



**Para Los Niños
Charter School**

**Renewal Petition for Five-Year Term
(July 1, 2017 – June 30, 2022)**

**SUBMITTED TO LOS ANGELES UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
August 23, 2016**

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing 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 by or as 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 above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

GENERAL INFORMATION TABLE

GENERAL INFORMATION	
• The contact person for Charter School is:	Drew Furedi
• The contact address for Charter School is:	1617 E. 7 th St., LA, CA 90021
• The contact phone number for Charter School is:	213-239-6605
• The proposed address or ZIP Code of the target community to be served by Charter School is:	1617 E. 7 th St., 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:	TK-5
• The number of students in the first year will be:	410
• The grade level(s) of the students in the first year will be:	TK-5
• Charter School’s scheduled first day of instruction in 2017-2018 is:	Aug. 14, 2017
• 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.)	410
• 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. Wed. Fri. 8AM-3PM Tues. Thurs. 8AM – 2PM
<ul style="list-style-type: none"> The term of this Charter shall be from: 	July 1, 2017 to June 30, 2022

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 (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 annual update.” (Ed. Code § 47606.5(e).)

COMMUNITY NEED FOR CHARTER SCHOOL

History of Para Los Niños

Para Los Niños Charter School, now in its 15th year of operations, is a cornerstone for working families in Downtown Los Angeles. Located in a historic brick building on 7th Street just east of Alameda, our elementary school straddles the gritty, industrial downtown sector and the Arts District. Para Los Niños Charter School (PLN CS) is a sanctuary for children who face multiple stressors; we have an intense focus on the whole child, understanding that children live and learn within the context of a family, and 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 CS 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 development and literacy as we provide both a Sheltered English Immersion program and a Transitional Bilingual Education program as options for our younger students based on their readiness and specific needs (described in more detail below).

PLN CS 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 successfully integrated mental

health, a high quality after-school program (attended by 90% 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. As a result, PLN CS is a nurturing, safe environment that inspires critical thinking, imagination, self-reliance and academic achievement.

Overall, Para Los Niños serves approximately 7,500 children, youth and families each year with our six early education centers and three charter schools serving approximately 2,000 low-income students (ages 6 weeks to 14 years). Para Los Niños places education at the core of its mission to break the cycle of poverty. PLN’s community school model combines high-quality education, family support and mental health services, with true parent engagement and empowerment. PLN’s current programs include:

- The Para Los Niños Charter School, currently serving 410 children in grades TK-5;
- The Para Los Niños Middle School, opened in 2008 and now serving 360 children in grades 6-9;
- Para Los Niños –Evelyn Thurman Gratts Primary Center 330 children in grades TK-1;
- Six 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 PLNs 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
- Community engagement and capacity building services building parent leadership and community knowledge.

SCHOOL PERFORMANCE DURING THE CURRENT CHARTER TERM

a. Academic Performance Data and Other Absolute and Comparative Performance Indicators

According to California law, a charter school that has been in operation for four years “shall” meet at least one of five minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal: **School meets and exceeds all four applicable criteria for renewal** under the California Education Code¹:

- 1. PLN CS 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	796	YES	YES
2012	773	YES	YES
2011	737	YES	YES

Source: api.cde.ca.gov.

¹ The fifth criterion applies only to alternative model (ASAM) schools.

PLN CS meets this criterion: in both of the two most recent years under the API, PLN CS achieved all of its schoolwide and subgroup growth targets, gaining 59 points on the API in just two years.

2. **PLN CS 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 CS achieved a Statewide decile rank of 5, thus meeting this criterion.

3. **PLN CS ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.**

PLN CS achieved a 2013 similar schools rank of 9, thus making it one of the top-performing schools in the state serving a similar population.

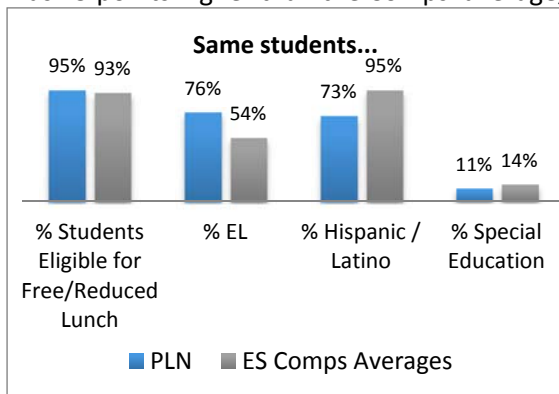
AND

4. **PLN CS’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.**

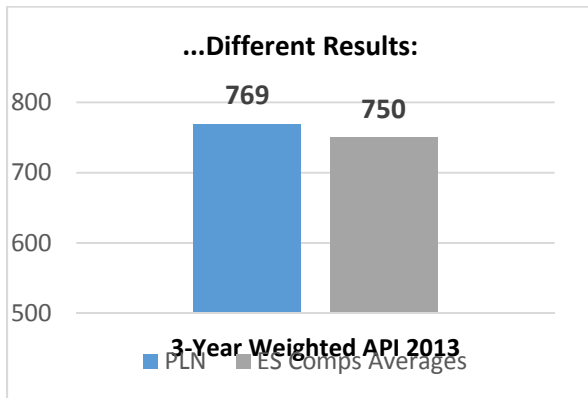
As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data;(ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by 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.” (Cal. Ed. Code § 47607(b)(4)(B).)

API/2013 CST

While PLN CS is enrolling very similar students as its top 10 Resident Comparison Schools (Comps; see listing of schools in chart on next page– other than a significantly higher percentage of English Learners – we have realized stronger academic achievement. For example, the 3-year Weighted API from 2012-13 was 19 points higher than the Comps’ average, as illustrated below:



