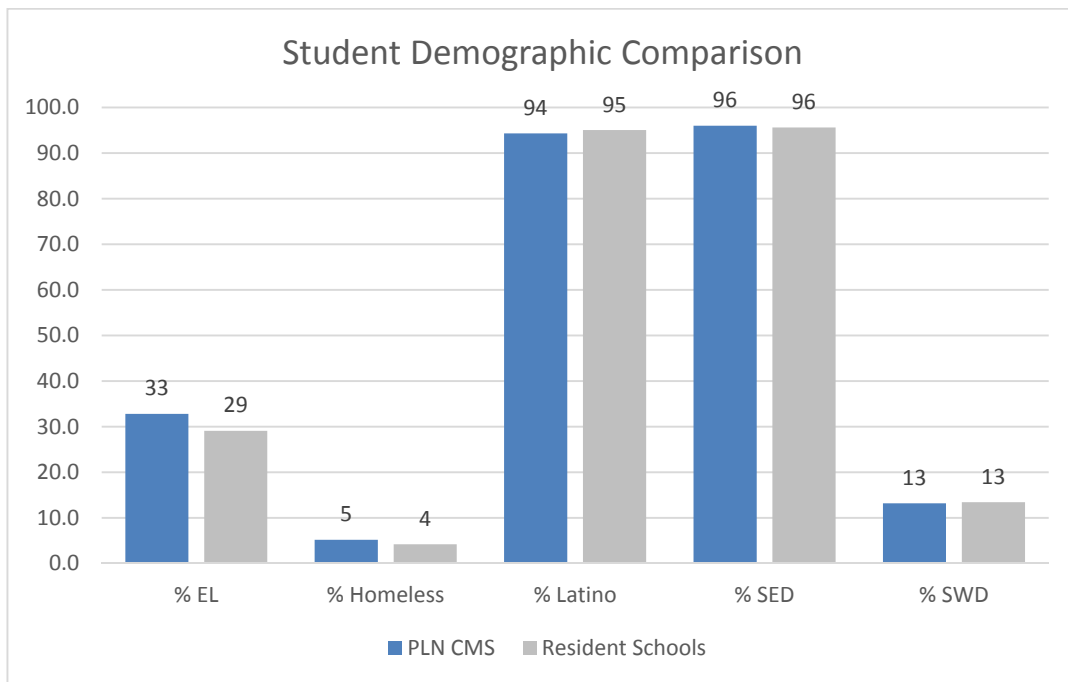
The Resident Comparison Schools (Resident Schools) referenced throughout the following sections were provided by LAUSD’s Charter Schools Division. Each of the schools listed below serves students with similar demographics to those of students at PLN CMS.¹

School	% Latino	% African American	% SED	% EL	% SWD	Homeless
Para Los Niños Charter Middle School (PLN CMS)	94.3	3.7	96.0	32.8	13.2	5.2
John Adams Middle School (Adams)	95.6	2.0	94.6	27.9	13.8	1.9
John H Liechty Middle School (Liechty)	95.5	1.6	96.7	35.0	13.0	4.4
Dr. Julian Nava Learning Academy - School of Business & Tech (Nava Business)	94.5	3.8	95.5	26.0	10.4	3.2
Dr. Julian Nava Learning Academy - School of Arts & Culture (Nava Arts)	94.6	4.8	95.6	31.4	12.6	4.0
Hollenbeck Middle School (Hollenbeck)	98.3	0.4	96.0	26.6	16.3	4.7
Robert Louis Stevenson Middle School (Stevenson)	98.6	0.5	94.5	19.6	13.6	2.8
George Washington Carver Middle (Carver)	91.1	7.3	95.7	36.1	13.3	4.6

¹ Para Los Niños Middle School_8016 Data Set 10022017 provided by CSD

Johnnie Cochran, Jr., Middle (Cochran)	79.7	17.4	90.7	30.3	15.4	5.0
Resident Schools Median	95.1	2.9	95.6	29.1	13.5	4.2
LAUSD	74.0	8.3	80.7	0.3	12.0	2.4

The percentage of PLN CMS’s population that is classified as English Learners is approximately 4% higher than the median of the Resident Schools. All other demographics typically correlated to student achievement are similar across schools.²

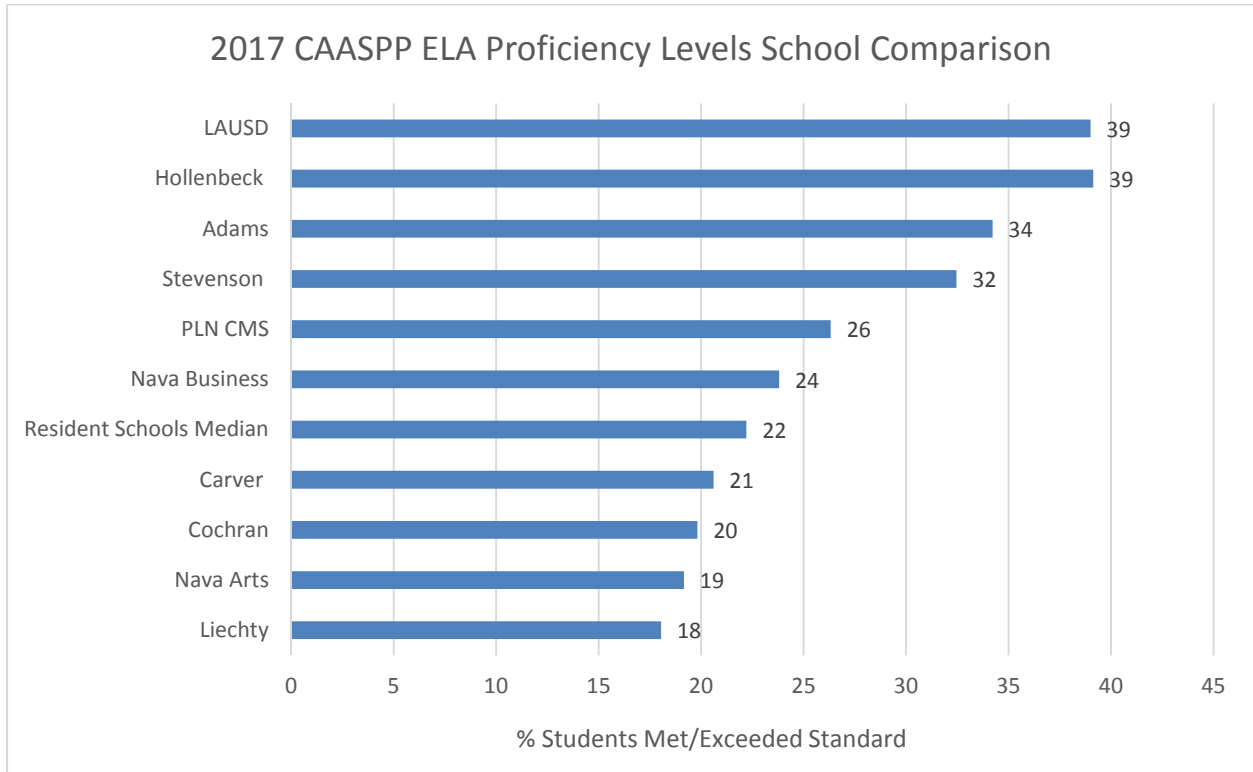


California Assessment of Student Performance and Progress (CAASPP) – English Language Arts

PLN CMS has performed similarly to Resident Schools on the California Assessment of Student Performance and Progress (CAASPP) both in terms of achievement and in change in performance over

² Para Los Niños Middle School_8016 Data Set 10022017 provided by CSD

time. In English Language Arts (ELA), PLN CMS achieved at a higher level than the Resident Schools median by 4 percent (see Proficiency Level Schools Comparison graph below).³

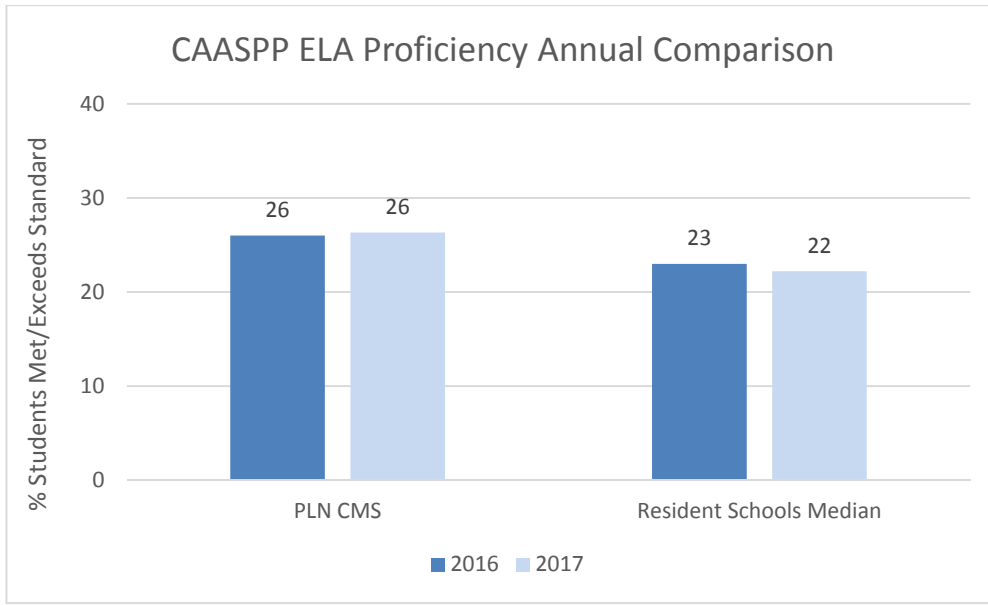


While PLN CMS demonstrated an eight percent increase in proficiency (the number of students that met/exceeded standards) in ELA between 2015 and 2016, in 2017 ELA proficiency remained constant. Resident schools saw a median one percent decrease in proficiency levels. The median percentage of Resident schools students that met/exceeded standards started three percent lower than PLN CMS.⁴ Stagnant scores in ELA mirror numbers across the state where ELA proficiency did not rise in grades six to eight (average percentage increase in grades six to eight was .34 percent) rising from 48 percent in 2016 to just over 48 percent in 2017.⁵

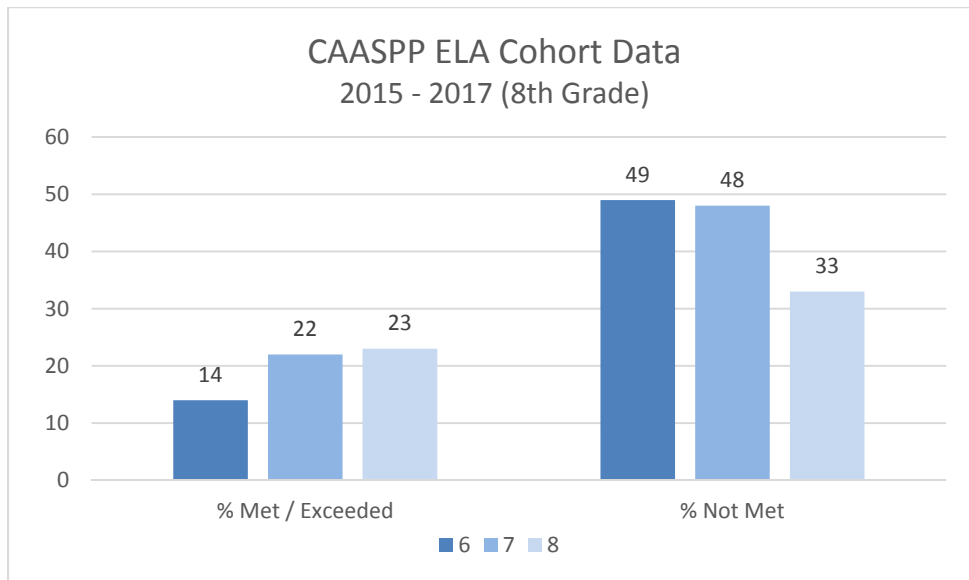
³ Para Los Niños Middle School_8016 Data Set 10022017 provided by CSD

⁴ Para Los Niños Middle School_8016 Data Set 10022017 provided by CSD

⁵ caaspp.cde.ca.gov/

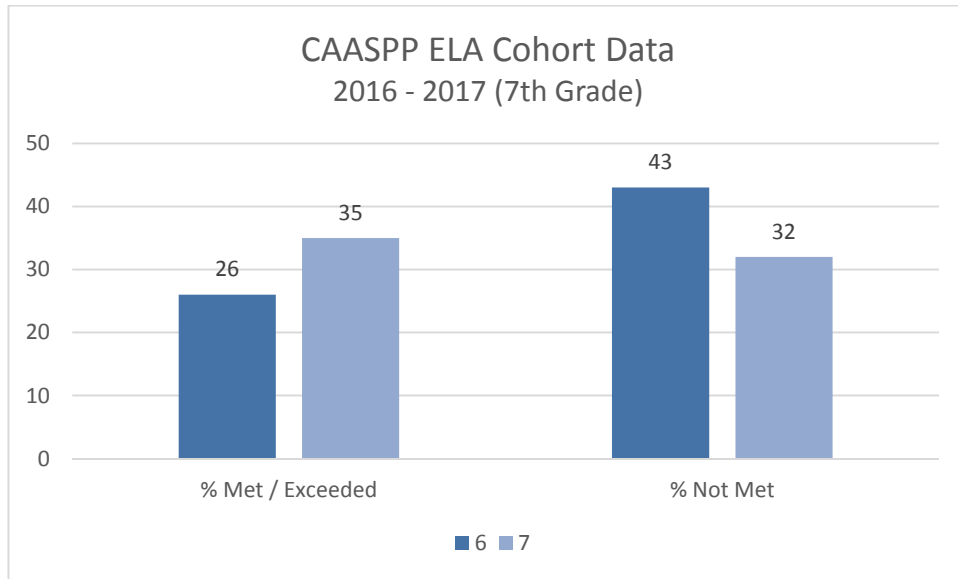


Three-year cohort data on the CAASPP ELA for 2017 grade eight students shows gains of 9 percent in students meeting or exceeding standards over the course of the cohort’s time at PLN CMS. Similarly, the percentage of students not meeting standards declined by 16 percent over the same period (see Cohort Graph below).⁶



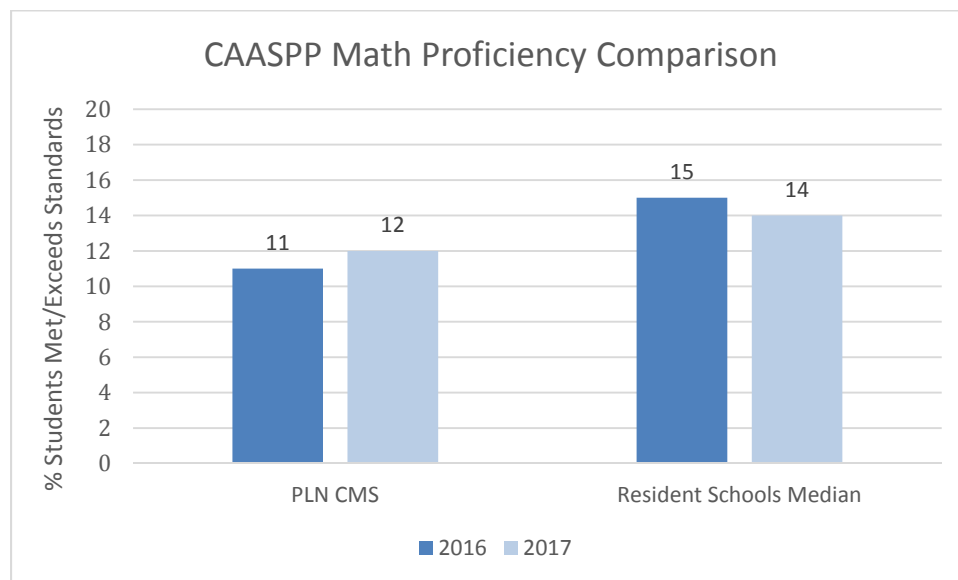
Two-year ELA cohort data for PLN CMS’s 2017 seventh grade class of students shows similar gains. Proficiency rates for the cohort rose by nine percent while the percentage of students in the cohort not meeting standards fell by 11 percent.

⁶ caaspp.cde.ca.gov/



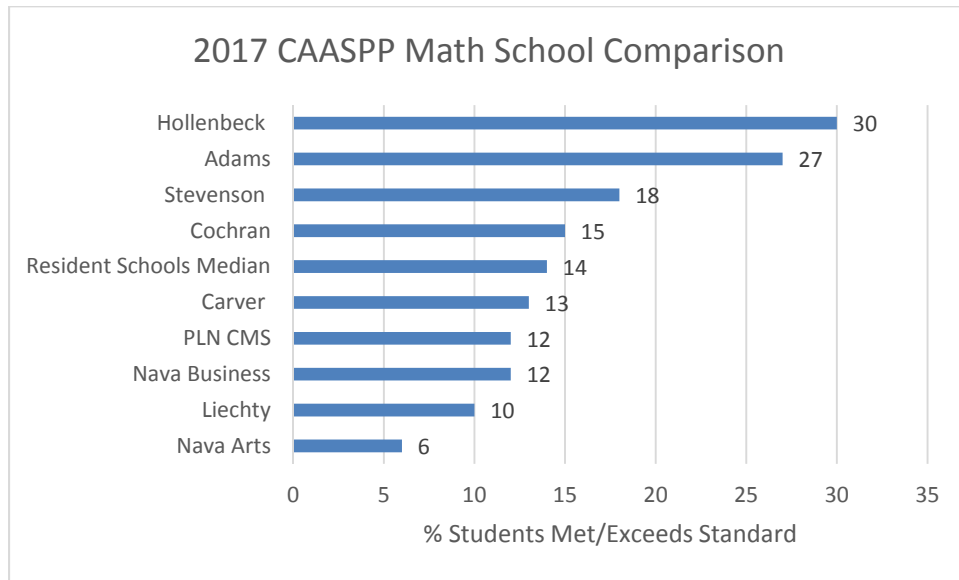
California Assessment of Student Performance and Progress (CAASPP) - Mathematics

Math proficiency (percent of students that met/exceeded standards) on the CAASPP rose two percent between 2015 and 2016 and then rose again one percent between 2016 and 2017, mirroring the state gains in math proficiency for the year. Across the state, the percentage of students meeting or exceeding standards rose just under one percent from 35.7 percent to 36.6 percent. The resident schools median declined by one percent in proficiency rates, but maintained a percentage of students meetings/exceeding standards a few percentage points above PLN CMS as demonstrated below.⁷



⁷ Para Los Niños Middle School_8016 Data Set 10022017 provided by CSD

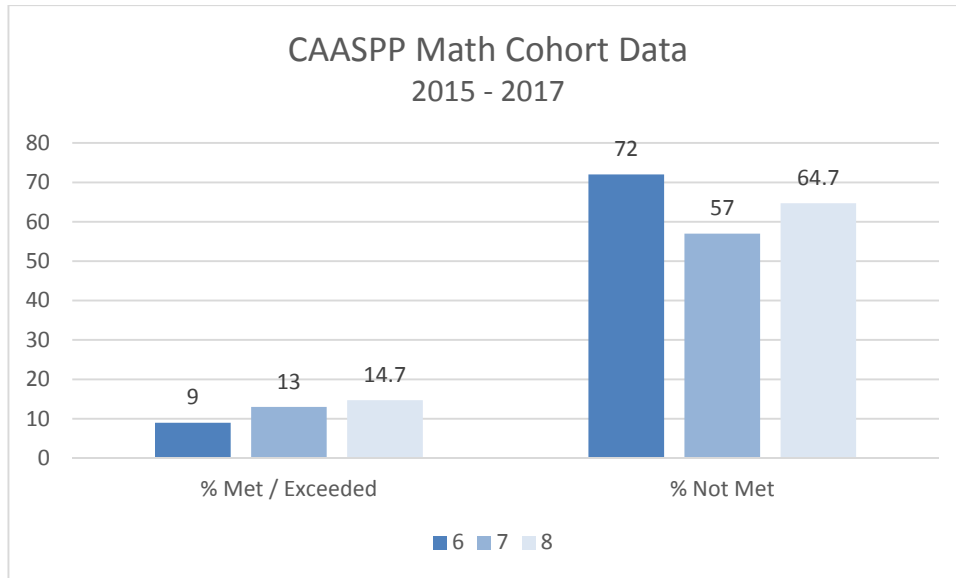
Math has been an area of focus for PLN CMS. The school implemented a new standards-aligned, college preparatory curriculum for the 2016 – 2017 school year and other targeted strategies as described in “Areas of Challenge the School Has Experienced and How They Have Been/Will Be Improved”. The school has confidence that these efforts will impact proficiency in mathematics in the upcoming years. CAASPP Math results in 2017 demonstrate that math proficiency is similar to Resident Schools. While the change in proficiency at PLN CMS was higher than the Resident Schools median, the percentage of students that met or exceeded standards was two percent lower than the median of Resident Schools.⁸



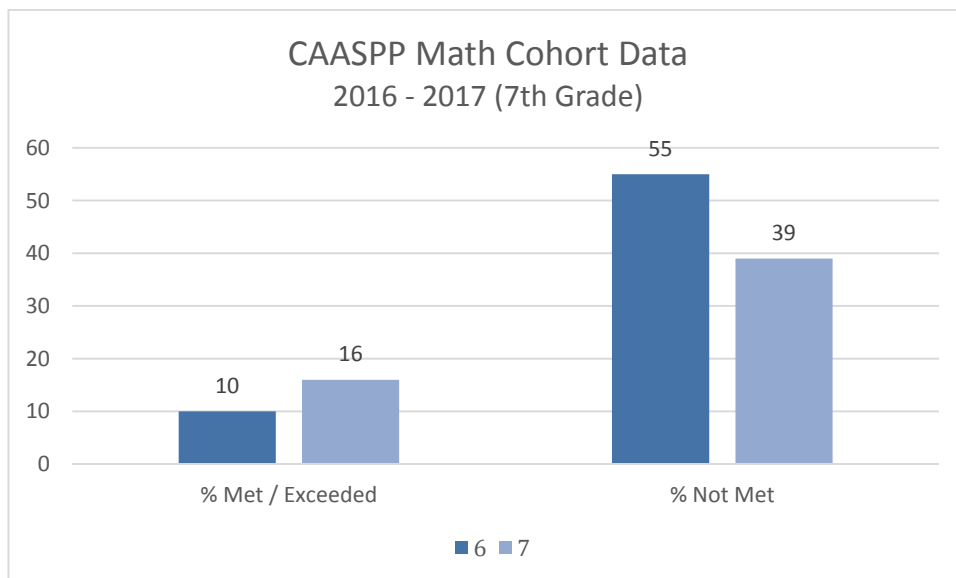
Three-year cohort data on the CAASPP Math for eighth grade students shows gains of almost six percent in students meeting or exceeding standards over the course of the cohort’s time at PLN CMS. Similarly, the percentage of students not meeting standards declined by just over seven percent over the same period (see Cohort Graph below).⁹

⁸ Para Los Niños Middle School_8016 Data Set 10022017 provided by CSD

⁹ caaspp.cde.ca.gov/



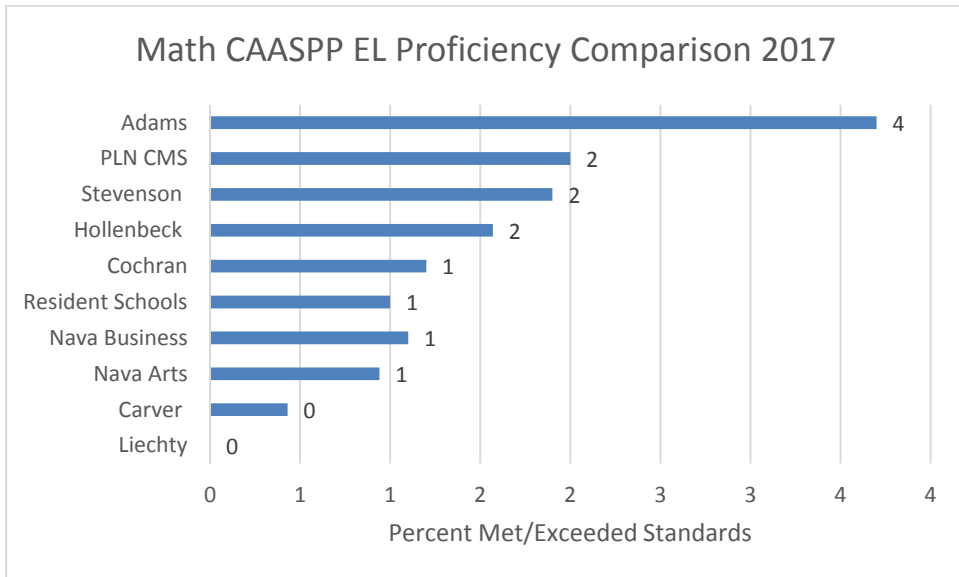
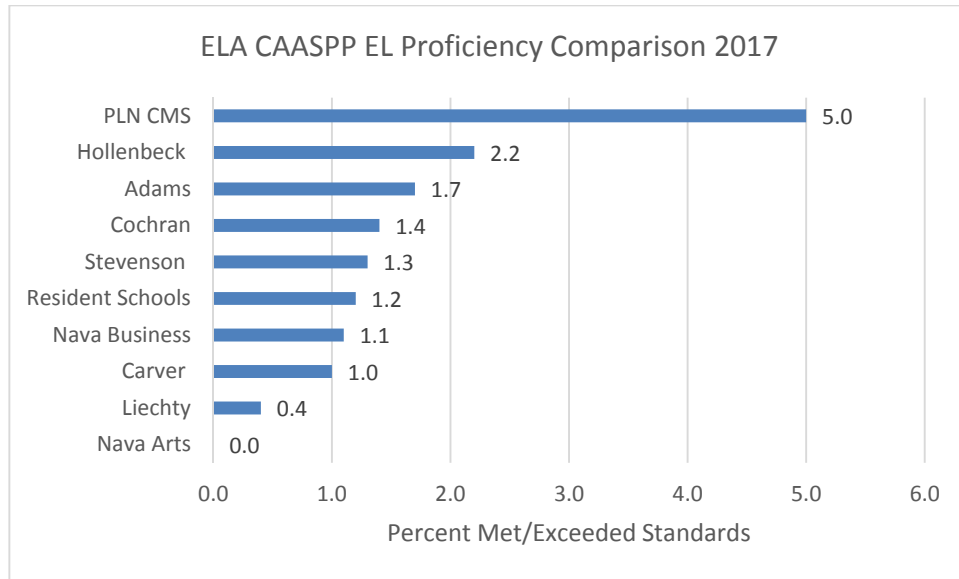
Two-year cohort data shows similar gains. PLN CMS’s 2017 seventh grade cohort’s proficiency increased by six percent from 2016 to 2017 and the percentage of the cohort that did not meet standards fell 16 percent.



CAASPP Subgroups for ELA and Math

Across subgroups, PLN CMS performed comparably to Resident Schools on the 2017 CAASPP ELA and Math assessments. PLN CMS’s EL students demonstrated amongst the highest levels of proficiency (percent of students meeting or exceeding standards) compared with the Resident Schools group. A higher percentage of PLN CMS EL students met or exceeded standards than at any other Resident School. PLN CMS’s EL student percentage was almost four percent above the Resident Schools median. On the Math CAASPP, students at PLN were above the median for Resident Schools by one percent. However, educators at PLN CMS are taking measures to improve proficiency levels and provide extra

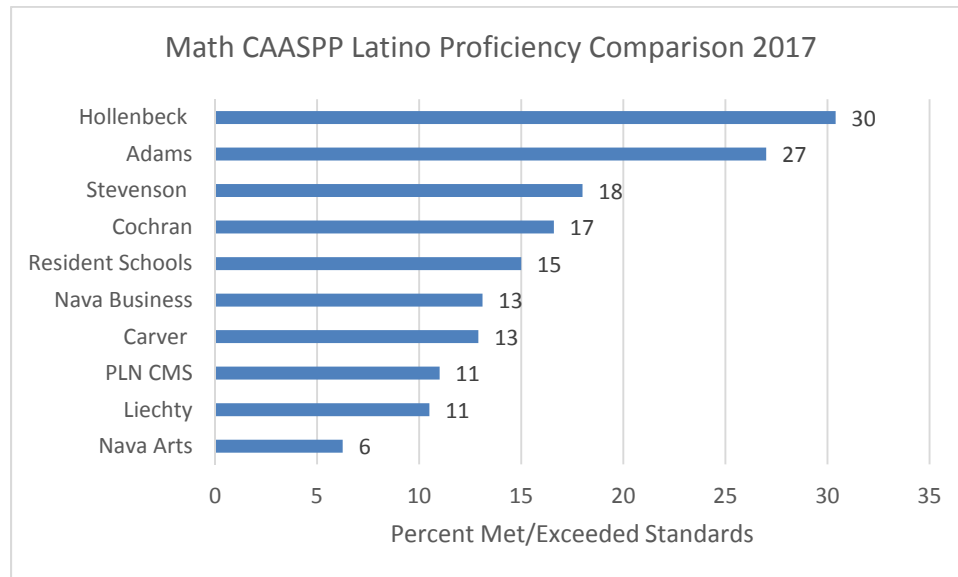
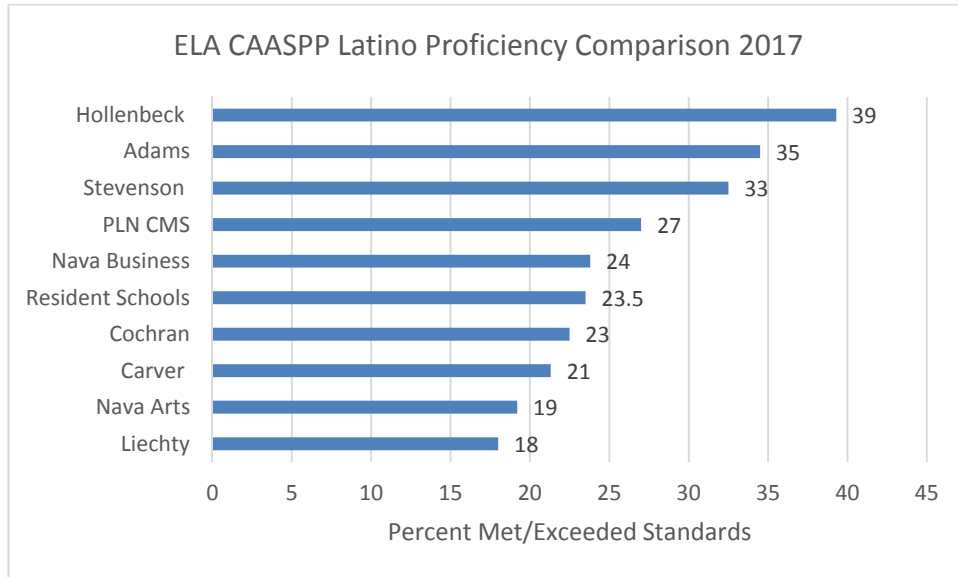
support for EL students in math. Going forward, math proficiency among English Learners will continue to be an area of focus.¹⁰



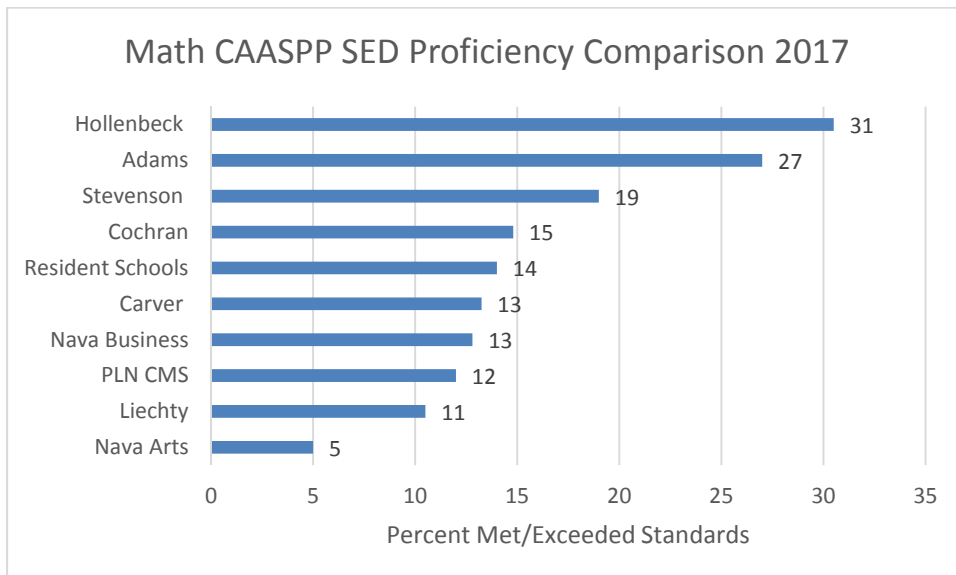
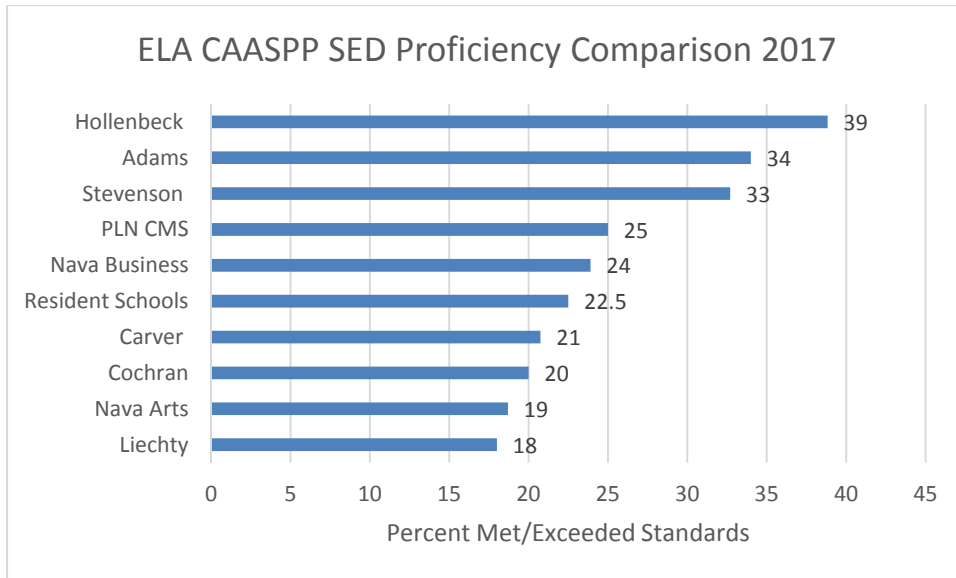
As shown below, both Hispanic/Latino students and socioeconomically disadvantaged students performed a few points above their peers at Resident Schools on the 2017 CAASPP ELA assessment, and they performed slightly higher than their peers at Resident Schools on the math assessment. As

¹⁰ caaspp.cde.ca.gov/

previously mentioned, improving math proficiency levels for all students is a major area of focus and new measures are being taken to help students achieve academic proficiency.¹¹

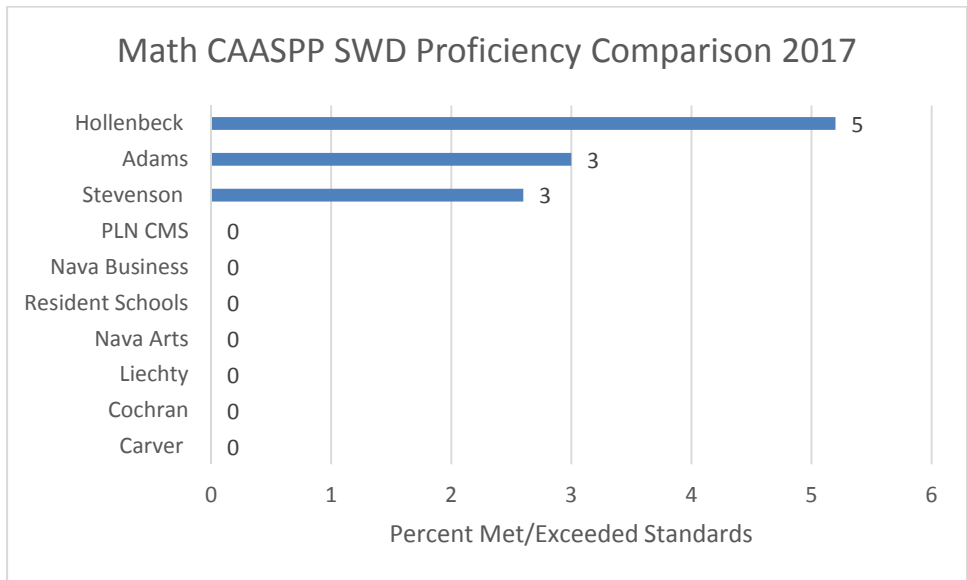
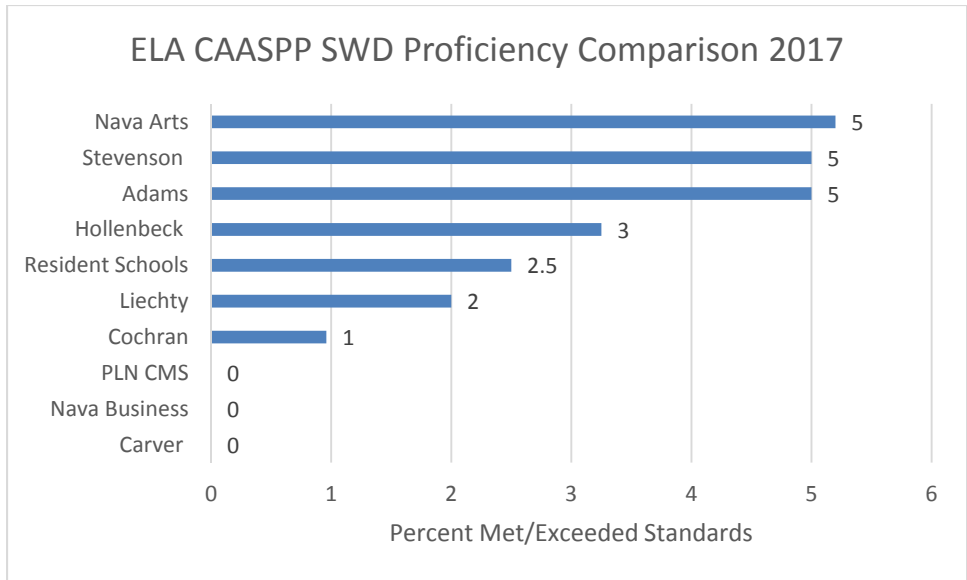


¹¹ caaspp.cde.ca.gov/



Performance of students with disabilities was low both at PLN CMS and at Resident Schools. No PLN CMS students with disabilities met proficiency on the ELA or mathematics assessment in 2017. Resident schools demonstrated similarly low proficiency levels, particularly in math in which six of nine schools had no students with disabilities meet or exceed standards. Increasing the academic achievement of students with disabilities is a high priority for PLN CMS in the next term of the charter.¹²

¹² caaspp.cde.ca.gov/

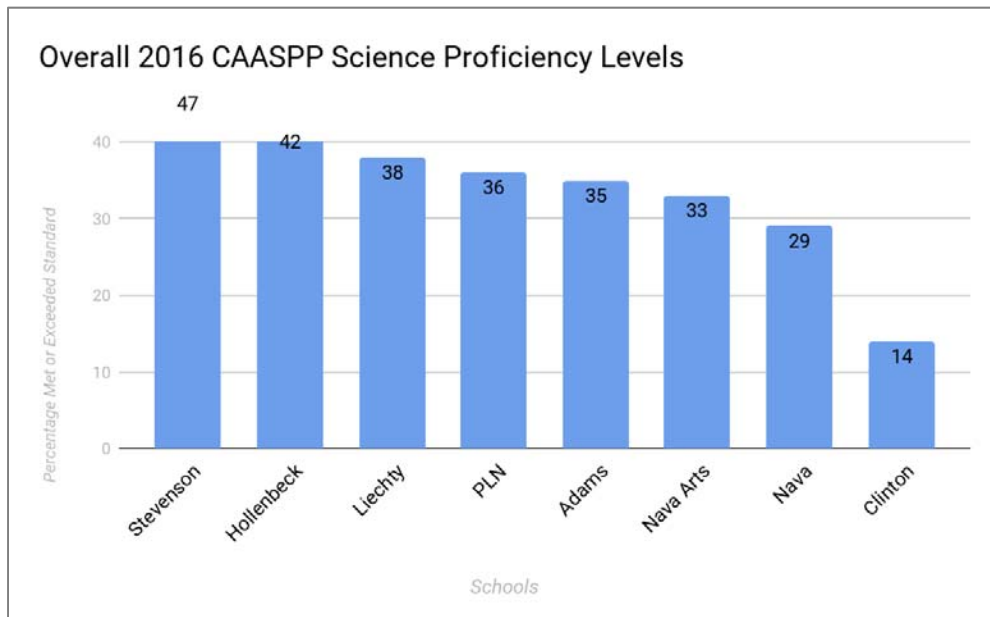
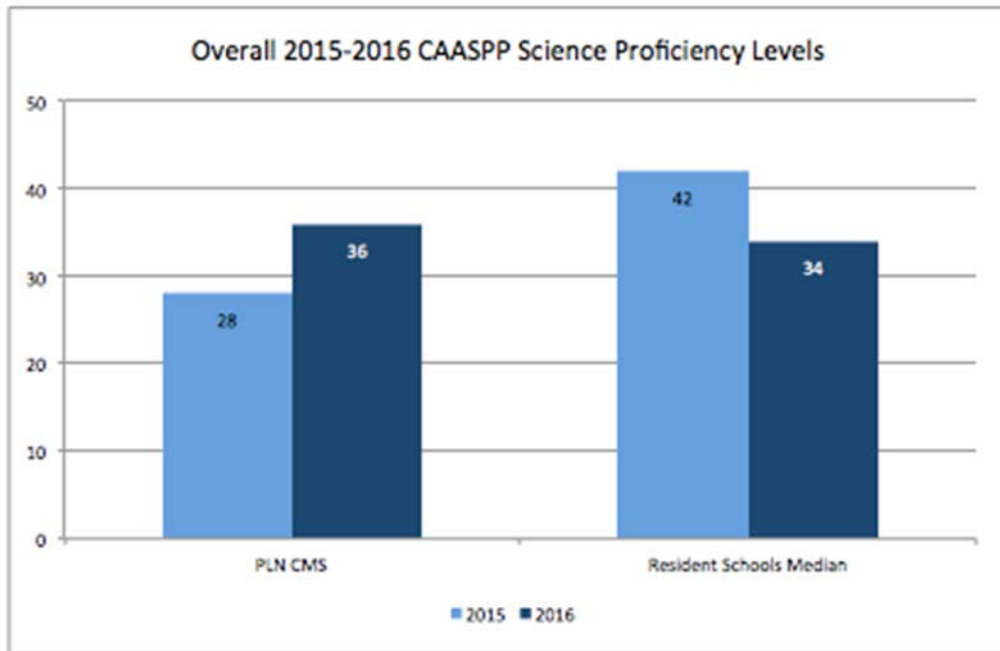


California Standards Test in Science

As shown below, with 36 percent of students meeting or exceeding proficiency on the 2015/2016 CST Science assessment, PLN CMS outperformed a majority of the Resident Schools¹³ and exceeded the median proficiency rate by two percent.¹⁴

¹³ The Resident School cohort provided by LAUSD in 2016 was similar but not identical to the cohort in 2017. The 2016 cohort included William Jefferson Middle School and did not include George Washington Carver Middle School or Johnnie Cochran Middle School.

¹⁴ 2015/2016 CST Science data is the most recent Science data that is publicly available; in Spring 2017, PLN CMS participated in the field test of the new CAST assessment, and the results have not been made public. All science data comes from caaspp.cde.ca.gov/.



PLN CMS had the largest proficiency gains of any of the 2016 Resident Schools. PLN CMS proficiency increased by 8% while most of the Resident Schools saw an overall average decline in proficiency of seven percent. After PLN CMS's increase in proficiency and the Resident School decline, PLN's scores were comparable (two percent higher) to the Resident School median.¹⁵

California Standards Test in Science Proficiency Rate Changes from 2015 to 2016

¹⁵ caaspp.cde.ca.gov/

School	Change in Proficiency Rates
PLN	+8
Hollenbeck	-6
Stevenson	+1
Liechty	-16
Nava Business	-6
Nava Arts	+2
Adams	-10
Clinton	-14

English Learner Reclassification

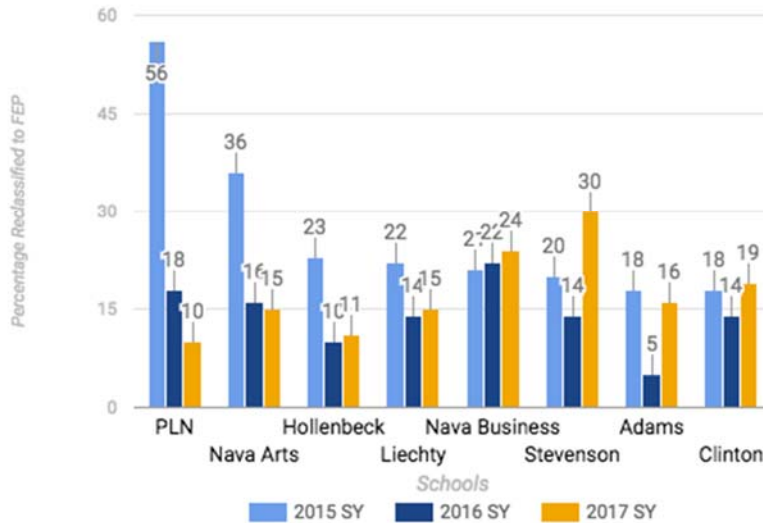
For the past three school years, PLN CMS has maintained high levels of English Learner reclassification relative to its peers, with PLN CMS achieving the highest level of reclassification amongst the comparison set in 2014/2015 and the second highest level in 2015/2016. In 2014/2015, over 50% of English Learners at PLN CMS were reclassified to Fluent English Proficient due to a strong ELD intervention program for English Learners, including options for students to receive tutoring from ELD teachers before or after school.¹⁶

Though the reclassification rate has dropped compared to 2014/2015 and 2015/2016, PLN CMS has continued its focus on supporting English Learners as well as to identifying LTELs. We have redesigned our ELD program to include new materials and aligned targeted professional development; in addition, data dialogues have been implemented for teachers and all who interact academically with our EL/LTEL students. In tandem, PLN CMS has launched a new intervention program for EL students embedded in ELA classes in order to provide extra support for English Learners, which will increase the levels of reclassification. Strategies in place include early EL identification measures, designated and integrated ELD time, targeted strategic ELD tutoring cycles to identify and support specific areas of need, daily accountable talk routines in ELA to improve speaking abilities, and whole school professional development on our ELs/LTELs population and the need to support their language needs, and more.

Note, that we are in the beginning stage of implementing a Student Support and Progress Team (SSPT) as a means to serve to all students including English Learners with Disabilities (ELSWD) specified in the Los Angeles Unified School District’s Reference Guide – 2624.13 Section 9 (School Self-Review Checklist). For more information about English Learner instruction, please see “Areas of Challenge The School Has Experienced How They Have Been/Will Be Improved.”

¹⁶ PLN CMS faced the same challenge that many schools did with CALPADS reporting timelines not matching up with timelines for CELDT testing and reclassification. Since students cannot be reflected as reclassified in CALPADS until the Norm Day after their reclassification actually happens, the percentages reported on CALPADS are not an accurate reflection of PLN CMS’s correct reclassification rates by school year. The data below reflects accurate internal records showing when students were actually reclassified.

EL Reclassification Rates



School Climate

Beyond standardized test data, PLN CMS has maintained consistently strong attendance at a rate of 96% and strong levels of student engagement in extracurricular activities and athletics, with more than 60% of students enrolled in the after school program. More about PLN CMS’s after school program can be found in “Enrichment Programs.”

On a recent survey, 92% of parents/guardians expressed that they feel welcome in the school, and 93% reported that their child likes to go to school. Ninety-percent of parents feel that the school is safe and accepting of all learners regardless of background. All of this reflects the continued commitment of PLN CMS to provide the best educational environment possible for its students.

LAUSD Annual Oversight Visit Results

LAUSD’s Charter Schools Division (CSD) has consistently given strong scores to PLN CMS on its annual comprehensive and detailed oversight visits. In the most recent report based upon a visit on December 7, 2016, the school received a Proficient rating (a score of 3 out of a possible 4) in three of four categories. The school received a score of Developing (2) in the area of student achievement and educational performance, with areas of opportunity for growth noted in the report that were consistent with the challenges identified internally by PLN CMS.

	PLN CMS
Student Achievement and Educational Performance	2
Governance	3
Fiscal Operations	3
Organizational Management, Programs and Operations	3

Specifically, CSD staff noted that:

- “Classroom observations revealed consistent routines and procedures in most classrooms. For example, the innovative features of the instructional program were in place in most classrooms

such as evidence of literacy development, print-rich environments, small group settings, safe spaces, reading libraries, leveled reading books, and lesson objectives were displayed.”

- “Para Los Niños’ signature integrated wrap-around services continue to be offered to families who need them through supports such as mental health, counseling, therapy, and social services.”
- “The school unveiled its new Media Lab, which is sponsored through a unique partnership with Univision, a Spanish-speaking television broadcast network. At the time of the visit, PLN Leadership and Board members expressed their excitement for the opportunity... to incorporate the Media Lab as a hub of the innovative features of its educational program.” [more about Media Lab can be found in “Curriculum and Instruction.”]
- The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree.”
- Parents reported satisfaction with “the school’s class sizes, accessibility to teachers and administrators, the communication that they receive from the school, and its special education program. Parents also stated that teachers meet student’s needs very well and have built great relationships with students.”
- Students reported being “pleased with the school’s program because the teachers are very helpful and take time to assist them to meet lesson objectives.”

In summary, the data above demonstrates that PLN CMS has met the criteria for renewal that states that a charter school’s academic performance must be at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

Additionally, based on the Charter School’s academic performance under the State’s previous Academic Performance Index (API) system which was in use until 2013, PLN CMS has a historic record of academic achievement that PLN believes meets two additional criteria for renewal.

2. PLN CMS attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.

Year	API	Met Schoolwide Growth Target?	Met ALL Subgroup Growth Targets?
2013	803	YES	YES
2012	795	NO	YES
2011	831	YES	YES

PLN CMS meets this criterion: in 2011 and 2013, PLN CMS achieved all of its schoolwide and subgroup growth targets, surpassing the state’s API goal of 800 in both of those years.

AND

3. PLN CMS ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the previous three years.

In 2013, PLN CMS achieved a statewide decile rank of 5, thus meeting this criterion.

b. **Success Of The Innovative Features of the PLN Educational Program In Meeting The Specific Needs Of Our Student Population**

PLN’s students succeed because our organization addresses multiple barriers to learning. The graphic below illustrates that the foundation of our schools consists of services available at each school site as well as robust and meaningful parent engagement. In support of our approach, we invest in a significant infrastructure of professionals to support our students and families, including these positions:

- Director of School Age Services, who oversees mental health and other family supportive services
- Parent Engagement Coordinator, who manages the Family Advocates at each school site, and coordinates parent involvement in LCAP goal setting and reflection and other year-long parent focused events and workshops
- Parent advocate, a paraprofessional who serves as the front line liaison for parents needing case management and other supports
- Director of Extended Learning, who runs the after school and summer programs, and coordinates music, dance and all other enrichment programs.

Services for Kids and Families at School Sites

Para Los Niños gives young children in the harshest communities of Los Angeles a chance to build **a future beyond poverty**.



Children living in severe poverty face significant challenges to academic achievement. Even the finest educational programs are threatened in economically disadvantaged communities by harmful and pervasive social issues, such as lack of basic necessities, homelessness, violent crime, child abuse and neglect, chaotic or unstable homes, inadequate access to health care, poor nutrition, and mental illness. PLN recognizes that these social issues must be addressed within the context of a high-quality education in order for students to achieve their maximum academic potential. Our **Integrated Service Delivery Model** brings critical and targeted social, clinical, and family services supports, provided by PLN professionals to families and students at the school site and in their homes. By co-locating services on the school’s campus, we improve accessibility and timeliness of interventions for students, families, and referring school staff. Additionally, Para Los Niños plays a critical role not only scaffolding children in the

classroom, but also serving their parents through supportive services, parent education and community leadership and capacity building.

PLN Schools' staff benefit from the expertise and resources provided by mental health services and family supportive services. These service providers work closely with teachers to understand the factors that may impact students' academic performance, support teachers with classroom interventions, and provide them with resources for struggling students and families. A standing monthly meeting between mental health service providers, counselors, after school program staff, and other professionals allows for the deliberate integration of all of the services that directly support students and their families.

Our integrated services are successful because PLN has built and sustained trusting relationships with neighborhood families over many years. Since our founding, we have employed a full-time social worker to support our students during their middle school years and identify other needs they may have. We will continue to provide support for our families and we will make adjustments to our service model as dictated by the needs of our community. When a student and family experience a trusting and supportive academic environment and are able to engage in candid conversations about factors contributing to the success of the child, educational outcomes improve.

Interdisciplinary Learning

The students of PLN CMS receive a high quality education that integrates the arts and literacy into all disciplines. At the heart of our educational approach is the belief that all children are competent, curious and have infinite potential. The primary role of our PLN teachers is to unlock that potential.

When planning curriculum, our teachers use the Next Generation Science Standards (NGSS) and California State Common Core Standards (CCSS) as the learning goals, yet are responsive to students' questions, ideas and interests. We believe that planning and instruction should be integrated and interdisciplinary, as these approaches lend themselves to more meaningful, in-depth and engaged learning.

Our classrooms environments are designed to foster 21st century skills--critical thinking, communication, creativity, and collaboration, and to help students feel safe so that they can take risks, ask questions and make mistakes. To further build upon the 21st century skills of Para Los Niños Charter Middle School students, additional opportunities are provided in order to access utilize technology and build critical thinking skills. These include robotics and coding opportunities for students to participate in as further enrichment.

As educators we understand that students learn in different ways, so we offer rich and varied learning experiences to present new content. We feel strongly that firsthand experiences (using all five senses) should be provided whenever possible, as they help students build high level academic content knowledge, skills and language. We also believe that children show their understanding of ideas and concepts in a variety of ways. Consequently, throughout the learning process, students are given multiple opportunities to express that understanding-- through the visual arts (sketching, mural making, 3D models) and the performing arts (music, creative dance and drama). Students also participate in the designing, engineering and presentation of projects that help to solve a social or environmental challenge. Through these projects, students are able to apply their content and skill knowledge in purposeful and meaningful ways.

Services for our English Learner Community

CMS provides a wide range of comprehensive services for the 33% of English Learners. The supports offered for all ELs during this protected time (Designated ELD – which relates to their LTEL courses) are vital for their long-term success. In the 2017/18 School Year we have implemented the first Long Term English Learner (LTEL) course for students at the Expanding and Bridging language proficiency levels. In these Designated ELD courses, students receive the necessary linguistic supports that develop their academic English as well as to be able to engage in complex and content rich tasks.

We are also offering content area courses that provide the Integrated ELD supports for ELs and LTELs that allow them to be successful in their content area classes, while at the same time having access to language models from their non-EL peers in these courses. The courses focus on the Key Themes of CA ELA/ELD Framework to ensure students are prepared to become proficient in the English language and are able to select a career or college pathway. Through the use of meaning making, language development, effective expression, content knowledge, and foundational skills students will receive an opportunity to fortify their literacy skills in all content areas. These courses emphasize a core belief that the success of our EL students is a shared responsibility throughout all content areas taught.

To support teachers in these efforts, we have professional development support for all, which includes dedicated curricular support as well as access to strategies and support for content area teachers. These include evidence-based practices that align with the Common Core State Standards and the ELA/ELD Framework.

There are unique opportunities at Para Los Niños Charter Middle School with the wrap-around services that our organization provides, which truly help us meet the unique needs of our English Learner students. The integration of the whole child through these wrap-around services along with high levels of academic rigor allow PLN CMS to provide a truly supportive experience for the neediest students.

Services for our Students with Disabilities

CMS provides a wide range of comprehensive services for the 13.2% of the student population that is identified as having a disability. The services that are provided include supports that are given to students to ensure their long-term success, along with supports that are given to teachers to ensure that proper services are provided to students at all times.

All students receive services and supports as delineated in their IEP. Services that students receive include individual and group based Specialized Academic Instruction (RSP) Speech, Occupational Therapy, Adaptive Physical Education, Behavior Intervention and Behavior Intervention Development, Deaf and Hard of Hearing Itinerant services and Counseling services. Based upon student and family need, Counseling services in particular are incredibly robust at Charter Middle School. Via our Student and Community Services department, wrap-around services provide simultaneous family counseling for students and families that demonstrate higher levels of need.

Beginning in the 2017-18 school year, progress monitoring for Students with Disabilities was implemented throughout PLN CMS. Progress monitoring for Students with Disabilities is used to help teachers monitor students' response to instruction and intervention. Progress monitoring tools are brief assessments that measure outcomes that are directly linked to material that has been previously taught. Resource Specialist teachers and general education teachers will collaborate and review students' IEPs and will develop lessons tailored to their students' diverse needs. Students will be assessed at regular intervals such as weekly, bi-weekly, or monthly to identify whether they are demonstrating adequate

progress. The frequency of assessment and monitoring will be determined by the teachers and as delineated in the IEP of the student.

In the area of reading, teachers will administer weekly curriculum-based measurements (CBMs) to monitor reading fluency and comprehension. In addition to CBMs, general education teachers and resource specialist teachers will collect anecdotal notes when conferencing with students during reading instruction. *Assessing Reading Multiple Measures* will be used to assess the following areas: phonological awareness, decoding and word attack, vocabulary, comprehension and fluency. These assessments are designed to measure specific skills critical to successful reading and will inform teachers' instruction. For students needing Tier 3 instruction, we will adopt and implement, *Language!*, a comprehensive literacy curriculum with effective, explicit, and systematic instruction for struggling readers. For students needing Tier 2 reading instruction, we will adopt and implement *Focus Reading Intervention*, which is a program with research-based strategies tailored to meet the needs of struggling students. The program will provide explicit and guided lessons, short engaging passages to practice reading, core reading strategies, and progress monitoring opportunities with pre and post assessments.

In the area of writing, CBM-written expression fluency can be used to measure total words written, correctly spelled words, and correct writing sequences. Other progress monitoring tools include calibrating pre-assessments and post-assessments to measure growth in the various areas identified on the rubric. *Step Up to Writing* secondary level will be adopted and implemented. The program will provide effective, multisensory writing strategies to improve writing, reading, listening, and speaking. The program will be used in all core subjects presenting good models of writing to complete academic tasks.

For students needing Tier 2 mathematics instruction, *Focus Mathematics Intervention* will be adopted and implemented. This is a research-based program tailored to meet the needs of struggling students by providing explicit and effective strategies that help students make sense of mathematical concepts and mathematical procedures. Assessments include pretests and posttests as well as performance tasks that will guide teachers with identifying specific areas of need.

Community-Building Through Parent Engagement and Skill-Building

Deep parent engagement and skill-building are essential to our educational model. Since PLN's first charter petition was approved in 2002, we have received funding year after year to develop parent and community leaders within the PLN school communities. The W.K. Kellogg Foundation, along with the JIB Foundation and other private funders, continue to support our parent leadership efforts. Parents participate in a variety of capacity-building activities, from governance and leadership opportunities in the Local Control and Accountability Plan Committee and English Learner Advisory Committee (ELAC) to workshops on financial literacy, educational testing, the introduction to common core standards, communication, advocacy, and leadership.

In a recent survey participants reported increased self-efficacy and sense of community. As a result, we have seen an increase in parent participation in parent-teacher conferences, afterschool events and assemblies.

Community Partnerships

Para Los Niños understands the vital role that parents play in ensuring their children's success in school and their overall community. Central to PLN's strategic plan is parent engagement as a vehicle toward community strengthening and transformation. Together, with high quality education and integrated

support services, parent engagement and leadership development efforts receive attention and resources as a key strategy in our efforts to close the achievement gap.

Through the collaborative support of Charter School leadership, First 5 LA and the Department of Public Health, Para Los Niños is actively involved in creating the space for developing local leaders to build their capacities around leadership, school and civic engagement and local grassroots governing.

At our Charter Schools there are specific spaces dedicated for parent education, planning and leadership around English Language Learning and School Governance through our School Site Councils and English Language Advisory Committees, as well as opportunities for parents to build their educational, literacy and volunteer capacities to support their children in school. Embedded in the school's systems are accountability structures around LCAP) and ELAC recommendations, with ongoing attention paid to create even more formal structures around how the schools and families work together to meet LCAP and ELAC goals.

In the community, there are specific spaces where parents/residents use their knowledge and lived experiences as the basis to learn and practice leadership and advocacy skills -- building their own skills as well as increasing the capacity of organizations to work collaboratively with the community when providing services. Two particular programs focus directly on community engagement and leadership development: Best Start Metro LA, funded by First 5 LA; and Champions for Change- a nutrition program funded through the Department of Public Health.

Best Start Metro LA:

Best Start Metro LA (BSMLA) is a community partnership made up of over 450 community residents and agency representatives who come together to discuss strengths and needs in their communities, identify priorities, and mobilize to create community changes that help improve the lives of children and their families. Parents and residents strengthen and develop their leadership skills by participating in the BSMLA Leadership Development Workshop Series and in the weekly Neighborhood Leadership Groups (NLG).

In the BSMLA Leadership Development Workshops, parents and residents build and strengthen their skills in:

- Community Leadership Styles
- Collective Decision Making
- Advocacy
- Communications
- Action Plan
- Conflict Resolution
- Evaluation

At the NLG Meetings, residents:

- Lead their own meetings
- Build and strengthen leadership skills
- Create social connections
- Connect to family and community resources
- Design and implement community plans

The Senderos Program:

Consistent with our PLN focus on supporting the health and development of the whole child, the Senderos Team's work focuses on nurturing healthy environments for students and their families where they live, learn, work, and play. We understand the importance of promoting health through education, collaborating with others, and implementing policies that will promote healthy food and lifestyle choices. With support from the Department of Public Health, we focus much of our school-based community engagement work on promoting: healthier eating; more physical activity; drinking more water and fewer sugary drinks, and using CalFresh benefits to buy healthier foods for home. Specific activities will include:

- Creating site-specific visions for healthy school communities
- Engaging school staff, parents and children in conversations about how healthy eating and physical activity are important to student success.
- Supporting school site staff in creating school sites where healthy food choices are promoted and incentivized
- Bringing site-based nutrition education workshops to parents
- Bringing site-based physical fitness workshops to parents
- Inviting parents and staff to participate in health task forces.
- Task forces will move the health vision forward and support school-wide activities related to healthy eating and exercise

c. Areas of Challenge The School Has Experienced And How They Have Been/Will Be Improved

As noted above, the children and families we serve are among the neediest residents of Los Angeles, facing myriad and significant challenges, including securing basic needs such as shelter and food. We also recognize that the overall academic outcomes for our students need to improve.

Stronger Central Support

In 2015, the Para Los Niños Board of Directors adopted a new strategic plan further placing our charter schools at the center of our work. This resulted in an even deeper investment in the organizational infrastructure supporting schools and has triggered positive instructional and operational changes throughout the charter schools, including PLN CMS.

At the organization level, this translated into the creation of a central team dedicated to supporting the charter schools. In 2015 PLN hired a highly experienced new superintendent/VP of Charter Schools, a Director of Instructional Support, a Charter Schools Operations Coordinator, as well as a full-time Special Education Team, led by a Director of Special Education (now a Special Education Manager), two full-time school psychologists, a speech and language pathologist and a speech and language pathologist assistant. Additionally, PLN employed a part-time instructional coach who worked directly with new and novice teachers on instructional planning and delivery, including several teachers who were at PLN CMS during 2015/2016.

PLN CMS continued with previous work done around the design and delivery of relevant, high quality professional development and instructional improvement strategies directly with teachers and instructional aides. One of the results of this work with the leadership team and teachers at PLN CMS in 2016/2017 was the school-wide implementation of a new math curriculum (*CPM*) with better alignment

to the CCSS, as well as a foundational math lab as a supplement. Also, thanks to a renewed focus from 2016/2017 into the 2017/2018 school year on language acquisition and early literacy skills, PLN CMS is working to ensure that all of its classrooms are compatible with the balanced literacy approach that has always been a part of the school's instructional model. The school is shining a spotlight on the structures and systems that must be in place for high quality balanced literacy instruction, including materials and resources (such as classroom libraries), classroom rituals and routines, and opportunities for students to engage in academic dialogue and accountable talk. PLN CMS is also implementing aligned professional development and in-class teacher support to improve best practices and ensure fidelity in implementation.

Another continuing practice has been an instructional focus on data cycle reviews, which has been implemented with increased fidelity. During 2015/2016, we launched a process of periodic and formative assessments, data reviews, and any needed re-teaching or intervention. This work is expanding in 2017/2018 to include several interim Assessment Blocks and interim Performance Tasks from CAASPP to better inform our teachers of student progress and readiness throughout the year.

To help support student success and data utilization, PLN CMS launched a centralized student information system (Illuminate) for enrollment, attendance, and reporting in the summer of 2015. Our Operations Coordinator is responsible for state and District data and compliance reporting and support for our schools. Key staff and teachers have been trained in the usage of Illuminate in order to make the leveraging of data to improve student outcomes a key focus of PLN CMS.

In the fall of 2015, we also began piloting the assessment and academic data platform within Illuminate. In 2015/2016, PLN began collecting and reviewing internal academic data at three distinct points in the year supported through Illuminate and throughout 2016/2017 PLN increased its use of this data analysis and reporting tool. In the first few months, of the 2017/2018 school year, the school has already trained additional educators and other staff on additional data analysis and assessment functionality.

After looking at our Reclassification data, CAASPP data, and student progress as identified by teachers, it was recognized that significant changes needed to be implemented to support language learners; specifically, that there was a need for staff with more specialized knowledge around English learner students. To that end, in 2017/2018 ,PLN CMS made further improvements with its central support in order to ensure that students with the highest need are given the support needed to be successful. This effort began with the selection of the new superintendent, Dr. Frances Esparza. Dr. Esparza came to PLN with a background of working with English learners in Los Angeles Unified School District for over 20 years, including nationally recognized work with Boston Public Schools, that helped to bring focus to the needs of language learners. The selection of Dr. Esparza was with the specific intention of bringing her skillset to PLN CMS and support the implementation of greater support for EL students. Additionally, the selection of the current principal of PLN CMS, Dr. Hassan Dornayi, was made to bring further expertise to our work with English learner students, having overseen English learner programs in Los Angeles and Pasadena Unified School Districts.

Additionally, for the 2017/2018 school year,PLN hired a Director, Socio-Emotional Learning & Impact, Dr. Jennifer Ralls. Given the needs of the students that PLN serves, many of whom have been exposed to trauma, the creation of this role reflects PLN's deep commitment to the whole child. There is ample research on the effects of trauma on children's brains and the impact that those experiences can have on students' academic achievement. This Director position was established to support teachers and instructional leaders in creating an environment in which all students can be successful. The Director,

Socio-Emotional Learning & Impact is responsible for coordinating social-emotional learning systems and curricula throughout the PLN system.

Lastly, greater efforts have been made in staffing, recruitment, staffing pay, and teacher retention. All of this has resulted in a significant increase in teacher retention over the past two years.

Teacher Retention

Over the past several years, Para Los Niños has put systems in place to better recruit, select, train, support, develop and retain the best possible staff for our charter schools (and across the organization). In 2015, PLN CMS, like many charter schools across the southland, experienced significant staffing turbulence when LAUSD began re-hiring teachers who had received Reduction in Force (RIF) notices and some PLN teachers left the school mid-year to return to the District.

That experience, coupled with the general teacher shortage that has persisted for years in California, resulted in many staffing challenges throughout the school year. As a response to this situation, PLN and PLN CMS took three key steps:

1. **Revamped Recruitment and Selection:** PLN CMS started earlier in the year with a focused and aggressive recruitment campaign, partnering with teacher preparation programs (University-based and with organizations like Teach For America) to build a high-quality pool of potential teachers and staff. This, coupled with a revamped selection process, allowed the school to be far more selective in the hiring decisions we made and resulted in a complete turnaround in the retention results for our teachers and staff. During the 2016/2017 school year, the school only lost one teacher during the year (and this was not a full-time position). Compared with the attrition of years past, this was a huge accomplishment and created greater stability and consistency for our instructional program.
2. **Salary and Benefits:** PLN also instituted a dramatic change in the share of medical benefits covered by the organization in addition to instituting an across-the-board salary increase for teachers. We also have increased the hourly rate for our classroom aides to bring this in line with other schools (traditional and charter) in the area. With these changes, we have made an explicit investment in the future potential of our aides and in the need to have teachers make long-term commitments to our schools
3. **Infrastructure and Teacher Leadership Investment:** PLN invested in central infrastructure to better support our schools through central operations support, special education team investment and the creation of a Director of Instructional Support role. An experienced DIS was hired to take on this critical role of providing targeted support needed for the implementation of the academic programs adopted by PLN (Reader's and Writer's Workshop, English 3D, Math Works). The DIS works diligently to support the PLN vision on professional development for both teachers and leaders within the organization.

PLN CMS also invested time and resources into the creation, training and support of an Instructional Leadership Team (ILT) as a way to further empower our most experienced and skilled teachers – which has led to greater retention of these teachers. In the past, teachers have expressed an interest in taking on additional roles and leadership around the school. The ILT empowers these teachers to take responsibility and accountability for the success of the entire school – and directly led to retention of these members.

Sustainable Leadership

Over the course of its charter, PLN CMS has experienced some turnover in the principal role. Some of this is directly related to the lack of central organization support in the old model. As described above, PLN CMS is now supported by a central special education team, a Charter Schools Operations Coordinator and a Director of Instructional Support. Although the former principal (in the role for 15/16 and 16/17 school year) is no longer with the organization, we have hired a new principal with deep experience leading instructional programs with an emphasis on English Learner populations.

We recognize that PLN's schools are unique amongst the charter school landscape in Los Angeles, and thus, it takes a specific set of skills and mindsets for leaders to be successful in the organization. As a response, we created these central support roles and created systems of support and development for our leaders.

Para Los Niños Superintendent

After several years of creating systems to better understand student progress, upgrades in the infrastructure of central support for PLN schools and an increase in results for students, PLN is now positioned to take the next steps in our path to successful outcomes for all students. In the Summer of 2017, PLN hired a Superintendent/VP of Charter Schools with an array of experiences in LAUSD and around the nation, with specific expertise creating success for English Language Learners and Students with Disabilities. This matches with our necessary focus at PLN CMS on LTELs and SWD population and, as mentioned elsewhere in this document, is already instituting necessary changes in which we support EL achievement and success for all students. The PLN Superintendent has years of experience, both professional and personal, working with populations similar to our PLN families. This has afforded PLN the opportunity to be at the forefront of the needs of our families, as the Superintendent works diligently to support the student academic needs as well as social-emotional needs throughout the political climate that the families are currently living.

Instructional Leadership and Coaching

To address performance gaps and support greater instructional improvement across our teaching teams, PLN has taken several steps, some outlined above, to accelerate academic progress for our students. We also believe in building the expertise of our teachers and thus began work additional work focused on this as well.

Beginning in 2015/2016, PLN launched Instructional Leadership Teams (ILTs) made up of teacher leaders from each of our schools. At PLN CMS, this team is made up of a cross-section of teachers and staff, tasked with supporting the overall instructional program of the school, while focused on areas in need of instructional improvement. ILTs also serve as a mechanism for every department and every grade level to have a "voice" in real-time decision-making as it pertains to issues related to student achievement and as adjustments are made on both the curricular and instructional levels. The ILT meets on a monthly basis. Its primary role is in teacher coaching and professional development. Moving into 2017/2018, the ILT will also be "adopting" new teachers (helping to acculturate them to PLN's instructional model) and developing instructional initiatives in reaction to student achievement data. This year, the team will also be choosing long-term objectives for student achievement and conducting classroom observations and instructional coaching (with support provided through a partnership with the New Teacher Center). PLN is committed to continuing the support and training of the Instructional Leadership Teams in the areas of data analysis, observation and feedback mechanisms, and planning and delivering relevant, high-quality professional development.

Foundational Literacy Skill Development

PLN CMS's Instructional Leadership Team, along with PLN's instructional leadership department, examined student CELDT data and reading and math assessment results and determined that student underachievement was largely rooted in challenges with foundational literacy skills. With a large majority of students not able to read at grade level, in the 2017/2018 school year PLN CMS is focusing on early diagnosis and early intervention, including in-class and after school interventions for students reading below grade level. Rather than provide students with extra time on reading comprehension, PLN CMS will be implementing an intensive reading foundations intervention using the Schiefelbein approach to phonemic awareness. For this Tier III intervention, PLN CMS plans to analyze data and select cohorts of students who are reading below grade level to participate in 4-week intervals of the intervention; Fountas and Pinnell running records will serve to monitor progress, and each student will have an individualized reading learning plan to monitor growth as well.

Academic Language Development

Accountable talk, an approach codified and championed by Dr. Kate Kinsella, guides students in engaging in critical dialogue and explicitly teaches them the principles of building academic language. PLN seeks to specifically target and develop mastery in these areas through an accelerated school-wide project focusing on accountable talk and academic language. Accountable talk is a competency in which students consciously understand and fluently utilize academic language and purpose-specific communication syntax and structures to comprehend, analyze, exchange, generate, and apply ideas.

This research-based practice, when implemented with fidelity, will improve student learning, critical thinking, speaking, listening, reading, writing, engagement, social imagination, locus of control, and academic independence. In classrooms in which accountable talk is developed, teacher and student talk time is part of every lesson in all subject areas. Students' talk is designed to explore and share ideas. Discourse rules and language structures are explicitly taught, and dialogue is purposeful, collaborative and equally divided. Accountable talk must be explicitly taught, modeled, and rehearsed almost on a daily basis to be internalized, and thus it has become a priority across subject areas and in all grade levels.

Included in PLN CMS's approach to building academic language development is an intensified commitment to increasing English proficiency for long-term English Learners (LTELs). In the fall of 2017 PLN CMS has adopted the *English 3D* curriculum by Houghton Mifflin, an ELD program designed for grades 4-12 to meet the needs of ELs, for use during designated ELD time for LTELs. *English 3D* provides ELs with grade level content-based instruction that builds academic language proficiency and incorporates multi-level teaching strategies for all language levels. Each lesson incorporates authentic, accessible literature and provides teachers with assessments that monitor growth across proficiency levels. The resources provided help students develop the academic language needed to access grade level content in the academic subject areas and were supported with dedicated professional development, introduced by the renowned linguist Dr. Kate Kinsella.

Culture and Climate

In 2015/2016, PLN organized a cross-school teacher workgroup that focused on school culture and climate, including representation from PLN CMS. Out of those discussions, we piloted a school culture and climate survey across our schools, surveying parents/families, staff and students. This survey sought to understand the ways in which staff, students and families were experiencing Para Los Niños: did they feel welcome, safe, academically challenged, and able to access information, support, and resources?

Moving forward, we plan to survey our school communities twice a year to better inform our goals and priorities, to track progress on LCAP goals, and to guide our programming for students and parents.

Another essential part of the culture and climate of PLN CMS is implementing a school uniform. When students enroll, they are given school uniforms for at no cost. The benefits of the implementation of the uniform include creating a sense of family, building a cohesive culture, and ensuring student safety. Furthermore, for students that are living with the challenges of homelessness, PLN CMS washes clothes for students.

Additionally, PLN has identified an area of opportunity in student behavior and suspension prevention. Last year, PLN CMS experienced a spike in suspension incidents related to substance abuse, resulted in a renewed schoolwide focus on helping and supporting students to make better choices and thus decrease the instances of students bringing substances to school. PLN CMS also contracted with various organizations to provide counseling for students involved in or at-risk for drug and alcohol use. The students and their families participate in group counseling sessions promoting healthy choices and awareness of drug and alcohol abuse.

We know that living with trauma can be a huge impediment to success in school. In the 2016-2017 school year, 82 students at CMS were provided ongoing counseling services from PLN clinicians. We saw a corresponding spike in behavior incidents and also pushed reflection amongst the staff about how to best create a culture of greater care within the school.

For 2017/2018, we have adopted a new Social Emotional Learning focus and program throughout our network of charter schools (Caring School Communities). The Middle School Team has customized this program for delivery and support in the existing Advisory structure and we are already seeing results in the general climate around the school campus. In addition, PLN CMS staff provides a weekly installment of "Council" in which students engage in an adult-moderated discussion of topics and issues for middle school age students.

Lastly, understanding the acute needs of our population, the school invested in a new full-time position to better attend to the needs of our students and families and will have a Licensed Social Worker as part of our team beginning in October of the 2017-18 school year..

Data Driven Instruction

As mentioned above, in recognition of the need for schoolwide improvement of proficiency levels in both ELA and Math, PLN CMS has now incorporated additional periodic monitoring of student progress throughout the year with **benchmark assessments** in ELA and mathematics that are directly linked to the SBAC/CAASPP assessment questions and performance tasks. Following administration of these benchmark assessments, our faculty and school leaders work together to disaggregate the data using the Illuminate data system and look at student mastery of standards-based content on an individual, classroom, grade-level and whole school basis. We also examine subgroup data as a way to target strategies to address any gaps. Our faculty members receive professional development on using the data to differentiate instruction in their classrooms, including re-teaching and trying alternate strategies. Additionally, student intervention groups in reading are formed using this data to provide additional support to our most struggling readers.

In addition to SBAC-aligned benchmark assessments, all students in grades 6-8 are also assessed multiple times per year using Lexile testing with Achieve 3000, Fountas & Pinnell (starting in 2017/2018)

and standards-based assessments for ELA and publisher-provided benchmarks at the end of each unit for math.

We have made further adjustments to our periodic assessment system for the 2017/2018 school year in administering Interim Assessment Blocks and Performance Tasks via CAASPP that are even more closely linked to the SBAC.

Based on current CAASPP scores and internal data, we also have implemented curriculum changes. This included adopting and implementing the *CPM* program for math, as mentioned previously. In 2016/2017, we piloted a foundational math lab that targeted gatekeeper mathematics skills. This pilot showed positive results, so this program is being expanded as an intervention embedded in all math courses for any student who would benefit from it as a Tier II support. Additionally, we are increasing professional development activities in math to focus on cognitively-guided instructional techniques.

Focus on our English Learner Population

For the 2017-18 school year data was utilized for the creation of EL student LTEL courses. The support mechanisms being used to increase proficiency levels for our significant EL population has doubled. We have increased our efforts in systemization of ELD awareness, targeted instruction and alignment to our work in EL instruction. These increased efforts include:

- ELD Identification and Placement Professional Development throughout the PLN Organization
- ELD Instructional Professional Development on Designated and Integrated ELD
- ELD Professional Development on Accountable Talk & Effectively Engaging Students in Extended, Productive Discussions
- Professional Development on Disciplinary Literacy
- Individualized Graduation Plan Professional Development for Teachers and School Leaders (Counselors and Assistant Principals)
- Professional Development on LTEL data, supports and interventions
- Collaborating with a professional development firm to ensure that all classrooms are compatible with balanced literacy instruction
- Implementation of the English 3D curriculum to promote development of academic vocabulary
- Increased professional development and capacity building of teachers in balanced literacy

Illuminate now enables better monitoring of students who are close to reclassification (providing easy-to-access reports and historical data) and ensures faculty are consistently reviewing students' EL proficiency at least quarterly. With full implementation of Illuminate in the 2017-2018 school year teachers have now been able to take readily available data regarding their students and utilize it to group students and target strategies to their needs. This builds upon success that has already been seen in CAASPP data which is being further bolstered with more targeted instruction. Additionally, our Assistant Principal is tasked with working with teachers individually to ensure their EL students have the support and interventions they need to progress. We have increased professional development on language acquisition and language and reading intervention for targeted students, including SDAIE and language acquisition strategies. A mandatory training for all teachers includes unpacking the CA ELD standards and how to develop specific language objectives for each lesson that are differentiated based on student needs. We also have increased parent workshops regarding the language acquisition process and strategies to use to help their children, even if they are not fluent English speakers themselves. Additionally, we have increased schoolwide efforts and awareness towards reclassification through

school ceremonies and assemblies celebrating EL students’ achievements in developing English proficiency.

As we look to the next five years, we see tremendous possibility for our students and their families. With better understanding of how to fully shift to the new California Common Core State Standards, more tools around and clearer expectations for the attainment of the new ELD standards, and the state assessment program (CAASPP), PLN CMS is well-positioned to support our students in attaining new academic heights. Our investments in greater support for teaching and learning throughout all classrooms, implementation of the Illuminate data system to facilitate a renewed emphasis on data-driven instruction, stronger instructional leadership at the network and school level, and a continued investment in support for the whole child and family all will help our students succeed.

STUDENT POPULATION TO BE SERVED

TARGET POPULATION

PLN CMS is located in a Downtown Los Angeles community bordering Skid Row that, despite recent development in the nearby Downtown Arts District, is still plagued by the effects of drug trafficking, gang activity, prostitution, other violence and poor housing conditions. Ninety-four percent of PLN CMS students are Latino/a and 33% are English Learners, most of whom are Spanish-speaking. Ninety-six percent of students are classified as socioeconomically disadvantaged; 13% of our students are students with disabilities (SWD). The average family consists of a single mother with three to four children. PLN CMS is committed to enrolling a population of students that is reflective of the local demographics, in terms of ethnicity, socioeconomics, and achievement history.

ENROLLMENT PLAN

Para Los Niños Charter Middle School anticipates the following enrollment over the charter term:

Enrollment Plan

General Education Program	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
6 th Grade	120	120	120	120	120	120
7 th Grade	120	120	120	120	120	120
8 th Grade	120	120	120	120	120	120
Total	360	360	360	360	360	360

GOALS AND PHILOSOPHY

MISSION AND VISION

The mission of the Para Los Niños Charter Middle School is to provide children/students a structured educational experience while using an autonomous model for the delivery of instruction in grades 6-8 that will afford each student the opportunity to achieve their full academic potential, and to help their families and communities support them in doing so. In keeping with the vision for Para Los Niños as an organization, our school will be a center for urban education providing students and their families with all the support and tools necessary to ensure academic success.

We help children succeed through a standards-aligned instructional program guided by our understanding of the six critical components necessary to become educated citizens in the 21st Century:

- The development of students' communication skills
- The development of students analytical and critical thinking skills
- The development of student expression and creativity
- The development of knowledge and specific knowledge related to academic disciplines
- The development of character and a sense of community through collaborative processes
- The development of students' knowledge on Ethics, Actions, and Accountability

These critical components frame the Para Los Niños Charter Middle School educational objectives:

Knowledge

Students at PLN CMS have access to a rigorous, standards-based curricular program based on CCSS. We understand that, in order to be academically successful in middle school and beyond, students must have a strong foundation for standards-based academic content, inclusive of standards-specific vocabulary, and an ability to articulate and demonstrate understanding of the material by using a variety of method or tools.

Skills

Students at PLN CMS participate in classroom, school, and community-based activities designed to foster the development of generalizable skills critical to academic and personal success; accessing, organizing, processing, and applying the information presented as part of a standards-based curriculum. Furthermore, we understand that 21st century activities require successful citizens to negotiate relationships and interactions with a global community. The stakeholders of PLN work in concert to ensure that students are able to meet the following expectations:

- We expect students to think critically and solve problems
- We expect students to work productively as members of a team
- We expect students to present their ideas articulately to a variety of audiences
- We expect students to utilize a variety of tools, including technology, to solve problems and communicate their ideas
- We expect our students to be responsible for their own success and growth

Character and Community

Beyond the knowledge and skills necessary to participate successfully in society, PLN CMS expects our students to develop a sense of personal integrity within the context of the community in which they reside. We understand that it takes a special kind of resilience for children raised in poverty to avoid the socially derisive activities that are often prevalent in their homes and neighborhoods and provide them access to the resources necessary to develop resiliency.

- We expect students to articulate their hopes, dreams, and challenges
- We expect students to be leaders as well as team-members

- We expect students to develop the ability to constructively resolve conflict
- We expect students and their families to be knowledgeable about the resources available to support the development of a personal sense of safety and well-being.

AN “EDUCATED PERSON” IN THE 21ST CENTURY

To be successful, our students must become active citizens in a democracy that is still being shaped. The 21st century is characterized by an exponential and ever-accelerating growth of knowledge. Therefore, critical inquiry, inclusive of the ability to learn, question, process, and use resources (such as technology) is a core component of learning and acquiring content knowledge.

Twenty-first-century learning means that students master content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures. Students demonstrate the three Rs, but also the three Cs: creativity, communication, and collaboration. They demonstrate digital literacy as well as civic responsibility. Virtual tools and open-source software create borderless learning territories for students of all ages, anytime and anywhere.

Barnett Berry,
 Founder and CEO,
 Center for Teaching Quality

At PLN we recognize that knowledge, when defined as specific information related to academic disciplines, provides lenses through which to see and know the world. Therefore, the information we provide our students becomes the knowledge base that shapes the way they see and interact in the world.

At PLN we believe that skills development is an essential function in a rapidly changing and increasingly connected global environment. We seek to introduce our students to educational technology via the use of laptops and iPads in the classroom.

At PLN we believe that one’s character and sense of community is crucial to the entire learning environment. As we seek to educate the whole child at PLN, we herald his or her character development and sense of place and role in the community as equally important as the development of knowledge and skills.

HOW LEARNING BEST OCCURS

Our definition of how learning best occurs is based on our experience in working with infants through 8th graders in schools (through our early childhood programs and charter schools) along with current research in education and examples of best practice around the country (Gandini, 1998; President’s Committee on Arts and Humanities, 2011). This understanding is the foundation of our instructional program for a student population of primarily English Learners from socioeconomically disadvantaged homes. Our beliefs about how learning best occurs are also based on the work of Paolo Freire, Donaldo Macedo, Jean Piaget, John Dewey, Steven Krashen, Noam Chomsky, Lev Vygotsky, Maryanne Cucchiarra, Lily Wong-Fillmore, Linda Darling-Hammond, David Campos, Randall Lindsey,

Mike Schmoeker, Jeff Zweirs, Susan Ohara, Robert Pritchard, Zaretta Hammond, and Robert Marzano and many others. PLN CMS is guided by our mission and vision, as well as the following tenets of what we know about how children learn:

- Children learn best when the learning is purposeful and has personal meaning to them.
- Children learn best when actively involved in the learning process through hands-on and first-hand experiences.
- Most children perform best in English literacy skills when they have first established fluency in their primary language.
- Learning to ask questions is fundamental to extending learning that contributes to becoming life-long learners.
- Children’s learning increases when they are in a safe environment where they feel comfortable to take risks.
- Learning is inquiry- and project-based.
- Learning is integrated with the arts and across disciplines.
- Children are given sufficient time and opportunity to navigate complex and reflective learning experiences.
- Children are offered multiple ways to represent their understanding of concepts and ideas.
- Teachers create an engaging school environment that fosters and promotes critical thinking, inquiry, creativity, collaboration and academic language.

THE REQUIREMENTS OF EDUCATION CODE § 47605(B)(5)(A)(ii)

Student academic and personal progress is the highest priority at PLN CMS.

The following chart details the school’s goals as of this petition submission, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, PLN CMS’s stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions PLN CMS anticipates at this point in time.

LCFF STATE PRIORITIES	
GOAL #1	
Identify, attract, retain, and build the capacity of teachers, and staff to provide innovative instruction. Maintain staff of fully credentialed teachers.	Related State Priorities: X 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 X 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> <input type="checkbox"/>
Specific Annual Actions to Achieve Goal	

- Change hiring practices and postings to better reflect PLN vision and attract competent teacher candidates.
- Train teachers in cultural competencies.
- Train teachers in various components of Common Core State Standards including but not limited to ELA/ELD Framework and NGSS standards.
- Send teachers to attend conferences/trainings to increase knowledge base of instructional strategies to support all sub groups.

Expected Annual Measurable Outcomes

Outcome #1: Teaching positions filled with appropriately assigned teachers

Metric/Method for Measuring: Annual (fall) HR audit of master schedule

APPLICABLE STUDENT GROUPS	Baseline	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
All Students (Schoolwide)	Establish baseline	100% of teaching positions filled with a properly assigned teacher	100% of teaching positions filled with a properly assigned teacher	100% of teaching positions filled with a properly assigned teacher	100% of teaching positions filled with a properly assigned teacher	100% of teaching positions filled with a properly assigned teacher
All Subgroups	Establish baseline	100% of teaching positions filled with a properly assigned teacher	100% of teaching positions filled with a properly assigned teacher	100% of teaching positions filled with a properly assigned teacher	100% of teaching positions filled with a properly assigned teacher	100% of teaching positions filled with a properly assigned teacher

GOAL #2

Increase capacity of all instructional staff to better improve student outcomes.

Related State Priorities:

- X 1 4 7
 X 2 5 8
 3 6

Local Priorities:

-

Specific Annual Actions to Achieve Goal

- Observe other schools to observe best practices.
- Provide stipends for grade level leads.
- Send teachers to attend conferences/trainings to increase knowledge base of instructional strategies to support all sub groups.

Expected Annual Measurable Outcomes

Outcome #1: Increase instructional competency for staff
Metric/Method for Measuring: Teacher participation in high quality professional development

APPLICABLE STUDENT GROUPS	Baseline	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
All Students (Schoolwide)	Establish baseline	100% of teachers will participate in Common Core professional development	100% of teachers will participate in Common Core professional development	100% of teachers will participate in Common Core professional development	100% of teachers will participate in Common Core professional development	100% of teachers will participate in Common Core professional development
All Subgroups	Establish baseline	100% of teachers will participate in Common Core professional development	100% of teachers will participate in Common Core professional development	100% of teachers will participate in Common Core professional development	100% of teachers will participate in Common Core professional development	100% of teachers will participate in Common Core professional development

GOAL #3

Implement a cohesive and supportive educational environment through individualized counseling, utilizing college and career readiness standards, to ensure students are ready for high school/college.	<p align="center">Related State Priorities:</p> <input type="checkbox"/> 1 X 4 X 7 X 2 <input type="checkbox"/> 5 X 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	<p align="center">Local Priorities:</p> <input type="checkbox"/> <input type="checkbox"/>

Specific Annual Actions to Achieve Goal

- Provide opportunities for all students, particularly 8th graders, to hear about high schools through a high school fair
- Design counseling services and support for students and families on A-G requirements through workshops and advisory lessons
- Provide field trips to colleges/universities for all students
- Align CMS with the Community College and State University “Cradle to College” program

Expected Annual Measurable Outcomes

Outcome #1: Provide personalized counseling services and supports for all students, including 2x per year meetings for each student with a counselor (including the discussion on the IGP)
Metric/Method for Measuring: Increase the percentage of students meeting with a counselor

APPLICABLE STUDENT GROUPS	Baseline	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022
All Students (Schoolwide)	Establish baseline	100% of students will meet with a counselor at least twice per year	100% of students will meet with a counselor at least twice per year	100% of students will meet with a counselor at least twice per year	100% of students will meet with a counselor at least twice per year	100% of students will meet with a counselor at least twice per year
All Subgroups	Establish baseline	100% of students will meet with a counselor at least twice per year	100% of students will meet with a counselor at least twice per year	100% of students will meet with a counselor at least twice per year	100% of students will meet with a counselor at least twice per year	100% of students will meet with a counselor at least twice per year

GOAL #4

Decrease number of long term English Learners and increase reclassification rates for English learner students.	Related State Priorities:
	<input type="checkbox"/> 1 X 4 X 7 X 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities:
	<input type="checkbox"/> <input type="checkbox"/>

Specific Annual Actions to Achieve Goal

- Provide focused ELD instruction to address the language and academic needs of LTELs
- Provide after school clinics to address the identified needs of LTELs in ELA and Math
- Unpack new ELD standards and purchase materials necessary to implement the standard
- Provide ELPAC boot camp for all ELs
- Provide PD for teachers to incorporate ELD standards and fortify their lessons for Designated and Integrated ELD

Expected Annual Measurable Outcomes

Outcome #1: Increase reclassification of ELs which include LTELs
Metric/Method for Measuring: Rates of LTELs and reclassified ELs

APPLICABLE STUDENT GROUPS	Baseline	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022
English Learners	14.4% Reclassification Rate	Decrease the percentage of Long Term	Decrease the percentage of Long Term English	Decrease the percentage of Long Term English	Decrease the percentage of Long Term	Decrease the percentage of Long Term English

	110 LTEL Students	English Learners from the previous year by 10%. Increase the reclassification rate of EL learners from the previous year by 15%.	Learners from the previous year by 15%. Increase the reclassification rate of EL learners from the previous year by 15%.	Learners from the previous year by 20%. Increase the reclassification rate of EL learners from the previous year by 15%.	English Learners from the previous year by 20%. Increase the reclassification rate of EL learners from the previous year by 15%.	Learners from the previous year by 20%. Increase the reclassification rate of EL learners from the previous year by 15%.
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GOAL #5						
Promote a whole-child approach to a healthy campus by increasing the percentage of students who perform in the Healthy Fitness Zone on the FitnessGram		Related State Priorities: <input type="checkbox"/> 1 X 4 X 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6				
		Local Priorities: <input type="checkbox"/> <input type="checkbox"/>				
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Hiring of a highly qualified PE Lead Teacher to train (on-board), support and provide professional development to all PE Teachers PE teachers identify students who not meeting requirements and provide interventions Plan after school sports intramurals with PE teachers (basketball, volleyball, cheerleading) Design curriculum to help address each area of the Healthy Fitness Zone 						
Expected Annual Measurable Outcomes						
Outcome #1: Increase the percentage of students performing in the HFZ on the FitnessGram						
Metric/Method for Measuring: % of students scoring in the HFZ						
APPLICABLE STUDENT GROUPS	Baseline	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022
All Students (Schoolwide)	Percentage Meeting fitness standards 6/6 - 3.3% 5/6 – 15%	Increase percentage of students scoring in the HFZ on the	Increase percentage of students scoring in the HFZ on the	Increase percentage of students scoring in the HFZ on the	Increase percentage of students scoring in the HFZ on the	Increase percentage of students scoring in the HFZ on the

	4/6 – 19.2% 3/6 – 16.7% 2/6 – 26.7% 1/6 – 12.5% 0/6 – 6.7%	FitnessGram from the previous year by 15%.	FitnessGram from the previous year by 15%.	FitnessGram from the previous year by 15%.	FitnessGram from the previous year by 15%.	FitnessGram from the previous year by 15%.
All Subgroups	Establish baseline	Increase percentage of students scoring in the HFZ on the FitnessGram from the previous year by 15%.	Increase percentage of students scoring in the HFZ on the FitnessGram from the previous year by 15%.	Increase percentage of students scoring in the HFZ on the FitnessGram from the previous year by 15%.	Increase percentage of students scoring in the HFZ on the FitnessGram from the previous year by 15%.	Increase percentage of students scoring in the HFZ on the FitnessGram from the previous year by 15%.

GOAL #6						
Increase the number of students who are reading at grade level and applying mathematical standards at grade level	Related State Priorities:					
	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
	<input type="checkbox"/> 3	<input type="checkbox"/> 6	Local Priorities:			
	<input type="checkbox"/>	<input type="checkbox"/>				
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Identify at risk students for after school clinics • Provide in-class interventions to identified students • Provide opportunity for teachers to collaborate on data and instructional planning • Participate in the “Read to Lead” Campaign supported by the Dodger Foundation • Provide incentives to individual students, classes, and grade levels with the most books read each semester • Provide incentives to the parents of individual students, classes, and grade levels with the most books read each semester 						
Expected Annual Measurable Outcomes						
Outcome #1: Increase the number of students that will make gains of 2 or more levels in reading. Increase the number of students scoring 75% or better on math benchmarks.						
Metric/Method for Measuring: Reading Lexile assessments and math benchmarks						
APPLICABLE STUDENT GROUPS	Baseline	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022

All Students (Schoolwide)	Establish baseline	Increase the percentage of students increasing 2 or more levels in reading from the previous year by 20%. Increase the percentage of students scoring 75% or better on math benchmarks from the previous year by 20%.	Increase the percentage of students increasing 2 or more levels in reading from the previous year by 15%. Increase the percentage of students scoring 75% or better on math benchmarks from the previous year by 15%.	Increase the percentage of students increasing 2 or more levels in reading from the previous year by 15%. Increase the percentage of students scoring 75% or better on math benchmarks from the previous year by 15%.	Increase the percentage of students increasing 2 or more levels in reading from the previous year by 10%. Increase the percentage of students scoring 75% or better on math benchmarks from the previous year by 10%.	Increase the percentage of students increasing 2 or more levels in reading from the previous year by 10%. Increase the percentage of students scoring 75% or better on math benchmarks from the previous year by 10%.
All Subgroups	Establish baseline	Increase the percentage of students increasing 2 or more levels in reading from the previous year by 20%. Increase the percentage of students scoring 75% or better on	Increase the percentage of students increasing 2 or more levels in reading from the previous year by 15%. Increase the percentage of students scoring 75% or better on math	Increase the percentage of students increasing 2 or more levels in reading from the previous year by 15%. Increase the percentage of students scoring 75% or better on math	Increase the percentage of students increasing 2 or more levels in reading from the previous year by 10%. Increase the percentage of students scoring 75% or better on	Increase the percentage of students increasing 2 or more levels in reading from the previous year by 10%. Increase the percentage of students scoring 75% or better on math

	math benchmarks from the previous year by 20%.	benchmarks from the previous year by 15%.	benchmarks from the previous year by 15%.	math benchmarks from the previous year by 10%.	benchmarks from the previous year by 10%.
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GOAL #7

Increase positive student attendance and improve student outcomes by decreasing tardiness and chronic absenteeism.	Related State Priorities:
	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities:
	<input type="checkbox"/> <input type="checkbox"/>

Specific Annual Actions to Achieve Goal

- Students will be given specific consequences identified in our Positive Behavior Intervention Support Plan
- Counselor will track chronically tardy students and establish a contract with students and parents
- Establish system of positive incentives to encourage on time and regular attendance
- Family advocate will meet with families to discuss appropriate interventions

Expected Annual Measurable Outcomes

Outcome #1: Decrease in tardies/Decrease in chronically absent students

Metric/Method for Measuring: Attendance rates

APPLICABLE STUDENT GROUPS	Baseline	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
All Students (Schoolwide)	Establish baseline	The tardy rate will decrease from the previous year by 30%; the chronically absent rate will decrease from the previous year by 30%.	The tardy rate will decrease from the previous year by 25%; the chronically absent rate will decrease from the previous year by 25%.	The tardy rate will decrease from the previous year by 20%; the chronically absent rate will decrease from the previous year by 20%.	The tardy rate will decrease from the previous year by 10%; the chronically absent rate will decrease from the previous year by 10%.	The tardy rate will decrease from the previous year by 10%; the chronically absent rate will decrease from the previous year by 10%.
All Subgroups	Establish baseline	The tardy rate will decrease	The tardy rate will decrease from the	The tardy rate will decrease from the	The tardy rate will decrease from the	The tardy rate will decrease from the

		from the previous year by 30%; the chronically absent rate will decrease from the previous year by 30%.	previous year by 25%; the chronically absent rate will decrease from the previous year by 25%.	previous year by 20%; the chronically absent rate will decrease from the previous year by 20%.	previous year by 10%; the chronically absent rate will decrease from the previous year by 20%.	previous year by 10%; the chronically absent rate will decrease from the previous year by 20%.
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GOAL #8

Implement a campus-wide positive behavior support system resulting in less suspensions and expulsions throughout the campus.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 X 5 <input type="checkbox"/> 8 X 3 X 6
	Local Priorities: <input type="checkbox"/> <input type="checkbox"/>

Specific Annual Actions to Achieve Goal

- Implement positive behavior programs (free dress for no tardies, caught them being good, fun trips for good grades, nachos for no use of bathroom pass)
- Implement cyber bullying curriculum in advisory
- Implement anti-bullying campaign
- Counselor and AP to develop with all stakeholders a behavioral expectations policy
- Hold assemblies with students to communicate expectations and policies

Expected Annual Measurable Outcomes

Outcome #1: Reduce the rate of out-of-school suspensions
Metric/Method for Measuring: Suspension rate

APPLICABLE STUDENT GROUPS	Baseline	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
All Students (Schoolwide)	Establish baseline	Maintain an out-of-school suspension rate below 3%	Maintain an out-of-school suspension rate below 3%	Maintain an out-of-school suspension rate below 3%	Maintain an out-of-school suspension rate below 3%	Maintain an out-of-school suspension rate below 3%
All Subgroups	Establish baseline	Maintain an out-of-school suspension rate below 3%	Maintain an out-of-school suspension rate below 3%	Maintain an out-of-school suspension rate below 3%	Maintain an out-of-school suspension rate below 3%	Maintain an out-of-school suspension rate below 3%

GOAL #9						
Increase the number of hours that parents are involved in school events or activities and increase communication with parents regarding school events.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 X 3 X 6					
	Local Priorities: <input type="checkbox"/> <input type="checkbox"/>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Establish parent committees to work on specific school goals: safety, fundraising, events, etc. • Increase the number of parent meetings held each year: Café de Padres, Pizza with the Principal, Parent Institute for Quality Education, PIQE Part II, ESL, parenting classes, etc. • Pay for parent fingerprints to increase the number of volunteers 						
Expected Annual Measurable Outcomes						
Outcome #1: Increased parent involvement in school meetings, conferences, and activities Metric/Method for Measuring: Parent attendance						
APPLICABLE STUDENT GROUPS	Baseline	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
All Students (Schoolwide)	Establish baseline	At least 50% of parents will participate in school meetings & events	At least 65% of parents will participate in school meetings & events	At least 75% of parents will participate in school meetings & events	At least 80% of parents will participate in school meetings & events	At least 85% of parents will participate in school meetings & events
All Subgroups	Establish baseline	At least 50% of parents will participate in school meetings & events	At least 65% of parents will participate in school meetings & events	At least 75% of parents will participate in school meetings & events	At least 80% of parents will participate in school meetings & events	At least 85% of parents will participate in school meetings & events

GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

PLN serves students during the critical middle school years of their educational journey. These pivotal years establish both an academic foundation for high school, college, career, and beyond, as well as the

child's perception of his or her academic capacity. The overarching goal of PLN is to support students holistically in achieving academic success so each student can be successful in school and in life. More specifically, PLN CMS intends to ensure that all students:

- Feel safe at school and at home
- Have access to the support necessary to maintain good physical and mental health
- Develop the foundational skills necessary to be successful in secondary school and beyond
- Develop a positive sense of their own capabilities
- Are excited about learning

The following articulates the role of the teacher, child, and parent/caregiver in ensuring students become intrinsically motivated, competent, lifelong learners (Woods, 1994; Denton & Kriete, 2013; Gandini, 1998; Harvard Family Research Project, 2006):

The teacher's role at PLN is to...

- Foster each child's potential and unlock their gifts and passions
- Create a safe and engaging classroom environment where children can take risks and make mistakes and where creativity, communication, critical thinking and collaboration are fostered
- Value and encourage children's voices, questions and ideas
- Set high standards for academic achievement
- Act as both researcher and facilitator in the learning process
- Have deep and flexible knowledge of content and pedagogy
- Balance direct instruction and student-centered learning

The child's role at PLN is to...

- Actively participate in thinking and learning
- Express, interpret and demonstrate his/her knowledge in different ways
- To see him/herself as the next generation of leaders, innovators, scientists, artists, writers, and historians
- Explore, research and solve complex problems
- Be a productive and responsible member of the school community

The parent/caregiver's role at PLN is to...

- Believe in his/her child's potential
- Value and encourage his/her child's voice, questions and ideas
- Support his/her child's learning in school and at home

INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

Instruction starts with the California content and performance standards, including the new California Common Core State Standards (CCSS) in English Language Arts / Literacy and Mathematics, ELD standards and frameworks, and Next Generation Science Standards (NGSS), all of which drive the creation of lesson plans and the assessment of both student and teacher achievement.

The PLN conceptual framework is based on three overlapping ideals: A Rigorous Instructional Program, Services, and Community. Each of these core aspects of our program fuels our pedagogy. Our pedagogical foundation is an all-encompassing approach that drives what we teach and how we teach it. It extends our goals beyond the acquisition of skills and into the realm of human development and social consciousness.

Implementation of this framework has led PLN CMS to develop a schedule that allows for teachers to see their students almost on daily basis but still includes longer block periods twice a week. All students in grades 6-8 experience a block schedule on Wednesdays and Thursdays, while on Mondays, Tuesdays, and Fridays teachers meet with all of their periods. Coring of students (English/History core and Math/Science core) was implemented for 2016-2017 for 6th and 7th grades, with 8th grade being departmentalized. For 2017-18, full coring of students was implemented for 6th grade. Students in 6th grade have one teacher for Math and Science and one teacher for ELA and History. For 7th grade, the structure of classes was departmentalized. For 8th grade, students have a single ELA teacher, single History teacher, and one cored teacher for Math/Science. This change was made due to the resignation of several staff members which forced this change to take place. However, PLN CMS intends, through appropriate recruitment and staffing, to return to a cored 6th and 7th grade with a departmentalized 8th grade for subsequent years.

Brain-Based Research

As noted above, our approach to learning derives from brain-based research from many branches of science that has been compiled and described by the National Research Council in *How People Learn: Brain, Mind, Experience, and School* (Bransford et al, eds., National Research Council, 1999); and *How People Learn: Bridging Research and Practice* (Bransford et al, eds., National Research Council, 2000). To do this well, we continue to be guided by university-based experts in learning and second language acquisition, including: Dr. Alison Bailey from UCLA's Graduate School of Education and Information Studies; Dr. Robert Rueda, from the Graduate School of Education at USC; Dr. Claude Goldenberg, Nomellini & Olivier Professor of Education, Stanford Graduate School of Education.

With respect to *teacher expertise*, the National Research Council concludes that teachers know their disciplines well and continue to learn and develop as professionals in terms of content knowledge and instructional practice. Our school incorporates these recommendations by supporting continuous growth through professional development in curriculum development and planning, and by implementing formative assessments that teachers need to support student learning. Teachers participate in Professional Development weekly on minimum days, and professional development is designed with the support of the Instructional Leadership Team. Teachers are also given planning time weekly on minimum days during which grade levels collaborate and vertical planning takes place across grade levels. Teachers discuss and further develop their pedagogical knowledge, together with content knowledge, as recommended by the National Research Council. The teachers have opportunities to discuss how they will assess students and how best to help students progress towards goals. During professional development, teachers meet with an expert research practitioner in the area of science or social studies to plan lessons that respond to student's development. It is through these meetings that teachers are able to discuss and further develop their pedagogical knowledge, together with content knowledge.

With respect to *learning*, we believe that skills and knowledge must be constructed as students form concepts, understand parts of larger concepts, and are aware of themselves as learners and co-

constructors of knowledge. When children are both problem solvers and problem generators, they become self-motivated and improve their problem solving strategies. As active participants, students are involved in problem-solving projects where they conceive, design and engineer solutions to environmental or social challenges.

Literacy and mathematics skills are also incorporated into the teaching of all subjects so that children develop academic language in English in each content area. Students work in a variety of configurations: as individuals, as whole class and collaborate in groups to become specialized experts who explore concepts in depth. To further student awareness of themselves as learners, students use various forms of representation (i.e. writing, sketches with verbal descriptions, graphics, visual art, movement, song, poetry, etc.) to demonstrate their understanding. These different means of representation are used as formative assessments for teachers to evaluate student skills and comprehension.

Recognizing the needs of our student population, especially with respect to English language development, our pedagogical approach is influenced and inspired by the following educational philosophies:

Lev Vygotsky

- Children must be given learning experiences in their “zone of proximal development” (ZPD); therefore, it is critical to have an approach that is differentiated for their unique needs. Teachers must be trained to provide comprehensible input for students in their ZPD so all students can find access to their grade level curriculum.
- “Social constructivism,” which emphasizes how understanding and making meaning grows out of social relationships. Adult guidance or peer interaction exceeds what can be attained alone.

John Dewey

- Children are active participants in their own learning.
- Students should be involved in real-life tasks and challenges.

Reggio Emilia Approach

- Children are strong, rich in potential, competent, resourceful
- Environment as the “third teacher”
- Children have many different “languages” to express their understanding of concepts and ideas

Kate Kinsella

- English learners need to develop a multi-faceted knowledge of English
- To develop communicative competence, English learners need daily supported opportunities to use their second language
- Students must be provided with ample, meaningful opportunities to use academic language

Based on these considerations, the following are the core tenets of our instructional model:

Rigorous Expectations for Teaching and Learning. At the core of each teacher’s interactions with students and families at PLN CMS is a belief in the capacity of each child to be highly successful. Student strengths are identified, celebrated, and used as the foundation for future learning. Conversations with students and parents emphasize what students can and will accomplish. Students are expected to produce high-quality work and participate in activities that are challenging. Our school places students, their ideas, their conversations, and their goals at the center of all learning. Teachers act as guides, facilitating the acquisition of skills necessary to achieve individual goals. PLN CMS assumes that every one of our students will become a productive and contributing member of society and facilitates the development of the tools necessary to do so.

Language Development and Literacy. Development of students' language and literacy skills is core to the instructional model at PLN CMS. Students' academic achievement in all areas is contingent upon having the language skills to access comprehensible input. PLN CMS's approach is heavily influenced by the work of Dr. Kate Kinsella, whose approach to accountable talk is integrated across all subject areas at PLN CMS. Accountable talk guides students in engaging in critical dialogue and explicitly teaches them the principles of building academic language. PLN seeks to specifically target and develop mastery in these areas through an accelerated school-wide project focusing on accountable talk and academic language. Accountable talk is a competency in which students consciously understand and fluently utilize academic language and purpose-specific communication syntax and structures to comprehend, analyze, exchange, generate, and apply ideas.

This research-based practice, when implemented with fidelity, will improve student learning, critical thinking, speaking, listening, reading, writing, engagement, social imagination, locus of control, and academic independence. In classrooms in which accountable talk is developed, teacher and student talk time is part of every lesson in all subject areas. Students' talk is designed to explore and share ideas. Discourse rules and language structures are explicitly taught, and dialogue is purposeful, collaborative and equally divided. Accountable talk must be explicitly taught, modeled, and rehearsed almost on a daily basis to be internalized, and thus it has become a priority across subject areas and in all grade levels.

Additionally, to support students' language and literacy development, classroom teachers establish rituals and routines that give students the opportunity to explore quality literature and informational texts. The school's balanced approach to literacy engages students in shared reading, shared writing, listening, speaking, and presentation. Every student has opportunities for Silent, Sustained Reading (SSR) to build their stamina as readers. They also have ample opportunities to participate in experiential learning that fosters language and concept development. Students participate in the systematic instruction of explicit literacy skills and multiple comprehension strategies to develop effective, fluent reading; classrooms feature student-centered environments that enable students to construct their knowledge based on life experiences, further fostering learning. Students have the opportunity to observe and develop models of quality work; and the school provides extended learning opportunities through additional school days, after-school programs, and enrichment activities.

To support English Learners specifically, PLN also provides both a Sheltered Instruction Observation Protocol (SIOP) program that has proven effective in addressing the unique needs of ELs across the country, as well as targeted intervention for long-term ELs (LTELs). We constantly work to ensure our approach meets the needs of predominantly economically disadvantaged students and English Learners.

Engaging Classroom Environments. We believe that children's learning opportunities are maximized when they are in a safe environment, where children are valued for who they are and what they bring to the learning context, and where questioning and inquiry are not only encouraged, but expected. At PLN CMS, the environment in which students learn is considered a critical element of the instructional program, and, as such, careful attention is paid to the construction of a safe and stimulating school environment. No person can be expected to perform at an optimal level when personal safety is an issue, whether real or perceived. Our programs are committed to providing all children a safe, nurturing, respectful environment free of harassment. Once safety is established, we believe the classroom environment, which is often referred to as "the third teacher," (*Consider the Walls*, by Patricia

Tarr, 2001) should be engaging, fostering and promoting students' critical thinking, collaboration, creativity and communication.

Teachers carefully organize provocative and stimulating objects, books, and other materials in the classroom for children to wonder and question, explore and discuss. The environment extends to all areas of the facility and includes displays, public documentation, and visual representation of students participating in our programs. Common areas become the vehicle for creating a stimulating community environment that reflects expectations, standards, and celebrates achievement.

Whole Child. We also know that children being raised in high poverty communities often face barriers to learning. Social issues such as unemployment, violent crime, child abuse and neglect, inadequate access to health care, poor nutrition, and mental illness make learning difficult. Children who live in fear of abuse, who suffer from neglect, or who are hungry or homeless struggle to thrive in school, regardless of their potential or intellect. Families who are struggling to meet the basic needs of their children face tremendous barriers in providing healthy environments for their children to learn, develop and thrive. Communities that are unsafe, with limited social opportunities for housing, employment and recreation, and connection with others, hinder children and families in living stable and well lives.

Accordingly, we understand that we must address the whole child -- the academic, psychological, cultural, social, emotional and physical development -- in the context of the family ensuring that the Para Los Niños approach to education is systematic, integrated and comprehensive (Bransford et al, eds., National Research Council, 1999, 2000). Indeed, studies have shown that students in school with integrated curriculums experience improvement in writing and content knowledge as well as an increase in motivation and an increase in the amount of time they stayed in school. (Aschbacher, 1991; Levitan, 1991, Willett, 1992.) Similar studies show that students in interdisciplinary programs make connections among different subject areas to answer open-ended questions, retain what they have learned, apply learning to real-life problems, have fewer discipline problems, and have lower absenteeism (Curtis, 2002).

To facilitate deep learning and connections across subjects (e.g., social studies and language arts) teachers collaborate to integrate themes and concepts in designing lessons. Project-based learning creates opportunities to learn complex problems as well as to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization – all skills that are needed for academic success. Projects also link the curriculum content with students' real world experiences, making learning relevant, meaningful and valuable to their lives outside of school. Many of our students' projects are community- and relationship-oriented. A multicultural curriculum and culturally sensitive pedagogy also enable students to appreciate and respect their own and each other's heritage and experiences to develop an understanding of multiple perspectives.

Our educational approach also supports the belief that children express and interpret their understanding and ideas in a multitude of ways (*The Hundred Languages of Children: The Reggio Emilia Approach to Early Childhood Education* by C. Edwards, L. Gandini and G. Forman, 1998). Consequently, it is part of the teacher's role to offer students a variety of opportunities to represent their thinking. For instance, if they are learning about the structure and function of plants, students can show their understanding of the concept by sketching, painting, clay sculpting, block building, story and song writing, or creative movement. Offering students these kinds of opportunities allows them various entry

points into the learning process, provides teachers the chance to assess student understanding and correct misconceptions, and is a way for both the visual and performing arts to be integrated into the daily life of the classroom.

Students at PLN CMS interact with the community as part of the classroom and after-school program. Children participate in art contests and in science competitions, have classes and field trips at art institutes, visit museums, businesses, government, and universities, and interact with adults, as well as children from other communities. Students also experience the natural environment through environmental learning activities such as trips to Palos Verde Land Conservancy, the Living Desert, and Underwood Farms, for example. These activities broaden students' experiences, increase students' capacity for and connection to learning, and build self-confidence as students develop more comprehensive and holistic understandings of how school learning connects with the world outside of school.

PLN also infuses STEAM-based learning to engage students in integrated learning as they explore the world around them, create innovative solutions to problems and communicate their results while learning Science, Technology, Engineering, Art and Math. PLN students engage in interdisciplinary, arts-infused learning experiences in order to foster creative thinking and problem solving, skills absolutely essential for success in the 21st century global economy. We know that how we teach is as important as what we teach and that how children learn is powerfully linked to what they are able to do. Therefore, our teachers align the curriculum to the California academic and performance standards, including the Common Core State Standards (CA CCSS) and the Next Generation Science Standards, so that students have multiple and integrated opportunities to develop higher order thinking skills, such as the ability to solve problems, generalize ideas and skills, negotiate and compromise as a member of a team, and articulate and represent their ideas to others.

Offering access to digital learning is a priority; students in all three grade levels use technology across subject areas as an additional way to access content. By the time students leave PLN CMS, they will have gotten exposure to coding, robotics, and design. Latino, African American, and female populations are severely underrepresented in STEAM professions; STEAM-based learning at PLN CMS aims to prepare students for success in 21st century careers and to catalyze an interest in and awareness of those fields so students are motivated to pursue them. PLN CMS hopes to create an early STEAM pipeline that will develop innovative scientific mindset and competencies through hands-on digital learning and scientific inquiry at the middle school level.

Response to Intervention and Instruction Strategies. PLN uses a modified Response to Intervention and Instruction (RtI2) strategy to ensure that all students and their families are supported with appropriate services in our educational and social service programs. The school has multiple, overlapping systems in place to ensure that no student falls through the cracks and that all students and their families receive the supports they need to be successful.

RtI2 uses a tiered strategy for identifying the service needs of a student. The first stage in applying an RtI2 model is documentation and school-based assessments. Based on well-articulated outcomes, teachers, family advocates and support staff will assess student capacity in academic achievement, social skills, home environment, and mental health. The Counselor is responsible for monitoring academic data and meeting with students in grades 6-8 who are falling behind academically. Once a month, grade level teams also review academic data and discuss how to support the progress of students who are not demonstrating proficiency. Students who need additional support can then be

recommended to appropriate services in education (e.g., general education program, remedial support, intense intervention, special education) and, if necessary, social, mental health, and/or family services offered within the larger PLN agency or through our local community partner agencies. The effective use of the RtI2 model hinges on regular and systematic documentation of student activities and progress and the use of this information to inform practice. School staff members work with other service providers in using a variety of assessment tools (e.g., classroom based assessment, standardized tests, diagnostic assessments, feedback from parents and support service providers) to ascertain student progress and build a comprehensive portfolio for each student. Teachers and school leaders regularly modify student goals and services based on the information provided through these assessment tools.

Our Integrated Service Delivery Model for supporting students' academic growth and social well-being is optimized by trusting and sustained relationships. When a student and his or her family are well-known and able to engage in candid conversations about factors contributing to the success of the child, education can be personalized. In order to achieve that goal, the structure of our instructional program encourages the development of deep and sustained relationships between school staff, social service staff, and families.

The effective use of the RtI2 model hinges on regular and systematic documentation of student activities and progress and the use of this information to inform practice. For all students, teaching strategies are varied — whole group, small group, individual and cooperative — based on student need, motivation and learning style. Parents are also provided with the knowledge and tools they need to support their children's achievement in school through school-parent partnerships, ongoing engagement with parents during formal and informal meeting times, and parent-targeted workshops, activities, and events.

In this type of responsive educational model, child and family strengths are enhanced, social risk factors and learning barriers are mitigated through coordinated and relevant supports, and decisions are made based on a strategic and informed plan for each child. A pedagogical approach is employed which supports multiple points of entry within a comprehensive school reform effort that makes growth and learning accessible. By co-locating social services on the school's campus, we improve accessibility for students, families, and school staff members that want to refer students for targeted support services.

Our school's cooperative learning and instructional approaches create the natural environment for incorporating life skills of getting along, expressing one's opinion, setting goals and decision-making. The curriculum addresses specific risk behaviors of alcohol, drugs, violence and gangs. Conflict management and development of peer relations are explored through an adapted version of the Caring Communities curriculum used at PLN's elementary school campuses.

Classroom instruction, interaction with the community and natural world, and promotion of life skills enable PLN CMS students to become self-motivated in their learning, and ensure that they become lifelong learners.

Constructivist Approach. Based on research demonstrating "best practices" for students like the ones we serve, the educational approach at PLN CMS is framed within a constructivist learning theory, proposing that successful learning happens when students are given opportunities to build upon knowledge they already have. When a student can use his/her life experiences and interests to

construct new knowledge, learning is more effective, engaging, and active. This framework relies heavily on guided discovery where students are led through questions and activities to discover, discuss, appreciate and verbalize the new knowledge. Brain research indicates that the constructivist approach is especially supportive of English language development, because it allows ELs the opportunity to build upon their prior knowledge. In a constructivist model, ELs are able to comprehend new concepts and build new schema more quickly, resulting in faster language development.

CURRICULUM AND INSTRUCTION

CURRICULUM

All PLN CMS curriculum is aligned to CCSS and the state frameworks for instruction. Teachers collaborate with their grade levels and across grade levels to design lessons that are an appropriate level of rigor for the standards, and that will prepare students to demonstrate deep understanding of key facts and/or concepts. Our school administrators analyze data with teachers and reflect on instructional practices and the systems in place to support students who are struggling in the classroom.

ENGLISH LANGUAGE ARTS

The CCSS-aligned ELA curriculum relies on the *California English Language Arts/English Language Development Framework* and incorporates the four strands of Reading, Writing, Listening and Speaking. PLN CMS utilizes the acclaimed Teachers College Reading and Writing Workshop Project (TCRWP) model for literacy instruction developed by Lucy Calkins. In the reading and writing workshop model, students are taught through a balanced literacy approach grounded in authentic texts. Teachers aim to strike a balance between the technical literacy skills required to be a strong reader and the mindsets and habits of strong readers.

Students are also given ample time to practice reading fiction and non-fiction books at their level as they progress. Materials, strategies and techniques align with student needs, based on developmentally appropriate expectations such as those outlined in *Evidence-based reading instruction for adolescents, grades 6-12* (2014) and the additional texts cited below.¹⁷ In daily reading “workshops,” students are explicitly taught the strategies and habits of effective reading. They learn to talk, think and write well about their reading, and to live richly literate lives. Book clubs enable students to read together, developing literacy and comprehension. Achieve3000, a blended learning program that adapts to student’s individual needs, also is used to improve students’ reading, by differentiating instruction based on students’ non-fiction/ individual reading levels.

17 Hougren, M. (2014). Evidence-based reading instruction for adolescents, grades 6-12 (Document No. IC-13). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>

Solis, M., Ciullo, S., Vaughn, S., Pyle, N., Hassaram, B., & Leroux, A. (2012). Reading comprehension interventions for middle school students with learning disabilities: A synthesis of 30 years of research. *Journal of Learning Disabilities*, 45(4), 327-340. doi:10.1177/0022219411402691

Solis, M., Miciak, J., Vaughn, S., & Fletcher, J. (2014). Why intensive interventions matter: Longitudinal studies of adolescents with reading disabilities and poor reading comprehension. *Learning Disability Quarterly*. Advance online publication. doi:10.1177/0731948714528806

Torgesen, J. K., Houston, D. D., Rissman, L. M., Decker, S. M., Roberts, G., Vaughn, S., . . . Lesaux, N. (2007). Academic literacy instruction for adolescents: A guidance document from the Center on Instruction. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

This Readers and Writers Workshop model focuses on a balanced literacy framework to implement literacy instruction in the classrooms:

- Whole Group Instruction– introduce new skills and use direct teaching methods with the whole class.
- Small Group Instruction– In small leveled groups, develop specific skills as well as direct instruction in guided reading and writing.
- Literacy Centers or Stations-- During Small Group Instruction, students have opportunities to practice literacy skills independently while remaining on task.
- Phonics/Word Study-- Introducing and developing new language skills that include word origins, meanings and spelling patterns.
- Genre Study-- Understanding the different types of literature and their purpose in the art of storytelling.
- Author Study-- In conjunction with writing, students learn how authors write, their purpose and audience.

Mini-lessons, partner shares, independent reading/writing, strategy groups, individual conferences interactive read aloud, shared reading/writing, interactive writing, and word study all help to balance the program. As researchers have found, the amount of time reading is the best predictor of reading achievement.¹⁸ A crucial component of this model is ensuring students are reading texts they can read independently (via leveled readers), “with at least 96% fluency, accuracy, and comprehension.” Again, there is strong research supporting this practice.¹⁹

Similarly, writing is developed from the earliest stages alongside reading. Students use their knowledge of sounds and symbols to communicate their ideas. They learn to organize and structure ideas, to write in a variety of genres, and to use the conventions of print appropriately (Calkins, *The Art of Teaching Writing*). In writing “workshops,” students learn to observe their lives and the world around them, and to collect, draft, revise, and publish well-crafted narrative and expository texts. Teachers use mini-lessons to teach writing strategies that help students move independently through the writing process, while small groups and individual conferences are used to responsively teach to students’ needs. Graham, McKeown, Kihara, and Harris’s meta-analysis (2012) found that “writing strategies and knowledge play an important role in students’ growth as writers. When students receive instruction designed to enhance their strategic prowess as writers (i.e., strategy instruction, adding self-regulation to strategy instruction, creativity/imagery instruction), they become better overall writers. Likewise, when students are taught specific knowledge about how to write (i.e. text structure instruction), the overall quality of their writing improves.”

English Learners and students who are struggling are supported with “just right” books at their individual reading level, conferences one-on-one with teachers/aides, tutoring, and reading with peers who are more proficient. Students’ fluency is developed as they listen to fluent peers in shared reading, read-alouds and at listening centers in the classroom. Graphic organizers and other scaffolding are used to support struggling writers, along with partner-pairs with more proficient peers and one-on-one work with teachers, aides and tutors. Additionally, stronger levels of collaboration between grade-levels has

¹⁸ <http://readingandwritingproject.org/about/research-base> (citing Anderson, Wilson, and Fielding (1988))

¹⁹ Id. citing Ehri, Dreyer, Flugman, and Gross (2007); O’Connor, Bel, Harty, Larkin, Sackor, and Zigmund (2002) (finding greater fluency growth with struggling sixth-grade readers when they were provided with texts they could read accurately versus when they were provided tutoring in the texts used in the classroom)

been put into place in order to ensure that there is a strong alignment between supports provided in both Designated ELD and throughout the rest of the content areas.

Listening and speaking skills, in alignment with CCSS, are embedded throughout the program. Students are explicitly taught listening skills such as following directions, participating in class discussions as active listeners and providing input and feedback, and avoiding distractions. With increasing complexity as they grow in grade level, students learn to present information and their work to their peers, teachers and community members. They learn basic speaking habits of enunciation, posture, volume and more, as well as structuring their presentations, using varied forms of speech depending on the context, and using visual aids for their presentations. In all grades, students learn how to listen respectfully, speak clearly, and respond with constructive questions or empathetic comments.

In addition to being taught as specific curricula, reading and writing are integrated into each content area. For example, students keep journals in their science classes, where they record what they have learned and their reactions to the material. In this way, they learn to effectively synthesize and communicate the subject matter.

ENGLISH LANGUAGE DEVELOPMENT (ELD)

The goal for all English Learner students is English Language proficiency. In order to develop proficiency in Listening, Speaking, Reading, and Writing students must be able to understand English Language and produce language orally in social and academic settings. PLN CMS offers a Sheltered English program for its English Learners.

In a Sheltered English program, English is the language of instruction for all subjects. Teachers use instructional strategies to help children with limited English skills access the core content and achieve oral, written, and reading language proficiency. The student's native language is used only when necessary to aide in comprehension.

Baker and Adriana de Kanter (1983) first coined the term *Structured English immersion* in a recommendation to schools to teach English to non-native speakers by using program characteristics from the successful French immersion programs in Canada. In 1991, J. David Ramirez and his colleagues conducted a voluminous study of EL instructional programs and found that Sheltered English programs shared two basic components: (1) teachers maximize instruction in English and (2) teachers use and teach English at a level appropriate to the abilities of the ELs in the class (Ramirez, Yuen, & Ramey, 1991). Nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Grouping students for English-language instruction according to their English language ability is an important component of Sheltered English because it enables teachers to effectively design language lessons.

Beginning in the 2017/18 school year, PLN CMS is launching an initiative centered around "accountable talk." Accountable talk, an approach codified and championed in balanced literacy, guides students in engaging in critical dialogue and explicitly teaches them the principles of building academic language. PLN seeks to specifically target and develop mastery in these areas through an accelerated school-wide project focusing on accountable talk and academic language. Accountable talk is a competency in which students consciously understand and fluently utilize academic language and purpose-specific communication syntax and structures to comprehend, analyze, exchange, generate, and apply ideas.

This research-based practice, when implemented with fidelity, will improve student learning, critical thinking, speaking, listening, reading, writing, engagement, social imagination, locus of control, and academic independence. In classrooms in which accountable talk is developed, teacher and student talk time is part of every lesson in all subject areas. Students' talk is designed to explore, analyze, and share ideas. Discourse rules and language structures are explicitly taught, and dialogue is purposeful, collaborative and equally divided. Accountable talk must be explicitly taught, modeled, and rehearsed almost on a daily basis to be internalized, and thus it has become a priority across subject areas and in all grade levels.

Included in PLN CMS's approach to building academic language development is an intensified commitment to increasing English proficiency for long-term English Learners (LTELs). PLN CMS has adopted the *English 3D* curriculum by Houghton Mifflin, an ELD program designed for grades 4-12 to meet the needs of ELs, for use during designated ELD time for LTELs. *English 3D* provides ELs with grade level content-based instruction that builds academic language proficiency and incorporates multi-level teaching strategies for all language levels. Each lesson incorporates authentic, accessible literature and provides teachers with assessments that monitor growth across proficiency levels. The resources provided help students develop the academic language needed to access grade level content in the academic subject areas.

Over the course of the 2015/2016 school year, a committee (which included experts from higher education, LAUSD and our teachers/administrators) on English Learner programming and achievement was convened to review our EL progress and to make recommendations that would lead to stronger programs and instruction for EL students. The committee recommended several strategies for improvement of instruction for ELs, and many of the strategies have been implemented since. These include:

- Developing a long-term data collection plan for EL students that includes follow-up in post-PLN settings as appropriate
- Centrally housing all English Learner data in Illuminate to help inform teacher practice
- Implementing professional development for instructional staff on the new California English Language Development standards
- Developing a "Redesignation Progress" report that identifies all students working towards redesignation/reclassification and their areas needing additional support for Redesignation/reclassification
- Establishing designated ELD time for ELs and Long Term English Learners (LTELs), as described above

In 2017, CMS' Instructional Leadership Team (ILT) is developing their skills on the essential instructional strategies that teachers can use to help build their students' language skills. We believe that the ILT will be the body that can support teachers in improving their teaching of language skills which include disciplinary literacy as well as supporting teachers with purposeful planning using the ELD framework.

MATHEMATICS

Starting in the 2016/2017 school year, PLN CMS began implementing a new math curriculum, *CPM*. Aligned to the CCSS and informed by years of research, *CPM* is a student-centered curriculum that embeds mathematical practices within lessons focused on big mathematical concepts and connection. The program balances procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (transference and extension). The curriculum is grounded in the following principles:

1. Students learn ideas more deeply when they discuss ideas with classmates;
2. Students learn ideas more usefully for other arenas when they learn by attacking problems— ideally from the real world; and
3. Students learn ideas more permanently when they are required to engage and re-engage with the ideas for months or even years.²⁰

In a typical daily math lesson using *CPM*, students are confronted with a problem grounded in mathematical concepts. Together, they discuss how it might be approached, and they are introduced to the skills and principles that will need to be able to solve the program. They then move in to the guided practice and independent practice portions of the lesson, followed by small group instruction and/or partner work for students who need additional support to demonstrate mastery. Using *CPM*, students spend a substantial amount of time each day engaged in dialogue with other students and helping one another.

In the 2016/2017 school year, PLN CMS also piloted a series of foundational math interventions with a small subset of students. The pilot was successful, so the school expects to expand the program to offer “math lab” for any student who has not yet mastered gatekeeper math competencies, such as multiplication and fractions, which are prerequisites for success in a middle school math classroom. Math lab intervention takes an algorithmic approach, supplementing *CPM*’s more conceptual and mathematical reasoning approach to math instruction. Math lab is embedded in the general math classroom and uses curricular tools from Ironbox Education.

We also have implemented professional development for teachers on using Cognitive Guided Instruction (CGI) strategies, building on children’s natural problem-solving strategies. Based on over 20 years of research, CGI identifies specific strategies students use to help teachers understand how students think so that they can guide them toward mathematical understanding. CGI teachers use their knowledge of problem types and solution strategies to make decisions about their curriculum, including differentiation for specific learners. Teachers combine strong curriculum, CGI techniques and interdisciplinary instruction to further enhance the relevancy of the program, including real-life demonstration of math through projects, writing about math and problem-solving. Our instruction utilizes “math talk” techniques supported by accountable talk and academic language strategies that encourage writing and speaking about math and increasing a student’s ability to explain their thinking.

SCIENCE

Our science curriculum is based on interdisciplinary approach using both the NGSS and CCSS. Our teachers curate a variety of resources to help bring this content to life. We have unpacked the NGSS and created grade level scope and sequences along with interdisciplinary planning templates that help our teachers implement rich and engaging science investigation. We also integrate resources such as *KnowAtom* and *Discovery Education* digital textbooks along with the K-12 Science Framework from the National Research Council. These programs integrate core ideas, cross cutting concepts, and scientific practice standards. Students learn science by doing science. Teachers use an inquiry-based approach to foster a love of scientific inquiry, science language acquisition, and conceptual understanding.

SOCIAL STUDIES

²⁰ <http://cpm.org/research-base>

The PLN social studies curriculum is based on the *History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve*, *CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy)*, and *ELA/ELD Framework*. The curriculum currently in use is TCI's *History Alive*. With *History Alive*, students are introduced to big concepts (Essential Questions), and classwork incorporates graphic notetaking, groupwork, and step-by-step discovery. The program also offers online textbooks with games and activities that reinforce the learning objectives and reflect the CCSS literacy standards. *History Alive* facilitates interdisciplinary teaching, contains student-centered lessons and materials, and supports the development other aspects of learning (artistic, social, verbal, logical, and intuition).

ARTS

The visual and performing arts are integrated into each subject described above as well as into advisory, incorporating the five strands of the *Visual and Performing Arts Content Standards for California Public Schools: Kindergarten through Grade Twelve*: Artistic Perception, Creative Expression, Historical and Cultural Content, Aesthetic Valuing, and Connections, Relationships, and Application. The arts are a part of the Reggio approach that sees art as 100 languages, a reference to the multiple ways students can express their learning. At PLN CMS, the arts serve:

- as a critical means to express thoughts, ideas and feelings in a creative and productive manner;
- to integrate subjects;
- to develop creative and critical thinking skills;
- as a means for English acquisition; and
- to increase academic achievement.

Para Los Niños collaborates with numerous local organizations to provide meaningful arts projects for children. Students participate in music, dance, theater, drawing, painting, fine arts, creative writing and poetry throughout the school day and in the after-school program. We work to build skills in our all of our teachers to be able to lead student exploration of the arts and to infuse the arts throughout the curriculum. In recent years, students have engaged in choir performances, workshops with local master artists, dance and theater field trips, trips to local museums, and more. As part of the school's Reggio approach, art (through purposeful integration by teachers and aides) is also incorporated into many facets of the school day and is well integrated with other subjects such as science or social studies. For example, students may study a science concept and then provide a visual interpretation of that concept through drama or painting. Alternatively, students may study a civilization in social studies, and then learn traditional songs or dances associated with it. This also deepens their knowledge of and connection with the subject matter.

PHYSICAL EDUCATION

PLN CMS's physical education curriculum is based on the *Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve*. Students at all grade levels work hard all year on building their fitness, coordination, locomotor skills, and listening skills. Regular exercises such as daily sit-ups and push-ups, stretches, and a cardiovascular activity such as running are performed in each class to encourage fitness throughout the year. It is important for everyone to have fun and learn so they will continue to be active throughout their lives. Students work on the simple understanding of how to improve fitness, coordination, and locomotor skills with day-to-day activity. Students focus on sharing and caring for each other through cooperative games and activities. In every period, the children stretch, run, and exercise.

Over the course of their three years of middle school, students are introduced to a variety of team sports. In each unit, emphasis is placed on skill development, cooperative play, teamwork, and sportsmanship. The students are divided into teams, and they are expected to work together in order to achieve success. Fitness is a daily theme in class. We expect students to participate in a variety of fitness activities including cardiovascular fitness, strengthening, flexibility, and agility. Students learn the major muscle groups and appropriate stretches to prepare themselves for physical activity. In addition to our sport units, we will play various cooperative games, tag games, and a variety of creative ball games throughout the year. Throughout our curriculum, we try to encourage our students to be physically active and appreciate the benefits of a healthy lifestyle.

MEDIA LAB

In 2016, PLN CMS was selected in a national competition by Univision, the world's largest Spanish-language media company, as one of five schools to receive a state-of-the-art broadcast production studio on campus for student use. Per Univision's press release, the intent of the gift is to "empower a new generation with access to tools and technology for Latino students to pursue careers in the media industry in the United States."²¹

The Media Lab houses computers, cameras, lighting, and a green screen, providing students the resources to broadcast news and reporting of events taking place on campus. The introduction of the Media Lab created opportunities for PLN CMS to expand its elective course offerings, and students are now able to take classes or workshops such as filmmaking and journalism in addition to their core content area courses.

ADVISORY

To support the students that PLN serves, many of whom are exposed to trauma, a social-emotional learning curriculum is implemented across all grade levels. At PLN CMS, this primarily takes place through the advisory structure. All PLN CMS students are assigned to an advisory. Advisory meets twice each week; it functions not only as a homeroom, but also as a social-emotional learning and study skills course. For sixth grade, advisory is an AVID college and career readiness course for all students. For the other grades, teachers have adapted the Caring Communities curriculum in use at PLN CES for use in a middle school. The aspects the middle school has chosen to prioritize are: making good choices (especially as it pertains to substance use and abuse), restorative justice/building community, and mentorship. Participation in regular Councils gives students the opportunity to develop their social-emotional competencies and build relationships with one another. The advisory curriculum is responsive to the needs of the students and can be adjusted if, for example, school faculty members observe a spike in suspensions, a particular type of discipline incident or conflict occurring more frequently, or excessive absences becoming a trend. In addition to social-emotional learning and study skills, advisory is also a space for addressing high school, college, and career readiness.

Annually, advisories work together to complete an integrated capstone project. The theme of these Reggio Emilia-inspired projects are chosen by grade level teachers each year to shine a spotlight on one of the year's topics of instruction. Projects are cross-disciplinary in nature and always incorporate the arts (specifically, painting a mural). In 2016/2017, for example, the seventh grade project revolved around a science topic students had learned - atomic and molecular structures - combined with an arts topic that related, a particular artist and how his work tied visually to atomic and molecular structures.

²¹ <http://corporate.univision.com/corporate/press/2016/09/09/univision-communications-inc-unveils-five-new-univision-media-centers-in-middle-schools-across-the-country/>

INNOVATIVE COMPONENTS OF THE INSTRUCTIONAL PROGRAM

As detailed throughout this charter petition, PLN CMS offers a hands-on educational program that is differentiated to meet the individual needs of our students, including our significant EL population, as they develop proficiency across core subjects and the English language, as well as the arts and technology. A few key innovative components are summarized below.

INTEGRATED SERVICE DELIVERY MODEL

The students and families that PLN CMS serves face a variety of challenges that impact learning; the school recognizes that it is imperative to address these social issues within the context of a high-quality education so all students can reach their potential. PLN offers an integrated service delivery model, bringing critical and targeted social, clinical, and family services supports to students at the school site and in their homes.

INTERDISCIPLINARY LEARNING

While PLN CMS teachers use the Common Core State Standards and Next Generation Science Standards (NGSS) to develop learning objectives for each subject area, a belief in interdisciplinary learning is at the heart of the school's instructional model. Visual and performing arts, literacy, and English language development are integrated across all subject areas. Students are given multiple opportunities to express their understanding through visual and performing arts, and students regularly engage in designing and presenting interdisciplinary projects with real world applications.

DEVELOPING ACADEMIC LANGUAGE

Given the population that PLN CMS serves, which includes a significant percentage of English Learners, the school has identified developing students' ability to use academic language as a key priority. Across every subject area and grade level, students engage in accountable talk, a research-based practice that is shown to build students' reading, writing, speaking, and listening, as well as critical thinking, engagement, and academic independence.

DEEP PARENT ENGAGEMENT AND SKILL BUILDING

PLN CMS is deeply committed to engaging parents in meaningful ways and to building their leadership and capacity. Parents actively engage with the school through workshops, learning opportunities, advocacy and leadership training, and more. When surveyed, PLN CMS parents report increases in self-efficacy and sense of community, and this translates into increased parent participation at school events.

COMMUNITY PARTNERSHIPS

With more than 35 years of serving Downtown LA-area students and families, PLN has developed strong community partnerships with other mission-aligned organizations. These partnerships result in a variety of programs and services, all overlapping to support students and families in realizing their maximum potential in academics and in life

INSTRUCTIONAL LEADERSHIP TEAMS

PLN CMS has established teams of teachers and leaders and trained them to drive teacher coaching and professional development at the school site. Instructional Leadership Team (ILT) members also "adopt" new teachers and develop instructional initiatives in respond to student achievement data. Participation

in ILT not only serves the greater PLN community but also serves as a way for teachers to have voice in instructional decision-making at the school site.

FOUNDATIONAL SKILL DEVELOPMENT

Academic achievement data shows that incoming PLN CMS students lack foundational skills in reading and mathematics. The school has prioritized early diagnosis and early intervention around missing foundational skills, and these needs are addressed through in-class and after school interventions.

STEAM-BASED LEARNING

To prepare students for 21st century careers, PLN CMS students are exposed to learning in the STEAM fields, including hands-on science, mathematics, architecture, design, coding, robotics, and digital learning. PLN CMS hopes to create an early STEAM pipeline that will develop innovative scientific mindsets and competencies through hands-on digital learning and scientific inquiry at the middle school level.

SOCIAL EMOTIONAL LEARNING

Given the exposure to trauma that many PLN CMS students have experienced, social-emotional learning is core to helping students achieve at their maximum potential. Social-emotional learning primarily occurs through the Advisory structure, where students participate in restorative Councils and advance through a curriculum designed to help them develop their social-emotional competencies, including making good choices, building community, and receiving mentorship. After school mentoring opportunities are provided with LATeamworks and corporate participants.

MEDIA LAB

PLN CMS's Media Lab (described above) is a unique resource that gives students access and exposure to broadcast journalism and the media industry.

BLOCK SCHEDULING

PLN CMS has developed a schedule that allows for teachers to see their students almost daily but still includes longer blocks twice a week. All students in grades 6-8 experience a block schedule on Wednesdays and Thursdays, which allows for time to dig more deeply into topics of learning, including through projects and collaborative work. For Mondays, Tuesdays, and Fridays teachers meet with all of their periods in order to maintain instructional continuity from one day to the next.

ELECTIVES & MURALS

PLN CMS leverages its elective system to ensure that students are developed as well-rounded students with exposure to a variety of types of learning outside of the core subject areas. All students receive support in preparing for access to college through AVID (currently offered in sixth grade), and they also have the opportunity to get exposed to visual arts, music, technology, digital learning, broadcast journalism, and more. Throughout their three year tenure at CMS, students have the opportunity to take multiple elective courses, so each student gets exposure to multiple potential areas of interest. Electives are highly engaging and responsive to the needs of students.

Murals are another unique part of PLN CMS's culture. At the end of each year, grade level cohorts work together to choose a theme based on something they have learned that year and work together to develop a mural that highlights that theme. Murals not only beautify the school's campus, but also serve as a meaningful end-of-year opportunity for students to celebrate their learning together.

INDUCTION PROCESS

In analyzing the data of incoming sixth graders, PLN CMS instructional leadership identified that students were coming from more than 45 elementary schools with vastly different pedagogical approaches, school climates and cultures, and expectations for behavior and academics. It became clear that an induction process was needed to acclimate rising sixth graders to PLN CMS’s culture and instructional program and build a sense of community amongst the students in the cohort. In the summer of 2016, PLN CMS piloted a summer bridge program with more than 80% of incoming sixth graders. Students completed diagnostic assessments, participated in teambuilding activities, experienced their first Council, and had the opportunity to practice digital learning and other aspects of the school’s instructional program. Through the experience, they learned what it meant to be a middle school student and how to be successful in middle school; they also developed a sense of belonging as a part of the sixth grade community. Building off of the success of the summer bridge program, PLN CMS leadership established a cohort model for sixth grade students; sixth graders now rotate to their core classes with the same group of students, creating a smaller community for them within the overall school community and allowing for a smoother transition from elementary school.

INTERVENTION

Intervention and supports for students in need are detailed below in “Meeting the Needs of all Learners.”

CURRICULAR AND INSTRUCTIONAL MATERIALS

Teachers use CDE-adopted, CCSS-aligned, research proven curricula for the core academic subjects. We assess and evaluate the effectiveness of our curriculum annually and make refinements as needed. The following textbooks, or other similar instructional resources, will be used as followed:

Content Area	Instructional Materials
English Language Arts	Classroom Leveled Reading Libraries Teachers College Reading and Writing Units of Study Achieve 3000
English Language Development	English 3D <ul style="list-style-type: none">• Project GLAD Making Content Comprehensible for Elementary Students (SIOP) model• Words Their Way Upper Level Spelling Inventory• Achieve 3000 and leveraging blended learning to increase proficiency• Focused Reading Intervention and Focused Math Intervention• Language!
Mathematics	CPM Ironbox Education

Science	Discovery Learning Know-Atom Inquiry Learning
Social Studies	History Alive Reference books Expository text materials Primary resources

COMPREHENSIVE COURSE LIST

All students in grades 6-8 participate in a comprehensive instructional program that incorporates the subjects detailed above.

INSTRUCTIONAL METHODS AND STRATEGIES

At PLN CMS, we understand the importance of both content knowledge and modes of instruction; the information students learn and how we provide opportunities for children to learn. As detailed above, we utilize an instructional framework and teaching methodologies that provide scaffolds for students in setting goals, reflecting on their learning, and actively engaging in the learning process. Teachers model, guide, and collaborate with students, develop instructional opportunities for inquiry and open-ended questions, and make learning meaningful to students by building on student strengths and interests.

Teachers are trained in creating educational environments that provide experiences that promote language development, skill mastery, and conceptual knowledge.

Using the recommendations from the National Research Council and the Reggio method, PLN CMS teachers meet every week to discuss what core concepts they need to cover, derived from the subject-specific curricula described below. Once these concepts are identified, the *manner* in which they are explored is largely derived from dialogue between teachers and students (as described above). Teachers then incorporate the recommendations of the National Research Council and the core tenets of our instructional model, as described above, to plan and design instruct that is responsive to the needs of our students:

Direct instruction and inquiry-based instruction: Teachers use direct instruction and inquiry-based instruction. Direct instruction strategies include lectures, explanations and demonstrations, mini-lessons through which students are asked to acquire concepts, instructions and information, learn to take notes, ask questions and clarify ideas in a whole class, small group, or one-on-one format. Inquiry-based instruction strategies involve asking students to structure problems, pursue information, pose and test hypotheses and draw inferences for themselves.

Curriculum of Inquiry: Student interest is generated and questions drive the curriculum toward understanding of the concepts and big ideas. Grade-level planning is an essential component of lesson planning. Teachers work together to formulate lesson plans that include experiences that initiate student questions, vocabulary building and critical thinking. Particular attention is paid to the unique

needs of English Learners. Discussion time is built into all lessons. It is through these discussions with children that ideas and projects often arise. It is the teacher's role to include these ideas into the curriculum planning. There is considerable thought given to the materials needed, and parent and/or community support and involvement.

Accountable Talk: Students are guided in engaging in critical dialogue and explicitly taught the principles of building academic language. Accountable talk is a competency in which students consciously understand and fluently utilize academic language and purpose-specific communication syntax and structures to comprehend, analyze, exchange, generate, and apply ideas. This research-based practice, when implemented with fidelity, will improve student learning, critical thinking, speaking, listening, reading, writing, engagement, social imagination, locus of control, and academic independence. In classrooms in which accountable talk is developed, teacher and student talk time is part of every lesson in all subject areas. Students' talk is designed to explore and share ideas. Discourse rules and language structures are explicitly taught, and dialogue is purposeful, collaborative and equally divided. Accountable talk must be explicitly taught, modeled, and rehearsed almost on a daily basis to be internalized, and thus it has become a priority across subject areas and in all grade levels.

Collaboration: Collaborative group work, both large and small, is considered valuable and necessary to advance cognitive development and to develop academic language. Children are encouraged to dialogue, critique, compare, negotiate, hypothesize, and problem solve through group work. The teachers carefully plan collaborative experiences for children that promote the development of academic language for all students, including for English Learners.

Formative assessment: Teachers use a wide range of formative assessments to evaluate how students are learning as well as what they are learning. These include assessments performed on a daily, weekly, or as needed basis, as well as diagnostic tools that inform decisions about the curriculum and teaching strategies as well as individual supports for students. One important assessment component is PLN's Benchmark System which enables teachers to monitor student progress. PLN CMS staff members administer standards-based assessments throughout the year in reading, writing and mathematics. These results, in addition to other assessments (formal and informal) are used to guide classroom instruction, individual student support and teacher professional development.

Cycle of Inquiry: Teachers use data to inform their instruction through our Cycles of Inquiry. Every two to three weeks, teachers assess students on a designated standard. The data around students' mastery is shared, analyzed and discussed at grade level team meetings. These meetings allow teachers to identify and share successful instructional practices. Teachers pre-and post-test all students to ensure mastery of skills.

Flexible supports: Many supports are provided within the classroom, the school and community; for example, pedagogical support.

Representational Development/Formative Assessment: The Reggio approach calls for the integration of the graphic arts as tools for cognitive, linguistic, and social development. Presentation of concepts and hypotheses in multiple forms of representation — print, art, construction, drama, music, movement, poems, sketches— are viewed as essential to children's understanding and experience. Critical for all learners, but especially English Learners, is the multiple ways that children represent their understanding of a concept.

Teachers as Researchers: At PLN CMS, the role of the teacher is first and foremost to be that of a learner alongside the children. The teacher is a teacher-researcher, a resource and guide as she/he lends expertise to children. Educators carefully listen, observe, and document children's work, while they provoke, co-construct, and stimulate thinking and collaboration among children. Each teacher has the responsibility to share their observations of children with their weekly grade-level meetings with our curriculum coordinator. These discussions enable teachers to determine the next steps in children's conceptual development.

HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

In addition to utilizing standards-aligned published curriculum (text and online), our faculty members participate in extensive professional development on lesson planning and using data to drive instruction and differentiation. School leaders also use data to monitor the effectiveness of our teachers and provide additional support and PD as needed.

HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

The use of technology is a critical 21st century skill set necessary to succeed in school and life. We know that technology is extremely important to students' academic achievement and professional excellence well beyond school-age years. To that end, all students receive explicit instruction in basic Office suite functions and develop their comfort-levels with technology use via blended learning programs, online research and more, all fostering proficiency with computers that both enable standardized test taking as well as ongoing use of technology for learning.

Technology is embedded throughout students' coursework. PLN CMS has a nearly 1:1 ratio of laptops to students. This technology is used as a tool throughout students' courses to provide them access to information and multiple methods of expressing their understanding. Additionally, students are expected to master keyboarding by the end of sixth grade, and students in all grade levels have access to digital learning opportunities, including a Coding and Robotics elective.

CULMINATION PREPARATION

CMS has implemented the counseling and coordination practices around the Individualized Graduation Plan (IGP) formerly known as the Individualized Culmination Plan (ICP). The CMS Counselor will meet with each student and their parent to discuss the students' identification (if categorized in a subgroup) and the supports being provided to their child to meet proficiency and advanced levels in all areas. The CMS Counselor will also provide an overview of the graduation requirements designated by the State of California as well as by our LEA.

ACADEMIC CALENDAR AND SCHEDULES

ACADEMIC CALENDAR

A draft 2018/2019 academic calendar can be found below.

<p>August 13 First Day of Instruction 31 Advisory Day (Dismissal @ 1pm)</p>	<p>AUGUST 2018</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table> <p>15 instructional days</p>	S	M	T	W	Th	F	S			1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p>FEBRUARY 2019</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td><td></td></tr> </tbody> </table> <p>18 instructional days</p>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			<p>February 8 Professional Development – No School for Students 18 Presidents' Day – No School</p>																					
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<p>September 10 Admissions Day – No School 3 Labor Day – No School 21 Professional Development – No School for Students</p>	<p>SEPTEMBER 2018</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>17 instructional days</p>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							<p>MARCH 2019</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>16 instructional days</p>	S	M	T	W	Th	F	S							1	2							3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>March 11-15 Parent Conference Week (Early Dismissal @ 1pm) 25-29 Spring Break</p>
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<p>December 7 Professional Development – No School for Students Dec. 17-Jan 4 Winter Break Happy Holidays!</p>	<p>DECEMBER 2018</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>9 instructional days</p>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>JUNE 2019</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> </tbody> </table> <p>5 instructional days</p>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	<p>June 7 Last Day for Students 10 Last Day for Teachers</p>														
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<p>January 7 Classes Resume/Second Semester Begins 21 Dr. Martin L. King Jr's Day – No School</p>	<p>JANUARY 2019</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table> <p>18 instructional days</p>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p>Legend:</p> <ul style="list-style-type: none"> ■ Early Dismissal ■ Holiday – No School ■ Teacher Professional Development Day / No School for Students ■ School Closed <p>Hours of Instruction: Mon, Wed, Fri 8am-3pm Tues, Thurs 8am-2pm</p> <p>Afterschool Program Hours: Mon, Wed, Fri 3pm-6pm Tues, Thurs 2pm-6pm</p>																																																																
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SAMPLE DAILY SCHEDULES

Sample daily schedules can be found below. Students are enrolled in six courses at a time, with all six meeting on regular school days (Mondays, Tuesdays, and Fridays) and alternating on minimum days (Wednesdays and Thursdays). Longer periods twice a week allow students and teachers the time and continuity to dig deeply into projects and work toward the highest levels of critical thinking.

Monday, Tuesday, Friday		Wednesday, Thursday	
8:00-9:00am	Period 1	8:00-9:00am	Advisory
9:03-10:03am	Period 2	9:03-10:23am	Period 1/4
10:03-10:08am	Break	10:23-10:34am	Break
10:11-11:11am	Period 3	10:37-11:57am	Period 2/5
11:14-12:14pm	Period 4	11:57-12:37pm	Lunch
12:14-12:54pm	Lunch	12:40-2:00pm	Period 3/6
12:57-1:57pm	Period 5	2:00pm	Dismissal
2:00-3:00pm	Period 6		
3:00pm	Dismissal		

INSTRUCTIONAL DAYS AND MINUTES

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
6	Yes	95	360	13	240	72	300	180	54000	58920	4920
7	Yes	95	360	13	240	72	300	180	54000	58920	4920
8	Yes	95	360	13	240	72	300	180	54000	58920	4920

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

Because we are interested in educators representing the diversity of our city, we recruit teachers from all over Los Angeles. At a minimum, all teachers must have a CLAD, bilingual authorization, or the equivalent to teach English Learners and meet all other pertinent ESSA requirements. Instructional staff members preferably have experience with this age group and familiarity with a data-driven approach to education.

In order to obtain a diverse pool of qualified applicants, PLN CMS uses internal and external recruitment. Teacher selection is based on teaching experience, demonstration of knowledge of instructional practices appropriate to the needs of the student population, and interest in working collaboratively with peers. Efforts are made to recruit teachers who have high levels of education and experience and who represent the diversity of the population of the school and community.

The following recruitment strategies are used to recruit and attract top talent: partnerships with local teacher education programs (Cal State Los Angeles, Cal State Dominguez Hills), outreach to other teacher preparation/education programs (Loyola Marymount University, UCLA, USC, etc.), partnership

with Teach for America, local newspaper ads (Los Angeles Times), web sites (PLN, EdJoin Idealist.org.com, CareerBuilder.com, California Charter Schools Association), job fairs, word of mouth, personal contacts, and applicant files. All hiring follows PLN's written procedures for recruiting, hiring and interviewing potential employees.

Candidates are invited to present an application, résumé, video and/or live demonstration lesson and participate in an interview. Classified and other personnel are selected by the principal. Selection is based on experience with the duties of the position for which they are applying. Our recruiting approach has been successful in recruiting a workforce thus far for our school that reflects the composition of the community. We intend to continue this pattern of staffing our school with high quality, compassionate, and expert educators who engage with children, families and the community in ways that support academic and life success.

PROFESSIONAL DEVELOPMENT

Professional development is essential for the successful delivery of our mission. The principal, in collaboration with PLN's Director of Instructional Support and PLN CMS's Instructional Leadership team, organizes and conducts ongoing professional development. Our schedule allows the principal to meet regularly with individual faculty members (e.g., during P.E.) to address specific areas of growth in addition to the regularly planned professional development periods. In addition, the principal arranges for experts in relevant areas of education to work with PLN CMS teachers.

At PLN, teachers primarily plan in grade level groups. Teachers are encouraged to help each other with planning and classroom management issues. It is not uncommon for teachers to visit each other's classroom to provide support. In addition, a grade level chair is selected by their peers for each grade to serve on the Instructional Leadership Team (ILT). Along with the principal and assistant principal, these teachers make up the PLN CMS Leadership Team.

PLN teachers are professional educators at various stages in their professional careers. We believe that their professional skills should be nurtured and grown in the same way that our students' academic skills are attended to. Our teachers often seek further professional growth and will continue to be given access to the highest degree of professional development and support we can provide.

The weekly school schedule is structured to allow teachers professional development time during the normal work hours. On Wednesdays and Thursdays, students are dismissed at 2:00pm and teachers engage in professional development activities from approximately 2:00-4:00pm. These regular professional development times include guest speakers and trainers, grade level planning meetings, whole faculty planning meetings and small group planning.

In addition to weekly PD throughout the school year, every year, the PLN Leadership Team plans an eight-day professional development for teachers as a means to improve student learning and teacher practice. This is done prior to the beginning of the school year. There are several pupil-free professional development days throughout the school year where teachers engage in agency-wide training and planning opportunities, including intensive review of student benchmark assessment data. The data also provides direction for the Board to create new policies and/or structures that support teaching and learning. PLN faculty and staff analyze state test results to identify trends across the grade levels and discuss implications for teaching and learning. During the summer professional development, school-wide instructional goals are decided upon by the staff taking into considerations strengths and needs across the grade levels. Once the goals have been identified, each grade level must create a

plan of action as to how their grade level will meet the school-wide instructional goals. PLN teachers also identify personal goals for themselves and create a plan as to how these will support their professional growth through the school year. PLN students create goals with their teachers at the beginning of the school year that supports their needs as learners.

The PLN Staff uses Critical Friends protocols, academic cadres on rubrics and academic language, and the peer review process as the structure that supports meeting school-wide instructional goals. For example, following the math benchmark assessments, teachers receive student and grade-level score reports for the CA standard being assessed. Teachers review the student work, coupled with these reports to identify gaps in instruction, re-teaching strategies and timelines, and small-group intervention plans.

Professional development topics are selected based on the needs of the faculty. In the upcoming 2017/2018 school year, for example, PD will likely be provided on the following topics:

- Student Assessment; Data-driven Instruction
- Support and Instructional Strategies for SWD
- SWD Procedures and Requirements
- ELD Standards
- ELA/ELD Framework: Designated and Integrated ELD
- ELD Observation Tool
- Implementing the LTEL Course Curriculum: English 3D
- Achieve 3000 and leveraging blended learning to increase proficiency
- Focused Reading Intervention and Focused Math Intervention
- Language!
- Step Up to Writing
- Classroom Management
- Grade-level culminating project collaboration
- Interdisciplinary Planning Support
- Implementation the New Math Course Curriculum: Ironbox Education
- Fountas & Pinnell: Lexile Level
- Balanced Literacy: Readers and Writers' Workshop
- Academic language and accountable talk
- Learning and the Adolescent Mind
- Common Core State Standards
- Next Generation Science Standards
- Strategies for English Learners, monitoring EL proficiency levels, reclassification
- Interdisciplinary planning and the Reggio Emilia approach to teaching
- Curriculum Mapping
- Peer Observation and Productive Feedback
- Mandatory Operations & Safety Trainings

PLN CMS teachers are given access to experts in the field as well as the time they need to explore and implement PLN CMS programs to the fullest. Teachers engage in lab days in which professional development consultants conduct demonstration lessons in a pre-selected classroom for teachers to observe. During these days, teachers meet in groups and debrief and provide feedback. PLN CMS has also engaged consultants with expertise in interdisciplinary lesson design and delivery; consultants

conduct walkthroughs with the principal or alone and meet with teachers afterward to provide feedback and debrief.

In Los Angeles, we are fortunate to be surrounded by universities in which some of the most exciting and cutting-edge research on and thinking about education is happening. We have strong relationships with universities (referenced above), museums and the like in order to draw from their ongoing understanding of best practices in education.

PLN CMS staff also benefits from the expertise and resources provided by our parent organization, Para Los Niños, and other programs. Representatives from the many branches of the organization that serve students and families in different capacities (e.g., mental health services, family support) work closely with PLN CMS staff to ensure that they understand the factors that may impact students' academic performance and the resources the organization can provide for struggling students and families.

MEETING THE NEEDS OF ALL STUDENTS

PLN CMS uses strategies to target students who have unique needs – students performing far below or above grade level, students with low socioeconomic status, English Learners, foster youth, and students with IEPs. Our various subgroup populations receive instruction that focuses on their needs and capitalizes on their strengths, ensuring that all students receive the most effective education possible. The following structures assist in meeting students' individual needs:

- Small class sizes allow teachers to develop deep understanding of individual student strengths and needs;
- A teacher prep period each day, plus an additional hour of weekly grade level planning time for teachers to modify and lessons to meet the needs of individual students;
- Frequent professional development time allows teachers to learn from each other's varying expertise in differentiating instruction;
- Integrating instruction and curriculum across academic disciplines allows students to demonstrate their proficiency in a variety of ways, promoting motivation and skill transference;
- Multiple and varied opportunities for communication between teachers and parents supports the PLN CMS commitment to personalizing instruction;
- Authentic and varied forms of assessment are used to identify differentiated instructional techniques for students in need of interventions and additional supports; and
- A variety of before and after school and summer programs for students who need additional support.

These school-wide structures are the first step in meeting the needs of students performing below or above grade level, but additional supports are introduced for students who are performing more than one level below or above his/her actual grade level, not meeting standards in one or more core subjects, or has persistent challenges with the school's academic or behavioral expectations.

Our SSPT is a function of our regular education program. It is a second step to helping students who may be experiencing difficulty with attendance, behavior or learning. The SST, composed of the classroom teacher, a peer teacher, administrators and the parents, is a systematic, individual, solution-oriented approach to assist students with factors that are interfering with academic success. Before referring a student to the SST, in our modified RTI model, described above, a teacher attempts a variety of interventions in the classroom and also communicates concerns to parents. The teacher refers the

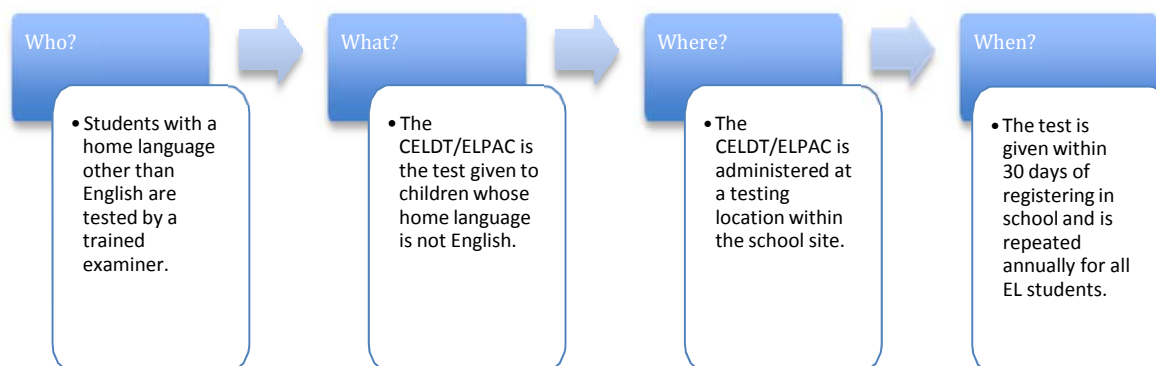
student to the SST if classroom-level interventions do not yield improvement. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability and follow-up, and counsels the parent, teacher and student.

ENGLISH LEARNERS

PLN Charter Middle School is committed to not just meeting the needs of all English Learners but truly going above and beyond to ensure that PLN CMS is providing the best education possible for its EL students. As detailed above, English Learners receive academic content through a Sheltered Instruction Observation Protocol (SIOP). PLN implements the LAUSD English Learner Master Plan.

a. Process for Identifying ELs

All parents or guardians seeking to enroll students at PLN CMS are required to submit a Home Language Survey (HLS) as part of the registration process. Parents complete the Home Language Survey (HLS) section in the school enrollment packet. The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. In particular, it should be made clear that the HLS is not used to determine a student's language classification or immigration status. If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the California English Language Development Test (CELDT). These students will be given the California English Language Development Test (CELDT) or the English Language Proficiency Assessments for California (ELPAC) aligned to the CA ELD Standards within 30 days of the start of the school year or within 30 days after the date of first enrollment at the school.²² The English language proficiency of all currently enrolled English Learners is assessed in accordance with the test contractor's directions and California Education Code guidelines. Students with disabilities are permitted to take the test with accommodations as listed in Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English Language proficiency is administered to students who are unable to participate in the CELDT/ELPAC test, according to the guidelines set forth in the student's IEP.



²² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have been determined to be English learners will continue with annual CELDT/ELPAC testing based upon the date last tested at the prior school of enrollment.

The CELDT/ELPAC results are used to determine the student's initial English language proficiency level. PLN CMS notifies parents of the school's responsibility to conduct CELDT/ELPAC testing and will inform parents of CELDT/ELPAC test results within 30 calendar days following receipt of test results from the test contractor. This notification also confirms the student's instructional program placement, proficiency level, and reclassification criteria.

b. Educational Program for English Language Acquisition

As described above in the Curriculum and Instruction section, PLN CMS offers a Sheltered Instruction Observation Protocol (SIOP) for English Learners. The SIOP Model is a research-based and validated instructional model that has been proven effective in addressing the academic and linguistic needs of English Learners. SIOP consists of eight interrelated components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review/Assessment

Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that increase access to grade-level content for English Learners. In the SIOP model, students receive core instruction in English, along with embedded English Language Development (ELD) support. Students receive ELD instruction separate from core content in a period referred to as Designated ELD. Throughout all content areas students receive content instruction delivered in tandem with EL standards in Integrated ELD. In both Designated and Integrated ELD teachers use instructional strategies to help children with limited English skills access the core content and achieve oral, written, and reading language proficiency. In a Sheltered Instruction classroom, Spanish is used only when necessary to aide in comprehension.

PLN ensures that students are provided with academic instruction for ELs that emphasizes comprehensible input designed and implemented so that respective grade level standards are being followed along with appropriate scaffolding, thereby providing ELs access to the core curriculum (Krashen, 1987). Those EL students who do not meet grade level standards in a reasonable amount of time will be provided a plan that will assist them with their academic, linguistic and social/emotional success, that may include additional interventions (such as tutoring or small-group instruction), academic assessment, and family services interventions.

SDAIE: Teachers strive to integrate research-based SDAIE strategies and language scaffolds throughout the instructional day. Some of PLN CMS' best practices for supporting English Learners are below. There are a number of elements of our program that incorporate these strategies, specifically during language arts, math, science, and social studies instruction.

1. *High Quality, Student-to-Student Interaction:* A critical element of language development is providing time and space for students to use language in writing, reading, listening, and speaking. PLN CMS provides opportunities throughout each lesson for students to discuss ideas and process information. When “partner talk” is used frequently throughout the day, there is a significant cumulative increase in authentic language practice.
2. *Teach Vocabulary:* One of the most important components in language acquisition is vocabulary development. In the most effective schools, students are taught vocabulary through formal instruction and also learn words through use in language rich settings in and out of the classroom. Effective vocabulary instruction teaches vocabulary in context, gives students tools to expand word knowledge independently, reinforces word learning with repeated exposures over time, stimulates students’ awareness and interest in words, and encourages students to read widely (Brozo and Simpson, 2003).
3. *Frequent and Immediate Feedback:* According to *Classroom Instruction that Works with English Learners*, ELs require immediate feedback that is timely and realistic in order for students to know how they are doing in the classroom and if they are using language correctly. PLN CMS teachers provide students with feedback to provide information as to how well students are doing relative to a particular learning goal so that they can improve their performance. Informal assessments not only provide this feedback, but also inform instruction so that the teacher can adjust “on the spot” as necessary (ASCD, 2006).
4. *Progress Monitoring and Intervention:* Researchers from the *What Works Clearinghouse* published a practice guide entitled “Effective Literacy and English Language Instruction for English Learners in the Elementary Grades” suggest that an effective program for ELs includes well-developed assessments for identifying student needs (IES, 2007). We assess our students’ progress frequently and use the results of the assessments to drive overall instruction as well as identify students in need of individual intervention. For example, we use data from formative assessments with ELs using English language measures of phonological processing, letter knowledge, and word and text reading to identify ELs who require additional instructional support and to monitor their reading progress over time.

GLAD Strategies: In addition to SIOP, PLN uses Project GLAD (Guided Language Acquisition Design) for English Learner instruction. Project GLAD is an effective instructional model for teaching English language development (ELD) and literacy. The Project GLAD model, created by Marcia Brechtel, is based on the extensive research-base of second language acquisition, brain research and effective literacy practices for second language learners. GLAD is a standards-based ELD instructional model that promotes high levels of academic language and achievement for students at all levels of English proficiency.

c. [How The Program Will Meet The New State ELD Standards And Use The Results Of The CELDT/ELPAC to Support and Accelerate Student Progress](#)

PLN meets the new California ELD Standards by ensuring that EL students:

- Provide Designated and Integrated ELD time focused on the California ELD standards
- Ensure implementation of Integrated ELD support in the rest of the student’s content courses

- Receive differentiated supports during the instructional day and, if the parent consents, after school tutoring
- Have additional support staff to provide targeted intervention for ELD
- Engage in social interaction and culminating projects to apply new vocabulary and oral language development
- Use technology to increase their exposure to the English language.

PLN CMS analyzes CELDT/ELPAC results to monitor school wide performance towards achievement of PLN CMS goals as well as using this information to help analyze effectiveness of current ELD instruction.

Because the current CELDT is aligned to the 1999 ELD Standards, the CELDT program will be replaced by the ELPAC exam, which is aligned to the 2012 revised CA ELD Standards. Until the full transition to the ELPAC, PLN CMS will continue to administer the CELDT as the state’s measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

d. Provide Meaningful Access For English Learners, Including Instructional Strategies And Intervention

See Section (b) above. All English Learners receive English language development support in a Sheltered English environment. All of the teachers at Para Los Niños are authorized to teach English Learners through certification by the California Commission on Teacher Credentialing (CCTC). ELD teachers are all fully credentialed and most have a CLAD or BCLAD credential. Professional development is provided to teachers, administrators, and school support staff in the stages of language acquisition, the systematic ELD curriculum, and structures to practice language to ensure quality implementation of the instructional model.

e. Process For Annual Evaluation Of The School’s English Learner Program

Teachers review EL data from formative and summative assessments to regularly evaluate student progress. Teachers use this data to modify their instructional practices to better serve each English Learner. Teachers receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders include the ELD standards by level (Emerging, Expanding, and Bridging). Teachers use these folders to collect student work samples, document reading levels, and check off mastery towards ELD and ELA standards. Portfolios are submitted for review at least twice a year. In addition to ELD folders, data documenting students’ EL status, parental notifications, academic progress, and final reclassification decision is also kept in students’ cumulative files along with CELDT/ELPAC scores. Teachers review this master folder for each EL student early in the fall semester in order to provide the most accurate reflection of their student’s progress to date.

Every year, the teacher leaders, administration, and Board reviews the school’s EL program, analyzing reclassification rates, and examining assessment data to evaluate whether the EL program is effectively meeting the needs of our students.

f. Process And Specific Criteria For Reclassification

ELs participate in the annual administration of the ELPAC until they have demonstrated that they are able to keep up with English-speaking peers in mainstream classrooms and are reclassified as fluent

English proficient (RFEP). The process for reclassification of English Learners at PLN includes multiple criteria and is consistent with guidelines approved by the State Board of Education including²³:

- Language proficiency will be assessed by the CELDT/ELPAC overall score of 4 or 5 (or ELPAC equivalent) and no lower than a 3 in any single category.
- The students' mastery of grade level English curriculum as determined by an English Language Arts grade of C or better on the most recent progress report.
- Parental input as a response to notification of CELDT/ELPAC scores, academic progress reports and the reclassification process.
- Comparison of the student's performance in basic skills against an empirically-established range of performance in basic skills based upon the performance of English-proficient students of the same age. Students meeting benchmarks for the grade and time of year that the test is administered will be considered for reclassification.

The reclassification process begins after CELDT/ELPAC scores become available and just after review of ELD folders and work samples. All student ELD folders are initially reviewed by the EL Coordinator. If the student's identified ELD level, CELDT/ELPAC scores and other criteria meet the requirements listed above, the student will move forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, the Principal and EL Coordinator, and may include a parent/guardian) reviews the information listed above. If a student satisfied all of these requirements they will then be recommended for reclassification.

g. Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

The Principal will continue to monitor student performance for two years after reclassification in accordance with existing California regulations and Title III of the Elementary and Secondary Education Act (ESEA). ELs and RFEPs are monitored on an ongoing basis by the classroom teacher, through the implementation of the school wide ELD program and its embedded assessments and through ongoing classroom observations and the collection of anecdotal data. All students take assessments measuring their Lexile level multiple times each year as well as periodic math assessments. As needed, ELs and RFEPs are provided additional intervention and supports as detailed throughout this petition. This comprehensive progress monitoring system ensures that both English Learners and Reclassified students are on track for academic success.

h. Process for Monitoring Progress and Supports for Long Term English Learners (LTELs)

The Principal will monitor all ELs and LTELs and the Assistant Principal will monitor all of the Special Education students. Together, administration will monitor any EL students with disabilities. With a particular focus on why a student has not acquired English at an expected rate, PLN CMS staff members determine the best support system for each LTEL moving forward.

PLN CMS currently utilizes the *English 3D* program by Houghton Mifflin, an English Language Development program designed for grades 4-12 to meet the needs of LTELs. *English 3D* provides ELs with grade level content-based instruction that builds academic language proficiency and incorporates multi-level teaching strategies for all language levels. Each lesson incorporates authentic, accessible literature

²³ Note: PLN will maintain reclassification requirements consistent with what the State adopts.

and provides teachers with assessments that monitor growth across proficiency levels. The resources provided help students develop the academic language needed to access grade level content in the academic subject areas. LTELs receive *English 3D* instruction in a designated ELD setting.

In addition to designated ELD instruction, additional strategies may be used such as online/blended learning programs (e.g., Achieve 3000), after-school tutoring, and additional support such as small group instruction. The school is also piloting a summer ELD session specifically for LTELs and for students at risk of becoming LTELs. PLN CMS will make students and their parents/guardians aware of their LTEL status, the characteristics of LTEL students, and the risks associated with LTEL status, as well as benefits to reclassification and ways to address to reclassification.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

All students are challenged by differentiated education in the classroom, additional challenge activities in each subject, and the opportunity to explore subjects at a higher grade level. Due to the nature of PLN CMS' curriculum and methodology, children are able to explore concepts in greater depth. Teachers work individually with students to ensure that they are stimulated and have access to additional resources.

In order to ensure high performing students are provided appropriate enrichment, teachers consistently analyze student data and performance to inform their instructional focus and promote appropriate opportunities for individualization. They use this information to scaffold or accelerate the pace of learning activities that target the needs of all students. The accelerated pace at which gifted and talented students learn information requires flexible pacing strategies such as: skill grouping, curricular compacting, and contracting (Daniel & Cox, 1988). PLN CMS teachers also use above grade level texts in independent reading and guided reading instruction and activities to hone thinking, reasoning, communication and self-regulation skills. Student progress is monitored through the implementation of classroom assessments including, formative assessments, benchmark assessments in math and Lexile reading level assessments.

STUDENTS ACHIEVING BELOW GRADE LEVEL

We use the Response to Instruction and Intervention (RtI2) approach to identify students falling into either category (above grade level and below) and intervene with modifications to the curriculum to encourage growth. Our model is designed to ensure all students receive the individualized support and scaffolding they need to meet standards. Small group and one-on-one instruction, hands-on and collaborative learning and more are all designed to foster growth for all students, including those struggling to meet standards. Teachers use curriculum-based measures as well as other data to identify students who are not meeting grade level target benchmarks on any internal benchmark assessments. In our RTI2 model, if a student is identified as achieving below grade level, teachers provide research-based, targeted interventions in the classroom to assure that the student's needs are addressed, and if needed, refer the student to our SST for additional supports.

Interventions include a before and after school literacy and math intervention program provided by our teachers, as well as a summer school intervention program taught by classroom teachers. Daily, teachers create the opportunity to work in smaller group settings with students in need of targeted intervention.

SOCIOECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

Our program is specifically designed to meet the needs of our socioeconomically disadvantaged students (as evidenced by FRPM status), who make up 95% of our student population. In addition to developing a strong academic base that enables students to close the achievement gap, PLN CMS integrates specific strategies for working with students classified as socioeconomically disadvantaged. Our intensive focus on literacy instruction ensures that students who arrive at school with disadvantages associated with their income status (i.e., a lack of experience with books and literature, exposure to far fewer words, etc.) receive a myriad of supports through the RTI2 approach. Progress of socioeconomically disadvantaged students is tracked alongside our general performance monitoring of all students. Our enrichment programs, including music and art, give socioeconomically disadvantaged students the opportunity to explore these subjects in depth. Students have opportunities to use technology for academic purposes at school (and their parents can access computers at school as well). As detailed above, a core component of our Integrated Service Delivery Model is wraparound services for families who require social services or mental health care. Our comprehensive care culture aims to provide effective and accessible health services to our students and families, and to increase the potential of students to achieve personal and academic goals through better health. In addition, the physical environment of school is welcoming and safe, includes stimulating and varied materials, and is aesthetically beautiful. Adapted Caring Communities activities promote a safe place for children whose home neighborhoods are often characterized by some of the common byproducts of poverty: neglect, violence, or both. Students have ample opportunities to play and work outside. A full spectrum of nutritious food is offered during nutrition and lunch.

STUDENTS WITH DISABILITIES

Progress monitoring is used to help teachers monitor students' response to instruction and intervention. Progress monitoring tools are brief assessments that measure outcomes that are directly linked to material that has been previously taught. For example, Resource Specialist teachers and general education teachers will work together to calibrate students' writing assignments using a rubric. They will identify strengths and needs, and develop targeted interventions and instructional strategies. Students should be assessed at regular intervals such as weekly, bi-weekly, or monthly to identify whether they are demonstrating adequate progress. The frequency of assessment and monitoring will be determined by the requirements of the students' IEP.

In the area of reading, teachers can administer weekly curriculum-based measurements (CBMs) to monitor reading fluency and comprehension. In addition to CBMs, general education teachers and resource specialist teachers can collect anecdotal notes when conferencing with students during Readers Workshop.

In the area of writing, CBM-written expression fluency can be used to measure total words written, correctly spelled words, and correct writing sequences. Other progress monitoring tools include calibrating pre-assessments and post-assessments to measure growth in the various areas identified on the rubric.

STUDENTS IN OTHER SUBGROUPS

The PLN Universal Screener intake survey, which occurs at the beginning of every school year, serves as our way to collect data on other subgroups including, but not limited to, foster youth and students who are homeless. The wraparound services available as part of the Integrated Service Delivery Model address barriers to academic or social success in this subgroup. Longstanding partnerships with on-site mental health providers are readily available to assist with the mental health needs frequently associated with students in foster care or experiencing other significant challenges. We monitor the progress of these students by analyzing student achievement data for this subgroup during each trimester reporting period.

A TYPICAL DAY

The following represents a typical day through the experience of one student.

7:55am	Jasmine walks through the hallways with her friends to get to her advisory; as they walk across the school campus, they are greeted by name by warm, friendly adults.
8:00am-8:40am	On Wednesdays and Thursdays, Jasmine has advisory in the morning with Ms. Patel. Jasmine and the other students in her advisory know each other very well, because they spend this time together twice a week talking about really important things, like their families, their interests and aspirations, and all of the many feelings and emotions that come along with being a middle school student. They also talk about what comes next: high school, college, and their futures. Today in Council, they talk about making good choices.
8:44am-10:28am	Jasmine has first period math. Her teacher, Mr. Lopez, presents a problem. With her classmates, Jasmine discusses how the problem might be approached. Mr. Lopez affirms their thinking and introduces them to the math skill they will need to be able to solve problem. During guided practice and independent practice, Jasmine and her classmates have a lot of opportunities to work together and to engage in academic dialogue. This is especially helpful for Jasmine because she is an intermediate English Learner, and she benefits from hearing her peers discussing math concepts. Jasmine has been struggling lately with fractions, so Mr. Lopez also works with her and two other students on fractions in a small group setting. Because of the block schedule, Jasmine has plenty of time to focus deeply on her work. During this block tomorrow, she will have PE instead of math.
10:28am-10:43am	Mid-morning break. Jasmine enjoys a healthy snack and a few minutes to decompress with her peers.
10:47am-12:31pm	Jasmine's social studies class today is centered around an Essential Question: <i>How do social scientists interpret the past?</i> During the lesson, Jasmine and her friends take notes using a graphic organizer and use their laptops to access an online game that is tied to the Essential Question. Students work together, engaging in academic dialogue and getting support from their teacher, who circulates around the room talking with students in small groups and individually. He reinforces accountable talk, listening for students to be able to independently use a sentence stem he has provided them; if they use it incorrectly, he discreetly corrects them and encourages them to try it again. In this block tomorrow, Jasmine will have her broadcast journalism class. She is on the news media team at PLN CMS, and it is her job to broadcast the latest new from around the school campus.
12:31pm-1:11pm	Jasmine eats a nutritious lunch with some of her friends from advisory. Over lunch, they talk about the awesome mural their advisory is designing for the PLN CMS campus. They

	have been learning about molecules in science, and they have decided that their mural will focus on molecules painted in the style of Fernando Botero, an artist they studied this year.
1:15pm-3:00pm	Next, Jasmine has English language arts. In ELA today, students are doing a writing workshop lesson. Her teacher Mrs. Wright teaches a mini-lesson about descriptive language, and then students move into independent writing time, conferences with Mrs. Wright, and giving peer feedback. Jasmine and her classmates also have Silent Sustained Reading (SSR) time; this is Jasmine’s favorite, because she has been reading a fun new novel that her teacher recommended. She also spends some time in small group instruction with Mrs. Wright and a few peers working on developing her English skills. Mrs. Wright will meet with several groups today, including one that is working on developing their phonemic awareness, a foundational skill that must be in place for students to be able to access grade level reading passages. In this block tomorrow, Jasmine will have science, where she is learning about the impact of the environment and lifestyle choices on biological inheritance and survival.
3:00pm	Dismissal! Jasmine and most of her friends participate in the after school program, so they head over there to check in and begin their homework. They are especially excited for the after school program, because they have built their robots and today they will learn how to program them to move on command. Jasmine loves learning about STEAM, including robotics, and she is thinking about studying science or engineering in college.

HIGH SCHOOL AND COLLEGE READINESS

PLN CMS is committed to preparing its students for success beyond middle school. Preparation for success after middle school includes offering a rigorous, high quality academic program grounded in research-based practices to close gaps in students’ proficiency and prepare them for the rigor of A-G courses. This also includes offering STEAM-based learning, including access to digital learning, to ensure that students are developing the 21st century skills they will need beyond middle school. At PLN CMS, students in all three grade levels use technology across subject areas as an additional way to access content. By the time students leave PLN CMS, they will have gotten exposure to coding, robotics, and design. Latino, African American, and female populations are severely underrepresented in STEAM professions; STEAM-based learning at PLN CMS aims to prepare students for success in 21st century careers and to catalyze an interest in and awareness of those fields so students are motivated to pursue them. PLN CMS hopes to create an early STEAM pipeline that will develop innovative scientific mindset and competencies through hands-on digital learning and scientific inquiry at the middle school level.

In addition to its academic model, which prepares students for high school and beyond, PLN CMS also implements systems that create a college-bound environment and prepare students and families for the next phase of students’ academic careers. PLN CMS aims to expose students to the idea of college and instill in them an interest in and desire to extend their education beyond high school. To that end, the school names its classrooms after colleges and universities and decorates learning spaces with college pennants. Teachers and advisors discuss college with their students in the context of advisory and also in the context of instruction. Every sixth grader completes an AVID course as part of advisory, and as long as the budget allows, students in all grade levels will also take a college field trip each year.

The school also aims to support students and families in choosing their next steps after completion of middle school. With a variety of district, charter, and private high school options in Los Angeles, the school educates families on their options through in-class presentations, high school fairs, and parent meetings. The school provides direct support to families with high school applications and letters of

recommendation, and in general, aims to serve as a one-stop shop for families who are preparing for high school admissions.

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Pupils will be regularly assessed in the academic core skills through means such as observation of their activities, production of meaningful work, classroom examination, school benchmark curriculum assessments, and state mandated exams such as the CAASPP and CAST for Science. The matrix below outlines the PLN assessments that are utilized to assess student progress during the school year:

Subject Area	Assessment	What does it assess?	Who takes it?	When?
Mathematics	CAASPP	Attainment of grade level content standards in Mathematics (summative)	All students in grades 6-8	Annually
Mathematics	CPM unit assessments	Attainment of grade level content standards in Mathematics (formative)	All students in grades 6-8	End of each unit
Mathematics	CAASPP Math Interim Assessment Blocks	Attainment of grade level content standards in Mathematics (formative)	All students in grades 6-8	Mid-year
Mathematics	CAASPP Math Performance Tasks	Attainment of grade level content standards in Mathematics (formative)	All students in grades 6-8	Mid-year
Mathematics	Standards-based Pre- and Post-Test	Diagnostic assessment and post-assessment to measure growth over the course of the school year	All students in grades 6-8	Beginning of year and end of year
Mathematics	MobyMax	Attainment of foundational skills in Mathematics(formative)	All students in grades 6-8	Ongoing
English Language Arts	CAASPP	Attainment of grade level content standards in English Language Arts	All students in grades 6-8	Annually

English Language Arts	Achieve3000 Lexile level assessment	Reading grade level	All students in grades 6-8	Beginning of year, mid-year, end of year
English Language Arts	Fountas & Pinnell	Reading growth	All students in grades 6-8	Ongoing
English Language Arts	CAASPP ELA Interim Assessment Blocks	Attainment of grade level content standards in English Language Arts (formative)	All students in grades 6-8	Mid-year
English Language Arts	Writing rubrics	Mastery of grade level writing standards	All students in grades 6-8	End of each unit
Science	CST	Attainment of grade level content standards in Science	All students in grade 8	Annually
Science	Teacher-created unit assessments	Attainment of grade level content standards in Science	All students in grades 6-8	End of each unit
Social Studies	TCI: History Alive! unit assessments	Attainment of grade level content standards in Social Studies	All students in grades 6-8	End of each unit
English Language Proficiency	CELDT/ELPAC	EL proficiency	All English Learners in grades 6-8	Annually

All other curriculum related assessments are ongoing assessments that inform teachers on student performance and engagement with units currently being taught in the classroom. The data gathered from assessments is regularly reviewed during grade level planning meetings and focused instruction meetings so that the staff can engage in dialogue around student learning and how best to meet the needs of all students.

DATA ANALYSIS AND REPORTING

PLN is committed to using data to help guide instruction as well as professional development. Research indicates that educators who make informed decisions based on student data experience greater academic gains (Johnson, 1999). As mentioned previously, our new Illuminate data system and frequent benchmark assessments help drive the instructional program. As educators, we recognize the importance of balancing formative assessments along with summative. PLN teachers and administrators share a commitment to utilize and analyze multiple measures to determine where we need to:

- Create new interventions for individual students
- Improve instruction at the classroom level
- Offer school-wide professional development
- Develop new curriculum
- Identify and implement more effective teaching strategies
- Create new assessments
- Use more powerful tools to analyze data

The Para Los Niños Board monitors achievement in order to assess the performance of the Principal and staff, and approves salary increases, bonuses, and budget allocations for professional development and grade level budgets. The Board reviews student achievement data at its regular meetings. The principal provides progress reports to the Para Los Niños Vice President.

As noted above, throughout the school year, assessment in different areas is discussed during whole-staff meetings to ensure continuity and building of skills as students move from one grade level to the next. Each month, teachers review formative assessment data and identify next steps, which may include re-teaching and intervention for struggling students.

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Students in grades 6-8 receive interim progress reports in the middle of each semester and reports cards three times during the school year at the end of each semester. Students are graded with letter grades A-F in all courses.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.²⁴

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

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

²⁴ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary

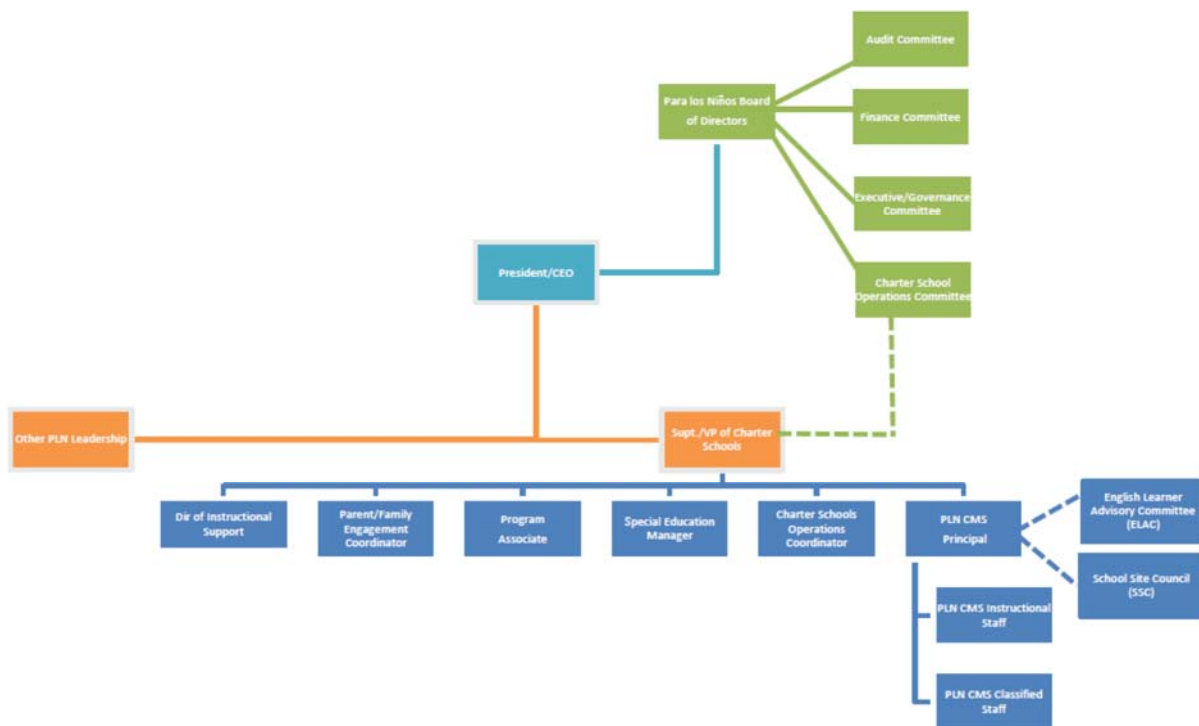
to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE

Para Los Niños Charter Middle School is a direct-funded, independent charter school that is operated by Para Los Niños, California Non-Profit Public Benefit Corporation with a 501(c)(3) tax-exempt designation from the IRS. The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation or for claims arising from the performance of acts, errors or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

The Para Los Niños Board of Directors governs the PLN Charter Schools, including PLN CMS, in accordance with this charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

ORGANIZATIONAL CHART



Functions and Roles of Board Committees

The committees of the PLN board enable longer discussions within smaller groups of people, some of whom have specific content expertise, enabling those committees to make well-informed recommendations to be presented to the full board for review and approval at regular board meetings. All committee meetings are conducted in accordance with the Ralph M. Brown Act, and as such are publically noticed, etc.

- The Executive/Governance Committee comprises the Board Chair, Vice Chair and Chairs of every committee (Finance, Audit, Early Education, and Charter School Operations) and serves as the nominating committee for prospective new board members. The Executive Committee has all the powers of the Board between board meetings, within the limitations as outlined in the by-laws.
- The Finance Committee provides oversight of school finances, ensures accurate and comprehensive financial reporting to the board, and raise strategic financial issues for board discussion. The Committee reviews monthly financial statements, and annually reviews the agency budget and recommends approval by the full board. The Committee provides financial expertise and guidance as needed by PLN throughout the year.
- The Audit Committee recommends the selection of the auditor, ensures the organization solicits new proposals for auditors every three years, meets with the auditor before the audit is reviewed by the full board, and recommends acceptance of the final audit by the full board. The Committee provides audit expertise and guidance as needed by PLN throughout the year.
- The Charter School Operations Committee meets monthly and reviews comprehensively the finances, enrollment, attendance, academic performance, staffing and other operations of the charter schools and extended learning programs. The Committee also reviews the LCAP in order to recommend approval by the full board, and provides educational and management expertise and guidance as needed by PLN throughout the year.

Major Roles And Responsibilities

The PLN governing board is responsible for:

- Ensuring the charter school operates in compliance with all applicable laws and the terms of its charter.
- Hiring, supervising and evaluating the CEO;
- Approving major contractual agreements
- Approving the general policies of the Charter School;
- Approving and monitoring the Charter School's annual budget and budget revisions;
- Acting as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Approving annual independent fiscal audit and performance report;
- Establishing Board Committees as needed;
- Recruiting and appointing new Board members and provide orientation training

- Executing all applicable responsibilities provided for in the California Corporations Code;
- Engaging in ongoing strategic planning;
- Approving the school calendar and schedule of Board meetings;
- Approving charter amendments as necessary and submitting requests for material revisions as necessary to the District for consideration; and
- Participating in the dispute resolution procedure and complaint procedures when necessary.

The Chief Executive Officer (CEO) is responsible for:

- Oversight of the day-to-day operations of Para Los Niños;
- Implementation and accountability for the strategic plan and annual operating goals;
- Fundraising and advocacy;
- Recommending policy and procedure to the board;
- Developing the annual operating budget for board approval in collaboration with the Chief Financial Officer (CFO).

The Chief Financial Officer (CFO) is responsible for:

- Financial and business infrastructure, including budgeting, analysis, planning, and tracking revenues;
- Contract negotiations, government reporting and compliance, accounts payable, financial statements, overseeing accounting and auditing procedures and policies.

The Superintendent/Vice President of Charter Schools is responsible for:

- Leadership and direction of the PLN Charter Schools under the direction of the CEO and the PLN Board of Directors;
- Supervision of the Primary Center, Elementary and Middle School principals; Director of Special Education; Parent and Family Engagement Coordinator; Director of Extended Learning; Director of Instructional Support; Operations Coordinator; and Program Associate;
- Reporting to the board on school data and status;
- Pedagogy, educational vision and instructional leadership.

The PLN CMS Principal is responsible for:

- Leadership and direction to teachers and staff;
- Instruction, including coaching, mentoring, and professional development;
- Hiring, evaluating, and terminating staff;
- Providing a safe environment for learning.

More detailed job descriptions are provided in Element 5.

Governing Board Composition and Member Selection

The current Para Los Niños governing board includes ten (10) to twenty-five (25) directors as set by the Board at its annual meeting. Currently, the Board includes 15 directors. Each director is prominent in his or her respective fields (finance, business, real estate, public accounting, marketing, law, entertainment, education and/or philanthropy). Board members represent a diversity of language, ethnicity, geography, gender, sexual orientation and age. No employee of PLN serves on the Board. Although not required, the Board will strive to create an odd number of Directors for voting purposes. Each director serves a

renewable term of three (3) years, with approximately one-third of the total number of directors then in office elected each year.

Vacancies are filled by a majority vote of the Board of Directors. Besides specific content expertise, candidates must demonstrate a clear commitment to children and their success. The Board Governance committee is responsible for recruiting, nominating and on-boarding members, among other duties. The committee periodically identifies any new skills, knowledge, personal contacts and other attributes future board directors will need to possess in order for the board to advance the agency's strategic plan.

Pursuant to California Education Code § 47604(b), the District may, at its discretion, appoint a representative to PLN's Board. If the District chooses to do so, PLN may appoint an additional member to ensure that the Board is maintained with an odd number of directors. As indicated in applicable governance documents, PLN will comply with conflict of interest laws related to public entities including Govt. Code 1090 and Political Reform Act.

Governance Procedures and Operations

The Board meets quarterly; additional meetings may be called as necessary. The Board's Charter School Operations Committee meets monthly. With regard to all matters pertaining to the operation of any of the schools authorized under the California Charter Schools Act of 1992, meetings of the Board of Directors and Board committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code). All Board and Board committee meetings are held within the boundaries of LAUSD, rotating at different school sites or the administrative offices, with telephonic participation available within the requirements of the Brown Act. Agendas for regular meetings will be published in advance, distributed to each member of the Board of Directors, and will be posted near the entrances of the school, at the entrance of the school's main office, and on the Para Los Niños website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to the school at least 24 hours prior to the meeting. Minutes of each meeting will be kept in the Board Book located in the corporate records and available for review by the public.

PLN has adopted a conflict of interest policy that complies with the Political Reform Act, and Corporations Code 1090. The Board of Directors receives annual training on their responsibilities with topics including at minimum Conflicts of Interest and the Brown Act.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which PLN CMS is established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of PLN any of those duties with the exception of budget approval or revision, the approval of "major" contracts, the hiring, supervising, and evaluating of the CEO, approval of the fiscal audit and performance report, and the adoption of Board policies (see list of responsibilities above). The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;

- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and,
- Require an affirmative vote of a majority of Board members.

Five members of the total number of directors constitutes a quorum, provided that in no event the required quorum will be less than one-third of the authorized number of directors. All matters are decided by the vote of a majority of directors present at a meeting duly held at which a quorum is present, and every such act or decision shall be the act of the Board, unless a greater number is required. After each vote, the Chair queries the board members to determine if there are any abstentions.

Stakeholder Involvement

Parents and staff have multiple opportunities to be involved in decisions related to their child’s educational program, school budgets, school-wide programming and activities, and in particular how the school will be accountable to the goals and metrics established in its Local Control and Accountability Plan. PLN CMS maintains a School Site Council (SSC) and an English Learner Advisory Committee (ELAC), which meets on a monthly basis. These groups meet monthly and at separate times of the month to increase the likelihood that a wide range of parents will participate. As part of the agenda for SSC meetings and Coffee with the Principals, LCAP updates are provided and information is shared on strategies used by the school to meet the goals. This is also an opportunity for parents and the public to provide input.

The SSC membership is 50% parents and 50% teachers/staff, elected by their peers. The SSC advises the Principal on budget priorities; outreach and recruitment; safety and discipline; and community issues. The implementation of the LCAP is reviewed on a monthly basis by parents, helping the principal develop priorities for the upcoming year, with opportunities for the entire school community to comment and provide their feedback and recommendations.

In addition to the formal councils, other parent engagement opportunities include regular parent meetings such as: Town Hall meetings, monthly Café de Padres (parent coffees led by the principal); parent education seminars, Back-to-School night, and two annual parent-teacher conferences. Meetings are held during non-traditional hours to accommodate various parents’ work schedules.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

HOME OFFICE STAFF

SUPERINTENDENT/VP OF CHARTER SCHOOLS

The (“Superintendent/VP” or “Superintendent”) is a member of the agency executive team who provides leadership, vision, and strategic direction for the PLN charter schools, sustaining and improving academic excellence and student achievement at PLN. The also demonstrates a commitment to the charter movement and to educational reform through advocacy and communications. The S/he supervises charter school principals, the special education program, and the afterschool program and coordinates the integration of wraparound mental health and family supportive services within the schools. The Superintendent provides leadership development to school administrators and teachers, and maintains positive relationships with LAUSD and other community partners. S/he is committed to social justice and a holistic approach to supporting children living in poverty and learning English. S/he has budgetary responsibility for PLN charter schools.

Essential Functions:

Instructional Leadership

- Serves as PLN’s senior educational leader of charter schools and special education, and works closely with the VP of Early Education to ensure consistency of academic programs;

- Articulates PLN’s educational brand, specifically the value and efficacy of constructivist, interdisciplinary with integrated arts to achieve critical thinking skills and high academic achievement in an urban setting for children living in poverty;
- Motivates, leads, guides, supports and directs staff to implement the mission, vision, strategic plan and ensure appropriate consistency of all educational programs at PLN;
- Holds individual school leaders accountable for achieving specific benchmarks and results in student learning;
- Observes and evaluates the performance of principals and other direct reports;
- Directs the instructional leadership training and mentoring program for principals, assistant principals and aspiring administrators, and supervises the development and implementation of orientation and in-service training as appropriate;
- Provides instructional leadership and expertise in assessing, identifying, formulating and implementing educational goals and objectives at all grade levels;
- Analyzes student performance and leads schools in data-driven decision making to increase student achievement.
- Assists school leaders in monitoring and evaluating program effectiveness and secures appropriate resources to ensure that curricula are student-focused and aligned with school’s missions, core values, academic standards, and strategic goals.
- Ensures instructional, operational and administrative consistency across all education sites.
- Communicates the educational vision and priorities effectively to staff, students, parents and community.
- Fosters parent involvement in student learning and achievement;
- Prepares reports and recommendations to the CEO and PLN Board of Directors about PLN educational programs and services;
- Ensures that Principals and teachers communicate student progress and school curricula to parents on a regular basis.

Personnel Administration

- Directs and supervises Charter Schools Principals, Parent and Family Engagement Coordinator, Director of Extended Learning, and Special Education Manager;
- Implements personnel performance benchmarks/accountabilities for all direct reports;
- Chairs interview committees for management positions and recommends candidates to President/CEO;
- Ensures high quality professional development for educational leaders and staff.

Program Operations

- Develops and implements operational guidelines and procedures for staff and students to ensure compliance with California Department of Education and applicable state and federal laws and regulations;
- Collaborates with the Chief Operating and Chief Financial Officers to coordinate appropriate resources and operational support for school operations and facilities;
- Develops and oversees guidelines and procedures governing the use and care of school facilities.

Financial Management

- Develops annual budget and monitors school/program budgets monthly. Ensures that school leaders, teachers and parents have appropriate insight into budgeting and financial performance, including LCFF and categorical funding;

- Establishes and maintains efficient procedures and effective financial controls;
- Conducts all financial operations and purchasing within PLN policies and applicable state and federal laws and regulations;
- Performs effective financial forecasting and long and short-term financial planning.
- Seeks out available sources for grant funding to support programs and projects.

Community Relations

- Builds effective partnerships among diverse constituencies to achieve the goals of kindergarten, middle school and high school readiness;
- Promotes parental engagement and provides opportunities for meaningful interactions between parents, teachers and administrators;
- Represents PLN with outside partners, such as LAUSD, LACOE, CCSA, NCLR, and elected officials;
- Creates opportunities for community members to express their views regarding school-related matters;
- Keeps the school community informed about current educational practices, educational trends, and the policies, successes and challenges of charter schools;
- Participate in conferences, community outreach and legislative advocacy as appropriate.

Other

- Performs other duties as assigned and required by the President/CEO.

Qualifications

The requirements listed below are representative of the knowledge, skills, and/or abilities required to perform the job successfully.

Education/Experience

- Master’s degree or higher from an accredited institution in education, school administration or related field;
- Minimum five years’ experience in administrative positions with increasing responsibility;
- Minimum five years of successful classroom teacher experience;
- Continued and recent experience as a school site administrator;
- California Clear Administrative Credential preferred or an Out of State Superintendent License.

Special Skills/Abilities

- Ability to provide educational and administrative leadership at the executive level and to perform complex administrative functions in a nonprofit organizational setting;
- Knowledgeable of laws, policies, regulations, guidelines and procedures required to operate charter schools and a special education program;
- Strong knowledge of the unique issues and challenges facing urban charter schools;
- Demonstrated success with curriculum, personnel management, school finance and strategic planning;
- Strong planning, organizational, financial management, communication, and leadership skills;
- Ability to establish and maintain effective public communication/relations and community rapport with a diverse population;
- Ability to make effective public presentations;

- Ability to communicate effectively with stakeholders both individually and as a group (Ability to communicate in Spanish is desirable);
- Ability to cope effectively with crisis situations;
- Ability to work effectively with a board of directors.

CHIEF FINANCIAL OFFICER

Within the guidelines established by the President/CEO of Para Los Niños and under her/his supervision, the Chief Financial Officer directs the organization’s financial planning and accounting practices as well as its relationship with lending institutions and the financial community by performing the following duties:

Essential Job Functions:

- Develops and implements fiscal policies and procedures for the organization, including a system of internal control, in collaboration with back-office services provider for charter schools;
- Supervises assigned staff (finance/accounting and contracts) and facilitates training and development;
- Oversees and directs treasury, budgeting, audit, tax, accounting, purchasing, real estate, long range forecasting, and insurance activities for the organization;
- Provides management with timely reports of organization’s financial status and progress in its various programs and activities including cash flow, expenses and earnings with analysis of budget v. actuals;
- Analyzes, consolidates, and directs all cost accounting procedures together with other statistical and routine reports;
- Responsible for the preparation and issuance of the organization’s annual report;
- Prepares reports required by regulatory agencies;
- Performs any and all other duties assigned by the President/CEO.

Qualifications:

The requirements listed below are representative of the knowledge, skills, and/or abilities required to perform the job successfully.

- BS Degree in accounting required, MBA preferred. 5 – 7 years of experience in public accounting, business, or nonprofit organization and 5 years in a senior management position;
- Advanced computer skills and MIS knowledge, and all related accounting and business management skills necessary for the job.

Director of Instructional Support Services

In collaboration with the Superintendent and site-based instructional leadership teams, the Director of Instructional Support Services is responsible for developing and supporting the implementation of a coherent and consistent instructional strategy to include professional development planning, curriculum design, teacher observation and coaching, instructional delivery.

- Partner with PLN principals and assistant principals to set site-based, and organization-wide, teacher professional development goals;
- Work across the PLN school network to articulate and support the implementation of the PLN approach to English Language Development, Academic Intervention;
- Assist Superintendent with administrator coaching and development;
- Identify collaboration opportunities across and within PLN sites;

- Work with PLN Department of Early Education to identify and act integration opportunities;
- Develop and implement instructional team onboarding process;
- Develop and implement new/novice teacher support model;
- Identify and cultivate outside experts and collaboration resources to strengthen the PLN instructional program;
- Lead the implementation of Common Core-aligned, arts-infused constructivist pedagogical practices;
- Support PLN teachers and teacher assistants in instructional delivery, assessment, and reflection;
- Support PLN teachers and teacher assistants in instructional delivery, assessment, and reflection, both through the Principal and directly;
- Lead and/or support the implementation of organization-wide and site-based professional development plans;
- Develop and implement systems and processes to monitor progress, quality and impact of LCAP strategy implementation;
- Support VP/Superintendent's office, as needed, with reporting, compliance, and oversight requirements (Special Education Reporting, State and District reporting, etc.).

QUALITIES AND QUALIFICATIONS

- A Master's degree in education administration, curriculum or related field;
- Minimum of five (5) years of educational administration and curriculum development strongly preferred;
- A valid California Teaching credential and valid California Administrative Services Credential highly desirable;
- Experience managing and/or coaching administrators;
- Track record of producing measurable student achievement gains;
- Demonstrated leadership capabilities;
- Proven management and team building skills;
- Experience working in an urban school setting;
- Knowledge of bilingual education and effective instructional practices to support English Learners;
- Knowledge of Special Education management and procedures;
- Excellent interpersonal, verbal and written communication skills;
- Entrepreneurial ability to manage change and be responsive to community needs;
- A firm commitment to Para Los Niños mission, vision and core values;
- Bilingual (English/Spanish) strongly preferred;
- Belief that all children can and will learn;
- Ability to persevere in uncertain and challenging situations with a sense of possibility, humor and perspective.

CHARTER SCHOOL OPERATIONS COORDINATOR

Under the supervision of the VP of Charter Schools/Superintendent, the Charter School Operations Coordinator is responsible for managing the School Nutrition Program, Health and Safety and Emergency Management, as well as provide support, training, and coaching to office managers at each charter school site. Specific areas of responsibility include:

School Operations

- Serves as the subject matter expert on school operations at each school site through collaboration with PLN's Director of Operations in order to facilitate the sharing of best practices across all three charter schools, including documenting standard operating procedures for schools;
- Collaborates and coordinates with Risk and Compliance develop and implement school health, safety and emergency plans;
- Coordinates with PLN central staff and charter school staff, including school principals, to ensure that compliance requirements and timelines are met, including reports to the District, Los Angeles County, California Department of Education, and federal government.

Operational Capacity and Support

- Builds PLN schools' capacity to operate efficiently and effectively by providing high quality training, development and support to school leaders and school operations staff;
- Acts as the liaison between the charter school and PLN's central office by facilitating effective communication and feedback between schools and PLN's central office;
- Leads the school operations staff (charter school office staff on site) recruitment and on-boarding process for all school operations staff at each school site;
- Facilitates team meetings with Office Managers and Office Associates (as needed) and provides regular coaching, professional development and support to operations team members to improve operational efficiency and in turn academic performance.

Cross Team Collaboration

- Coordinates with Finance department Risk and Compliance departments and manage deliverables to ensure schools are following fiscal, governance and compliance policies as well as best practices.

Support Principals towards Independence

- Supports the school site administrators in the design and implementation of school systems, policies, procedures and checklists;
- Collaborates with school site administrators and Human Resources to develop and implement an operations recruiting, on-boarding and training program to support new school leaders and their operations staff.

Other Job Duties

- Carries out mission, vision and values established by the President/CEO and Board of Directors;
- Participates in the overall agency continuous quality improvement process;
- Performs other duties as assigned by Supervisor.

Qualifications:

- Bachelor's Degree;
- 4+ years of experience managing charter school operations, preferred;
- Excellent project management and planning skills;
- Experience managing budgets;
- Experience managing vendors and negotiating contracts is a plus;
- Experience designing and facilitating training and professional development sessions;
- Strong analytical, critical thinking and problem solving skills;
- A demonstrated history of working to improve K-12 public education;

- Excellent communication and presentation skills;
- Ability to multitask, adjust priorities and work autonomously;
- Demonstrated professional commitment to teamwork and customer service;
- Ability to build strong interpersonal relationships and work effectively in a collaborative environment;
- Track record of leadership, integrity, initiative and perseverance.

Special Skills/Abilities

- Strong organizational, time management and multi-tasking skills;
- Ability to work independently and as a team member;
- Ability to handle information with confidentiality;
- Professional appearance and attitude;
- Excellent communication skills, both oral and written;
- Proficiency with the Microsoft office suite;
- Computer literate with hands-on experience;
- Oral and written proficiency in Spanish preferred.

PARENT & FAMILY ENGAGEMENT COORDINATOR

Under the supervision of the VP of Charter Schools/Superintendent, the Parent & Family Engagement Coordinator supports ongoing and identified new opportunities for families to participate in the success of PLN charter schools and extended learning programming. The coordinator works in partnership with school administrators to develop and ensure parent participation in decision-making and advisory groups and committees while also identifying opportunities for additional engagement and resource sharing with families. The coordinator, as appropriate, supports school-based teams across the network in developing programming and partnerships that build additional support for student learning and success.

Essential Functions:

The Parent and Family Engagement Coordinator performs a full range of duties, including, but not limited to the following:

- Support the continued function of school-based stakeholder advisory groups, including the English Learner Advisory Committee (ELAC) and School Site Council (SSC) at each school;
- Plan for, and take responsibility for the implementation of, regular (monthly or otherwise) meetings of these groups, including: co-developing materials, agenda, logistical details, participant training and recruitment, etc.;
- Meet with parents and other stakeholders in between ELAC and SSC meetings to develop knowledge and awareness around financial literacy, educational support strategies, and communication skills;
- Coach and advise school principals on best practices for engaging parents and community members, communicating complex concepts and demonstrating the connection between involved parents and successful students;
- Identify and facilitate opportunities for parent and family involvement in the development, implementation and ongoing support of classroom and school-based programming (Positive Behavior Support System, School/Class Volunteerism, Extra-curricular programming, etc.);
- Work with team (Family Advocates, Parent Engagement team, school staff) at all sites to develop and implement a year-long plan for parent/family workshops, presentations and activities to develop and support positive learning environment;

- Take responsibility, in partnership with school leadership, for recognition of parents as volunteers and partners;
- Perform ongoing needs analysis to connect parents and families with resources and opportunities for their own needs and those of their students/school;
- Partner with school and network leadership to develop and implement workshops, open to all parents and the broader community, on such topics as school budgeting, school governance, and metrics for student achievement;
- Work with school and broader PLN staff to support the development of parent voice and engagement throughout the schools;
- Develop and lead a team of volunteers and staff to establish parent/family engagement structures throughout the PLN school network;
- Assist with the planning, design, and supply of language and culturally appropriate materials and resources for events in the community;
- Engage and participate in community efforts and partnerships to advance and develop community empowerment, involvement, and awareness;
- Conduct presentations and provide information to PLN Charter School leadership, parents of children who attend PLN Charter Schools, community residents, and partners about program objectives, activities and results;
- Other duties as assigned and deemed appropriate by the /VP of Charter Schools.

MINIMUM QUALIFICATIONS

Successful candidates for the Parent and Family Engagement Coordinator position will have a proven record of success working with staff, parents/families and students in high-needs schools, with strong organizational and communication skills. Ideal candidates will also have:

- Bilingual (Spanish/English);
- Bachelor's Degree (Preferred, although relevant work experience can be substituted);
- Demonstrated work experience in cross-cultural collaborations and working with agency administrators;
- Experience working with vulnerable populations;
- Excellent oral and written communication skills with diverse populations;
- Excellent community networking skills;
- Must have reliable automobile for use on the job (mileage to be reimbursed);
- Valid CA driver license. State required automobile insurances coverage;
- TB test, to be renewed every two years;
- Ability to work a flexible schedule, which will include occasional evenings and/or weekends;
- Able to work in an autonomous setting, yet function as part of a larger team.

SPECIAL EDUCATION MANAGER

Under the supervision of the VP of Charter Schools/Superintendent, the Special Education Manager provides leadership and oversight of the special education program at all three PLN charter schools in collaboration with the administration at each school site to ensure compliance to required policies, procedures, and regulations, as well as a high quality of service for all students and families receiving special education services. S/he also collaborates with other divisions within PLN to establish a common understanding of the special education process.

Essential Functions:

- Works collaboratively with school Principals and Assistant Principals to deliver a high quality, legally sound Special Education Program.
- Develops and maintains appropriate pre-referral to special education processes and procedures such as the implementation, documentation, and monitoring of interventions (RtI²) for academics/behavior and problem-solving teams (i.e. COST, SST) at PLN schools.
- Supervises the development of legally compliant IEP documents which may include participation, facilitation and coordination of meetings as requested by the VP of Charter Schools in conjunction with input from charter school administrators
- Manages and supervises all PLN special education services and staff including consultants, vendors and all in-house special education service providers (i.e. Speech and Language Pathologist, School Psychologist, etc.) to ensure that IEP goals and objectives are legally sound, compliant and of the highest quality and detail.
- Collaborates with charter school administration to meet the needs of students with special needs.
- Develops and monitors special education budget for all PLN school sites in order to ensure adequate allocation of funds to serve students with special needs.
- Serves as strategic leader for all PLN Charter Schools with any and all information regarding special education services, programs and policies and ensure that procedures are appropriate in relation to district, state and federal regulatory policies and requirements.
- Analyzes data, plan activities, monitor programs/services and provide professional development to teaching staff about special education services.
- Engages subcontractors and vendors providing special education services and hold them accountable to PLN standards and practices.
- Develops outreach to other charter schools and community stakeholders to promote PLN organization and its Special Education vision.
- Maintains knowledge of current Special Education regulations and best practices
- Supports general and special education teachers and administrators in implementing appropriate strategies, accommodations and modifications to meet the needs of students with IEPs in the least restrictive environment.
- Analyzes assessment results to drive instruction and IEP development
- Coordinates progress report completion in accordance with district guidelines and monitor timelines
- Maintains compliance of all timelines for IEPs and IEP related services at each school.
- Serves as the leader of PLN Charter School Special Education by supervising the development of IEPs and the maintenance of Special Education documentation as required by federal, state and district regulations, including oversight on PLN staff's use of the District's Welligent information system
- Supervises all staff allocated to special education services within the special education department, including but not limited to Speech and Language Pathologist and School Psychologist.
- Assists with the supervision of RSPs, Assistant Principals and all other Charter School staff with specific duties related to SPED compliance, law and services.
- Supervises the School Psychologist's duties and services as related to any and all IEP's, including but not limited to reviewing the academic and psychoeducational reports for Initial and Triennial IEPs
- Hires and manages relationships with outside vendors to ensure students receive prescribed IEP services (e.g. Occupational Therapy, Language and Speech, etc.)

- Develops positive relationships with parents and families, educating them about special education, engaging them in the IEP process, and keeping them apprised of student progress
- Leads and directs the preparation of Informal Dispute Resolution, mediation and due process materials and any such cases to their completion.
- Serves as liaison to LAUSD's special education office
- Prepares and organizes all special education documentation required for Statewide & Districtwide Charter reviews and renewals.
- Participates in the overall agency improvement process
- Performs other duties as assigned by supervisor

Qualifications

The requirements listed below are representative of the knowledge, skills, and/or abilities required to perform the job successfully.

Education/Experience

- Master Degree in Educational Administration, Psychology, Special Education or related field
- Possession of a valid special education, pupil personnel services, or school psychologist authorization. Must have had advanced training and related experience in the education of individuals with exceptional needs and/or pupil services. Possession of a valid California credential authorizing service in an administrative position is highly desirable.

Knowledge, Skills, Abilities, and Personal Characteristics

- Strong commitment to the mission and vision of the school.
- Understanding of laws, regulations and education code pertaining to special education and the continuum of special education services and placement options.
- Ability to establish and maintain effective organizational, public, and community relationships.
- Advanced skill in dealing with students and staff with diverse needs at various levels.
- Ability to develop, monitor and evaluate special education curriculum, discipline plans and supervision/safety plans.
- Excellent interpersonal relations and oral and written communication skills.
- Ability to nurture respectful relationships with students, families and staff with an understanding of their cultural and socioeconomic characteristics.
- Bilingual English/Spanish.

SCHOOL SITE STAFF:

PRINCIPAL

The School Leader will serve as the instructional leader of PLN Charter Middle School by instilling a culture of growth, achievement, support and holistic success for all students and staff in partnership with school stakeholders, the PLN School Support team and the entire PLN organization. The school leader is responsible for creating and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the high levels of academic achievement, the educational development of each student and the professional development of each staff member. S/he is also charged with establishing and maintaining strategic and operational supports with school and organizational staff to address barriers to learning and eliminate opportunity gaps. The Principal or his/her designee is responsible for evaluating all school-based team members.

Essential Functions

- Serves as instructional leader, developing school-based goals in alignment with needs of students, staff and stakeholders that are consistent with PLN Charter Schools' approach.
- Builds a school learning community focused on the goal of improving student achievement with integrates student and family supports.
- Plans, evaluates and recommends school-wide programs, policies, goals and objectives.
- Leads, in partnership with other principals and the Education Support Team, the ongoing development and evaluation of the PLN Charter Schools' instructional program.
- Actively supports the development and growth of all teachers, staff and providers.
- Observes classroom environments and makes recommendations for improvement in instruction and classroom management as appropriate.
- Receives and responds to inquiries, concerns and complaints from teachers, students and parents. Works to resolve administrative, instructional and behavioral problems.
- Promotes a positive nurturing environment for students, staff, parents, and community members.
- Provides leadership for the development, implementation, and monitoring of school resources.
- Coordinates state and federal testing and accountability programs in conjunction with PLN's Education Support Team.
- Participates and makes recommendations regarding the selection and assignment of school personnel.
- Directs, supervises and evaluates school personnel within areas of responsibility.
- Conducts a program of professional development education for school personnel.
- Assigns staff members and delegates the necessary authority to assist in the management and operation of the school.
- Sets and maintains high standards for student performance.
- Implements student discipline policies to support student needs.
- Provides leadership in implementing categorically funded programs.
- Develops and controls the school budget within constraints of Para Los Niños' administrative and finance guidelines.
- Establishes strong systems for data management and analysis and making the same available to evaluators.
- Enforces policies and procedures designed to protect the safety and welfare of students and staff while on campus.
- Maintains professional standards and a school environment that is safe.
- Actively collaborates with other areas of the PLN organization (Student and Community Services, Early Education, Development & Communication, etc.)
- Promotes and represents school at various fundraising events, conferences and symposiums, and other community meetings or events aimed at promoting or developing PLN and its schools (i.e. teacher and/or student recruitment).
- Ensures compliance with local, federal and state statutes as they apply to the Charter School.
- Attends PLN Board and Charter School Operations Committee meetings.
- Carries out mission, vision and values established by the Superintendent and VP of Charter Schools, President/CEO and Board of Directors of PLN.
- Participates in the overall agency Continuous Quality Improvement Process.
- Performs other duties as assigned by Superintendent and VP of Charter Schools.

Qualifications

- A Master’s degree in education administration, curriculum or related field.
- Minimum of five (5) years of educational administration and curriculum development strongly preferred.
- A valid California Teaching credential and a valid California Administrative Services Credential highly desirable.
- Experience working in an urban school setting
- Knowledge of bilingual education and effective instructional practices to support English Learners.
- Knowledge of Special Education management and procedures
- Strong classroom management and discipline skills.
- Track record of producing measurable student achievement gains.
- Demonstrated leadership capabilities
- Proven management and team building skills
- Experience managing budgets, developing and implementing policies
- Ability to motivate and lead individuals and groups.
- Excellent interpersonal, verbal and written communication skills.
- Entrepreneurial ability to manage change and be responsive to community needs.
- A firm commitment to Para Los Niños mission, vision and core values.
- Bilingual (English/Spanish) strongly preferred
- Belief that all children can and will learn.
- Ability to persevere in uncertain and challenging situations with a sense of possibility, humor and perspective.

ASSISTANT PRINCIPAL

Under the general supervision of the Principal, the Assistant Principal assists in the administration of a school, including hiring and evaluating staff and providing leadership in the areas of personnel, curriculum development, student programs, budgets and contracts. Responsibilities also include school safety, student attendance, student discipline, and community relations.

Essential Functions:

- Supervises pupil services programs, including discipline, attendance, guidance, special education, English Learner (EL), curriculum development, instructional materials development, record management storage and a variety of other related activities.
- Assists in the planning, organization, and implementation of a comprehensive student body activity program, including co-curricular activities, budget planning and expenditure control, and student government functions and activities.
- Advises, counsels, and assists instructional and support personnel in problem solving activities pertaining to student behavior management problems, and in the determination of alternative problem solution.
- Reviews, audits, and evaluates instructional and non-instructional personnel performance.
- Reviews, inspects, audits, and evaluates student attendance processes and procedures, and recommend revisions to the process to ensure an effective and efficient operational mode.
- Reviews, monitors, and evaluates the student record management system, and respond to student informational requests.
- Assists in the planning, organization, and the development of a master program schedule and calendar.

- Assumes responsibility for assisting in the general supervision of all school activities involving pupils, teachers, and other school personnel.
- Assists in the promotion of positive school climate and staff morale and an effective learning climate in the school.
- Assumes responsibility for the school in the absence of the principal.
- Maintains high standards of student conduct and enforces discipline according to due process for the rights of students.
- Coordinates the organization, distribution, and collection of state and federally mandated testing programs for the accurate collection of student data.
- Supervises the maintenance of the statewide student identifier system (CSIS).
- Supervises distribution and maintenance of textbooks and school library, technological, and audiovisual equipment and supplies.
- Assists Principal with reporting school wide assessment data.
- Assists Principal in the supervision of the safety and security of pupils, buildings, and grounds.
- Assists the Principal in articulating the school educational program to staff, parents, and the community.
- Plans, organizes, and coordinates cooperative programs and shared resources with the elementary and middle schools.
- Assists the Principal in planning, organizing, and implementing a school-wide program for the supervision and safety of pupils
- Supervises and provides leadership for Resource Specialist, Social Worker and Special Education teachers.
- Responsible for meeting special education compliance obligations, coordinates and monitors the IEP process, special education budget, special education referrals and related assessments, behavioral intervention, and the Student Family Success Team.
- Facilitates parent participation and involvement in the IEP process, collaborates with staff, parent and students on the implementation of effective behavior strategies, coordinates ongoing collaboration between special educations and general education personnel, and ensures the integration of special education general education students.
- Analyzes and monitors special education data, and provides professional development to staff about special education services.
- Monitors fiscal expenditures related to special education funds.
- Facilitates SST meetings.
- Facilitates a positive discipline program.

Qualifications

The requirements listed below are representative of the knowledge, skills, and/or abilities required to perform the job successfully.

Education/Experience

- A master's degree from an accredited college or university in educational or a closely related field.
- At least four years of successful elementary, middle or junior high school teaching experience, including the completion of an administrative training course.
- At least one year of verifiable experience in a non-classroom leadership position such as coordinator, instructional coach, etc.
- Possession of a valid California credential authorizing service as an assistant principal in a middle or elementary school is highly desired.

Knowledge, Skills, Abilities, and Personal Characteristics

- Ability to effectively plan, organize, and coordinate the management functions and activities of an elementary or middle school operation.
- Demonstrates a positive instructional leadership model.
- Effectively analyzes problems, issues, and concerns, and formulates appropriate alternative solutions
- Establishes and maintains effective organizational, public, and community relationships
- Understanding of, and sensitive to, the needs of the various cultural and ethnic groups in the school community.
- Advanced skill in dealing with students and staff with diverse needs at various levels.
- Understands and carries out oral and written directions with minimal supervisory controls.
- Intermediate to advanced knowledge and ability to develop, monitor and evaluate curriculum, discipline plans, and supervision/safety plans.
- Excellent interpersonal relations and oral and written communication skills.
- Knowledge of the Education Code, Charter School policies and operating procedures.

TEACHERS

Under the supervision of the Charter School Principal, the teacher is responsible for carrying out the educational program outlined in the Charter, providing a high quality integrated curriculum, working collaboratively with peers to meet the social, psychological and educational needs of students, evaluating student performance using designated assessments and student work, and working with parents as learning partners.

Essential Duties

- Carries out Mission, Vision, and values established by the Board of Directors.
- Establishes a culture of high expectations for students.
- Works as part of interdisciplinary team when planning and aligning curricula to ensure that instruction is consistent with our curriculum guidelines and state requirements.
- Provides opportunity for all students to actively engage in integrated, thematic work that has real world application.
- Develops short and long term goals for individual and classroom groups.
- Uses a variety of engaging, relevant teaching strategies.
- Maintains effective supervision and discipline in the classroom.
- Conducts regular student assessments, examines and records results, refines classroom activities to differentiate instruction for each student and issue reports to inform parents of progress.
- Works collaboratively with faculty members and Principal to address and resolve student issues.
- Maintains accurate student and attendance records.
- Meets monthly with Principal to discuss student progress and teacher professional progress.
- Participates in faculty and professional meetings.
- Provides parents with regular and timely information on classroom activities and student progress; works with parents as partners to involve them in parent conferences, Student Study teams, and school activities.
- Identifies unique student needs and collaborates with other team members and outside service providers.
- Takes responsibility to secure health, hygiene, safety, and overall well-being of the children.
- Performs other special project and duties as assigned or requested by Principal.

- Nurtures respectful relationship with parents and children and is sensitive to families' cultural and socioeconomic characteristics.

Qualifications

- The requirements listed below are representative of the knowledge, skills, and/or abilities required to perform the job successfully.
- Bachelor's degree.
- Holds a valid California Multiple Subject Teaching Credential with authorization to teach English Learners (6th grade teachers only).
- Holds a valid California Single Subject Teaching Credential (7th and 8th grade teachers).
- At least two years of full-time teaching experience.
- Demonstrated success working with students in under-resourced communities.
- Bilingual (English/Spanish) preferred.

RESOURCE SPECIALIST TEACHER

Under the supervision of the School Principal and the Special Education Manager, the Resource Specialist Teacher (RST)/Resource Specialist Program (RSP) provides program design and direct instruction to students who have a demonstrated disability and are supported by an Individual Education Program (IEP). The RST/RSP will work actively to design and implement the highest quality special education implementation for the school, the teachers, the students, and their families.

Essential Duties

Provides direct instruction in the academic areas to special education program pupils on a one-to-one or small group basis, either in the resource room or the regular classroom.

Refers pupils who do not demonstrate appropriate progress to the individualized education program team.

- Coordinates special education services with the regular school programs for each pupil with special needs enrolled in the Resource Specialist Program.
- Monitors pupil progress on a regular basis, participating in the review, revision of individualized education programs, as appropriate.
- Creates and maintains Individualize Education Program (IEP) records on the LAUSD Welligent Database.
- Provides professional development, consultation, and resource material regarding individuals with special needs to their parents and to regular staff members.
- Consults with parents and regular classroom teacher quarterly and upon request regarding students who have been admitted to the Resource Specialist Program.
- Supports the policies and programs of PLN and perform assigned duties consistent with school, District and Special Education policies, regulations and procedures.
- Applies effective classroom management techniques.
- Utilizes evaluation data for the modification of instruction and curriculum.
- Assists teachers in writing Present Levels of Performance
- Maintains professional competency by actively participating in training activities and other similar opportunities provided to staff.
- Attends regular and special staff meetings and actively participates as a member of the educational team.

Qualifications

- The requirements listed below are representative of the knowledge, skills, and/or abilities required to perform the job successfully.

Education/Experience

- Possess valid California Special Education Teaching credential via a University Internship program.
- Teaching or therapy experience with Special Education students preferred.

Special Skills/Knowledge/Abilities

- Knowledge of IEP process as outlined by the Individual with Disabilities Education Act (IDEA) and California State Special Education laws and regulations.
- Ability to provide evaluation and screening to determine eligibility for special education.
- Knowledge of resources available to parents of special education students.
- Ability to provide in-service training, including curriculum resource to regular staff.
- Ability to monitor and evaluate pupil progress by observation and informal assessment.
- Experience and commitment to working collaboratively with staff, parents, and the community.
- Experience in design and implementation of behavioral strategies and plans.
- Ability to work independently and efficiently to meet program objectives.
- Good communication and interpersonal skills.
- Bilingual (E/S) preferred; BCLAD preferred

CAMPUS INTERVENTION AIDE (CIA)

Under the supervision of the School Principal and the Special Education Manager, the Campus Intervention Aide (CIA) provides program direct intervention to students that have demonstrated a need for individualized behavior and academic support. The student's supports will be provided individually and/or in a small group inside or outside the classroom as prescribed by a school team. The CIA will work actively to design and implement interim or long-term supports in the areas of behavior and/or academic intervention to support the students' successful participation in the general education program.

Essential Job Duties

- Participates in and provides assistance to teachers, PLN Success Team, principal and parents to resolve issues related to appropriate behavioral challenges.
- Designs and models recommended instructional and/or behavioral and academic strategies during the school day.
- Implement behavior intervention plan with the information collected for the purpose of providing behavior intervention based on individualized needs of the child and family.
- Identifies curriculum supports to ensure implementation in the classroom. Assists in implementing modifications and adaptations of environments and curriculum, as needed.
- Assists in transition planning as students move between grade levels; supports the training needs of staff, students and family members to facilitate smooth and successful transitions.
- Collects, documents, writes data, related reports, and child records for the purpose of ongoing behavior intervention service planning and review.
- Communicates with children, family members, school staff and agency personnel for the purpose of sharing information pertaining to behavioral strategies and interventions.
- Takes a leading role in applying crisis intervention techniques when a serious situation arises
- Provides instructional guidance for students to develop replacement behaviors

- Provides opportunities for students to be re-integrated into the classroom environment in a positive manner
- Assists children with meeting related goals and completing behavior modification tasks
- Participates on Student Success Teams and IEP's as needed
- Assists with a variety of activities to enhance behavior among students; presents learning materials and lessons; assists children in developing appropriate strategies, provides emotional support and a positive attitude; performs behavior reinforcement functions and guidance
- Initiates referrals to PLN Clinical Services, Family Services
- Works with classroom teachers to develop and documents student progress toward clearly identifiable goals
- May perform other duties as assigned by supervisor.

Qualifications

- 60+ credit hours or a B.A. degree in a field such as psychology, counseling, social work or education.
- Experience working with students with IEPs and students on the Autism spectrum highly preferred.

Skills And Knowledge:

- Must have knowledge and ability to incorporate behavioral interventions into daily instruction, in either a classroom or home setting.
- Basic knowledge of federal and state regulations and school policies and procedures related to special education programs.
- Ability to establish and maintain positive working relationships with teachers, school administrators, parents and students.
- Ability to write behavior intervention plans which utilize students' interests and strengths.
- Ability to teach students appropriate behavior before problems arise and to promote replacement behaviors.
- Ability to address a wide range of behavioral objectives to allow student to successfully access the classroom curriculum and routine.
- Basic computer skills.
- Good oral and written skills
- Bi-lingual Spanish/English preferred.

OFFICE MANAGER

Under the direct supervision of the Principal, the Office Manager ensures the efficient operation of PLN CMS to support the students, parents, and school staff.

Essential Job Duties

- Actively maintains a welcoming and respectful front office environment for parents, staff, students, and visitors to the school
- Manages all aspects of attendance reporting and Charter School's student information system/records.
- Manages all data systems related to student/family/staff demographic data
- Maintains student records in compliance with federal and school-based policies and audit guidelines.
- Supervises the maintenance of office equipment, including copier, fax machine, etc.

- Maintains files, prepares reports, correspondence and other program material on behalf of the school principal.
- Translates for parent meetings and school events as needed
- Assists in the coordination of special school events.
- Performs other duties as assigned by Supervisor.

Qualifications

- The requirements listed below are representative of the knowledge, skills, and/or abilities required to perform the job successfully.

Education/Experience

- A minimum of an Associate's Degree; B.A. preferred.
- A minimum of two years of school administrative experience required.

Special Skills/Abilities

- Strong commitment to the mission, policies, goals and philosophy of Para Los Niños
- Strong organizational, time management and multi-tasking skills
- Ability to work independently and as a team member
- Ability to handle information with confidentiality
- Excellent communication skills, both oral and written
- Proficiency with the Microsoft office suite
- Oral and written proficiency in Spanish required
- Must have the ability to nurture respectful relationships with children and their families.
- Proficiency in the use of CALPADS, CBEDS, Illuminate strongly preferred

ADMINISTRATIVE ASSISTANT

Under the direct supervision of the Principal, the Administrative Assistant performs a wide variety of secretarial, clerical and receptionist duties involved in the coordination of the work of the school office.

Essential Job Duties

- Acts as a receptionist and provides information to the public visiting the school and by telephone regarding school programs and policies.
- Acts as secretary to the Principal: scheduling, screening calls/visitors, preparing reports and correspondence, receives visitors and screens calls; screens mail; takes and refer messages for teachers.
- Types a variety of materials, assists teachers with copying, maintains files, etc.
- Assists Office Manager with monitoring and recording attendance, including telephoning parents regarding pupil absences.
- Assists in securing substitute teachers and classified personnel.
- Performs first aid and dispenses medication as needed to students in the absence of the nurse and in accordance with PLN medication policy and procedures. Processes employee and student injury reports.
- Performs other duties as assigned by supervisor.

Qualifications

- The requirements listed below are representative of the knowledge, skills, and/or abilities required to perform the job successfully.

Education/Experience

- A.A. Degree or combination of college and work experience equivalent to A.A. degree.
- At least two years of varied clerical experience; experience in a school environment preferable.

Special Skills/Abilities

- Strong commitment to the mission, policies, goals and philosophy of Para Los Niños
- Ability to work independently and as a team member
- Ability to nurture respectful relationships with parents and children and must be sensitive to the cultural needs of the population served.
- Work well under pressure of deadlines and with frequent interruptions.
- Proficiency with the Microsoft office suite
- Able to communicate effectively verbally and in writing
- Bilingual in Spanish and English required.

ADMINISTRATIVE / SPECIAL EDUCATION CLERK

Under the supervision of the Assistant Principal, the Administrative/Special Education Clerk provides clerical and administrative support to the Assistant Principal. This position is responsible for general clerical duties, including, when possible, transferring phone calls, and taking messages, greeting office visitors and typing or word processing of letters, reports and other forms. This position assists the Assistant Principal with preparing for IEP and SST meetings including coordinating the scheduling of these meetings and preparing the appropriate documents.

Qualifications

- The requirements listed below are representative of the knowledge, skills, and/or abilities required to perform the job successfully.

Education/Experience

- High school diploma, GED.
- Minimum of two (2) years paid office experience.
- Academic training may be substituted for a portion of the experience.

Special Skills/Abilities

- Strong commitment to the mission, policies, goals and philosophy of Para Los Niños.
- Bilingual (English/Spanish) with the ability to translate
- Computer literate with hands-on experience in MS Word, MS Excel and data management
- Able to communicate effectively verbally and in writing;
- Must be organized, flexible and detail oriented
- Must have the ability to nurture respectful relationship with clients and children, and must be sensitive to the cultural needs of the population served
- Knowledge of Welligent data system preferred

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts.

Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the Director of Human Resources serves as PLN's Custodian of Records.

STUDENT HEALTH AND WELLNESS

PLN is committed to providing school environments that promote and protect children's health, well-being and ability to learn by supporting healthy eating and physical activity. All students at PLN CMS in grades 6-8 have opportunities, support, and encouragement to be physically active on a regular basis through their PE classes. Foods and beverages served at school meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans and the Healthy, Hunger-Free Kids Act of 2010. PLN CMS also provides nutrition education and physical education that foster lifelong habits of healthy eating and physical activity and establishes linkages between health education and school meal programs and related community services.

DIABETES

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

All recruitment materials are produced in both English and Spanish to communicate the mission and educational program of PLN CMS, with information about the school including the website and phone number. In addition, an outreach plan is developed and updated annually with specific activities that may include:

Marketing materials delivered throughout the communities surrounding PLN CMS.

Presentations and flyer distribution at community meetings and events, farmer markets, grocery stores, parks, libraries, public pools, apartments, businesses, and churches as needed, we will also use newspaper and radio ads, and targeted mailings.

PLN CMS also receives referrals from other schools and programs Open Houses at the school are held regularly throughout the school year and during the traditional summer vacation. Based on PLN’s longstanding and well-regarded reputation in the local community, we are confident our outreach efforts will meet the District’s goals for establishing a diverse enrollment in our school.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

ADMISSION REQUIREMENTS

PLN CMS is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment in the Charter

School is open to any resident of the State of California. PLN CMS enrolls all pupils who wish to attend to the extent that space allows. Ed. Code § 47605(d)(2)(A).

STUDENT RECRUITMENT

Throughout the year, PLN will implement strategic marketing efforts such as passing out fliers to parents and families we serve, attend community meetings, distribute school information at various community agencies, and notify the school community of the Lottery Interest Form via the charter school's website. We also have, displayed year round, an information banner in prominent locations at the school site. In early spring, we will hold open house/informational meeting to inform parents of the academic program at PLN CMS and of the exact date of the lottery drawing.

LOTTERY PREFERENCES AND PROCEDURES

PLN CMS is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other "risk factors." If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

Lottery Interest Forms for admission to PLN CMS will be accepted during between the first school day in January until the fourth Friday in March, following the winter break. If the number of Lottery Interest Forms received during the open enrollment period exceeds the school's capacity, attendance will be determined by a public, random drawing. The rules and procedures of the drawing will be communicated to all applicants via a written letter accompanying the Lottery Interest Form. Lottery procedures will be fairly executed, and will be overseen by PLN CMS principal to ensure that they are accurately followed. The lottery will take place at the Charter School on the first Friday following the end of the lottery enrollment period, at a time convenient for families to attend (evening hours). Families need not attend the lottery to claim their child's enrollment space. Those families not in attendance will receive a letter in the mail with the results of the lottery.

- Preference shall be extended first to students who reside within LAUSD.
- Preference shall then be extended to siblings of students currently attending PLN CMS.
- Preference shall then be extended to children of current employees of PLN CMS, not to exceed 10% of the school population.
- Preference shall then be extended to students living in California.

Following the lottery, students who are offered spots will be asked to complete an Enrollment Packet to return within two weeks to secure their spot. School staff will be available to assist families in completing this paperwork if needed. Students who are on the wait list will be notified of their status in writing.

Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the wait list order determined during the lottery drawing. When an offer occurs during the school year, families will be contacted in the order of the wait list and will be given 48 hours to decide whether or not to accept a

space at the school. In the event that no such wait list exists, the space will be made available on a first come, first served basis to the next interested family.

The waitlist for the current school year remains active until the end of the school year and does not “roll over”; applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

Lottery Interest Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the school’s main office for inspection upon request. Each applicant's lottery interest form will be kept on file for the academic year with his or her assigned lottery number.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

ANNUAL INDEPENDENT FINANCIAL AUDITS

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year by the Chief Financial Officer. The Chief Financial Officer, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the PLN Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

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

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s 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 School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form

- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. 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 and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

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

DISCIPLINE PHILOSOPHY

PLN CMS will adhere to a positive behavior philosophy consistent with modeling and reinforcement of positive behavior and lifestyle choices. This policy will include, but is not limited to the students' rights and responsibilities while on school grounds as well as the school's suspension and expulsion policies. The discipline policy shall not be discriminatory, arbitrary or capricious and shall follow the general principles of due process.

Upon enrollment and just before the beginning of each school year, PLN Charter Middle School families will each receive a copy of the Student/Family Handbook, which contains a summary version of the Suspension and Expulsion Policy, in their Enrollment Packets.

Teachers are trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior. Teachers are also trained on how to understand, distinguish, and address different types of behaviors. The schoolwide and classroom management systems are built on the philosophy that effective management means that more time is spent on proactive strategies, rather than reactive strategies. The staff enforces disciplinary rules and procedures fairly and consistently among all students.

Student discipline practices will involve active participation of students, parents and staff and will include opportunities for students to work cooperatively with each other, be respected and demonstrate respect for others, learn conflict resolution strategies, and take responsibility for daily behavior.

Prevention of inappropriate behaviors and the development of appropriate behaviors will be taught throughout the school and in individual classrooms, with class lessons delivered as a response to inappropriate behaviors. Students will learn how problems are initiated and how problems escalate. Students, guided by the teacher, will learn appropriate “replacement behaviors” to resolve future problematic situations. Other strategies to support student behavior may include working with younger groups of students to model appropriate behaviors while tutoring and participating in school community service.

SUSPENSION AND EXPULSION POLICY AND PROCEDURE

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off the campus.
4. During, or while going to, or coming from, a school-sponsored event or activity.

Every effort will be made to avoid out-of-school suspension and expulsion, when possible. In-school suspension is preferred, due to lack of parental supervision during the school day and the at-risk nature of many PLN Charter Middle School students. While the goal of PLN Charter Middle School’s discipline

procedures is to avoid out-of-school suspension and expulsion when possible, rules and procedures for suspension and expulsion are consistent with state and federal law, where applicable.

B. ENUMERATED OFFENSES

1. **Discretionary Suspension Offenses**: Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward

one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic,

educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (v)(1) and (v)(2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Education Code section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- e) Robbery or extortion.

3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the

- specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Branding a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Education Code section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- e) Robbery or extortion.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal’s designee (the Assistant Principal or Superintendent of Charter Schools), the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Principal or Principal’s designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

A student may be suspended by the Principal or Principal’s designee for any of the discretionary suspension behaviors described. The Principal or Principal’s designee shall determine whether to suspend the student from school (out-of-school suspension) or to allow the student to remain on campus to serve an in-school suspension, depending on the specific circumstances and which enumerated offense(s) the student violated. Upon determining a student has violated one or more of the enumerated offenses listed above, the Principal or Principal’s designee shall, as soon as possible, commence the procedures listed above and request the student’s parents/guardians to attend the conference previously mentioned, at which other school administrators and Family Services personnel and /or Clinical Services personnel may also be present.

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent process for suspension and expulsion including clear guidelines for due process.

In-School Suspension

In-school suspensions are given as an alternative to out-of-school suspensions and are held in an available room on campus during the normal school day. Students designated for in-school suspension must remain on campus under appropriate supervision. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teacher provides support. During the day of the suspension, the students' teachers address behaviors that may have contributed to the students' in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated. A student may be suspended under an in-school suspension for a maximum of five (5) school days per incident and no more than a total of 20 school days per school year.

Out-of-School Suspension

A student may receive an out-of-school suspension if it is determined that the student violated one or more of the enumerated offenses listed above.

Length of Suspension

The length of the out-of-school and in school suspensions will be determined by the Principal based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. The length of suspension for students shall not exceed five (5) consecutive school days unless a recommendation for expulsion has been made by the Principal. The total number of days for which a pupil may be suspended from Charter School shall not exceed twenty (20) school days in any school year, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 20 days in any school year.

The classroom teacher of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the student's suspension. Written notification listing all required assignments will be sent to the student's parents/guardians and all required materials will be provided via email and/or available for parents/guardians to pick up from the front office. Students will be given an opportunity to re-take all tests/quizzes missed during their suspension, upon their return to school.

D. AUTHORITY TO EXPEL

A student may be expelled by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors, as needed. The Administrative Panel should consist of at least three (3) members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. EXPULSION PROCEDURES

The Charter School's Expulsion Policy has been established in order to provide a safe learning environment for all students, staff, and stakeholders. The Charter School's rules and procedures

governing an expulsion are consistent with state and federal laws and provide students their due process rights.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion. While pending an expulsion hearing, the student shall continue to receive access to his/her education.

The Administrative Panel will then hold a hearing on the case, and will make a recommendation to the Board for a final determination whether to expel the pupil. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing, to be held in open session, three (3) school days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the expulsion hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the members of the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to: (a) receive five (5) days' notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Chairperson of the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Chairperson of the Administrative Panel from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the

hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence, which was presented at the hearing, that the student committed an expellable offense. Findings of fact shall be based solely on the evidence presented at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel or Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The recommendation decision of the Administrative Panel regarding the expulsion shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The written findings of fact and recommendation of the Administrative Panel shall be made to the Board of Directors within three (3) school days following the conclusion of the hearing.

The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing and reported at a public meeting. The decision of the Board of Directors is final, unless the student files an appeal of the expulsion decision in accordance with the procedures further described below.

If the Administrative Panel decides not to recommend expulsion and/or the Board of Directors decides not to expel, the pupil shall immediately be returned to his/her educational program.

I. WRITTEN NOTICE TO EXPEL

The Principal or Principal's designee, following a decision of the Board of Directors to expel, shall send written notice of the Board's decision to expel, including the Board of Directors' adopted findings of fact and recommendation of the Administrative Panel, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of

the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; (c) Term of the expulsion order; (d) The Board's adopted rehabilitation plan for the student; (e) Notice of reinstatement eligibility and readmission process; and (f) Notice of the student's right and procedures to appeal the expulsion decision.

J. DISCIPLINARY RECORDS

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. APPEAL OF EXPULSION

A pupil may appeal the PLN Board of Directors' decision to expel within five (5) school days of the date of the PLN Board's written decision to expel in accordance with the following:

The parent/guardian of Pupil must submit the appeal in writing to the Principal or Principal's designee within five (5) school days of the date of the PLN Board's written decision to expel the pupil. An Expulsion Appeal Panel shall convene an appeal hearing within seven (7) school days of the receipt of the written appeal.

The Expulsion Appeal Panel members shall be designated by the PLN Board and consist of three (3) to five (5) certificated members who are not employees of the Charter School, have no familiarity of the incident or pupil, were not involved in the expulsion recommendation or decision, and shall not be the same individuals who served on the Administrative Panel for pupil's expulsion hearing.

The pupil and parent(s)/guardian(s) of the pupil may attend the appeal hearing and present evidence and documents in support of pupil's appeal. Pupil and parent/guardian shall be provided reasonable accommodations and language supports, as necessary. The Expulsion Appeal Panel shall consider the testimony and evidence presented at the hearing.

The scope or review of the Expulsion Appeal Panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel shall be final. Parent(s)/guardian(s) will be notified of the Expulsion Appeal Panel's decision, in writing, within three (3) school days of the appeal hearing. In the event that the Expulsion Appeal Panel reverses the expulsion, the pupil shall be immediately reinstated.

L. EXPELLED PUPILS/ALTERNATIVE EDUCATION

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians to assist with locating alternative placements during expulsion.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

CERTIFICATED EMPLOYEES

PLN CMS certificated staff will participate in the California State Teachers’ Retirement System (CalSTRS). Certificated employees will contribute the required percentage of their salary and PLN will contribute the employer’s required amount. Para Los Niños will contract with LACOE to provide reporting and processing of CalSTRS information services to comply with California Education Code Section 47611.3 for charter schools. LACOE will forward withholdings to the CalSTRS as required. The PLN’s Director of Human Resources will be responsible for ensuring that appropriate arrangements for the aforementioned coverages have been made.

NON-CERTIFICATED EMPLOYEES

All non-certificated staff will participate in the Federal Social Security plan. Social Security taxes will be deducted from employee salaries, and PLN CMS will contribute the required employer’ share.

OTHER EMPLOYEES

Regular part-time and full-time employees who are 21 years of age or older and have completed at least 3 months of employment are eligible to participate in Para Los Niños’ 401(k) retirement plan on a voluntary basis.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Los Angeles, California 90017

Director/Principal
Para Los Niños Charter Middle School
835 Stanford Ave.
Los Angeles, CA 90021

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated 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 p.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.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Para Los Niños Charter Middle School
835 Stanford Ave.
Los Angeles, CA 90021

- 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules

of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

REVOCAION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

DESIGNATION OF RESPONSIBLE PERSON(S) AND FUNDING OF CLOSURE

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

NOTIFICATION OF CLOSURE ACTION

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

RECORDS RETENTION AND TRANSFER

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student

is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

FINANCIAL CLOSE-OUT

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the

appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

DISPOSITION OF LIABILITIES AND ASSETS

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

CLOSURE AGENT

PLN's President/CEO shall be responsible for all closure actions pursuant to this charter, as designated by the Board of Directors.

ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

DISTRICT-OWNED FACILITIES

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District 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 District facilities with

other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District 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 District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District 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 District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools 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 the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District 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 District facilities with another user, the District shall provide the operations and maintenance services for the District 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 District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it 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 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.

NON-DISTRICT-OWNED FACILITIES

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies 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 Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other

applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

INSURANCE

INSURANCE REQUIREMENTS

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student

transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

EVIDENCE OF INSURANCE

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

HOLD HARMLESS/INDEMNIFICATION PROVISION

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

DISTRICT OVERSIGHT COSTS

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

CASH RESERVES

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

THIRD PARTY CONTRACTS

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

SPECIAL EDUCATION REVENUE ADJUSTMENT/PAYMENT FOR SERVICES

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover

any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

STUDENT BODY FUNDS

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

AUDIT AND INSPECTION OF RECORDS

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

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School 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 Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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 Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

FISCAL POLICIES AND PROCEDURES

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

APPORTIONMENT ELIGIBILITY FOR STUDENTS OVER 19 YEARS OF AGE

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

ADDENDUM

District Required Language

Assurances, Affirmations, and Declarations

Para Los Niños Charter Middle School (also referred to herein as “PLN CMS,” “CMS,” “Charter Middle School,” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply

with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School’s own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School’s EL program, and shall address the following:

- How Charter School’s EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School’s core academic curriculum
- How English Learners’ specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services,

Charter School shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education 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 the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically 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 Individualized Education Programs (“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 MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

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

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools as they may be amended from time to time.²⁵

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

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

²⁵ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list is expected to be finalized by February 1, 2018. The LAUSD Board of Education may, at its discretion, annually review and approve the District policies for application to charter schools.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and

representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its

oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(I). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities

Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year

- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

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

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s 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 School’s failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
 - Copy of parental notice of expulsion hearing
 - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
 - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
 - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

- B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. 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 and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

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

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

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Para Los Niños Charter Middle School
835 Stanford Ave.
Los Angeles, CA 90021

- 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the

date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated 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 p.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.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Para Los Niños Charter Middle School
835 Stanford Ave.
Los Angeles, CA 90021

- 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records

to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is

appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District 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 District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District 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 District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District 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 District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools 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 the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District 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 District facilities with another user, the District shall provide the operations and maintenance services for the District 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 District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it 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 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.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies 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 Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. 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.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School 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 Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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 Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

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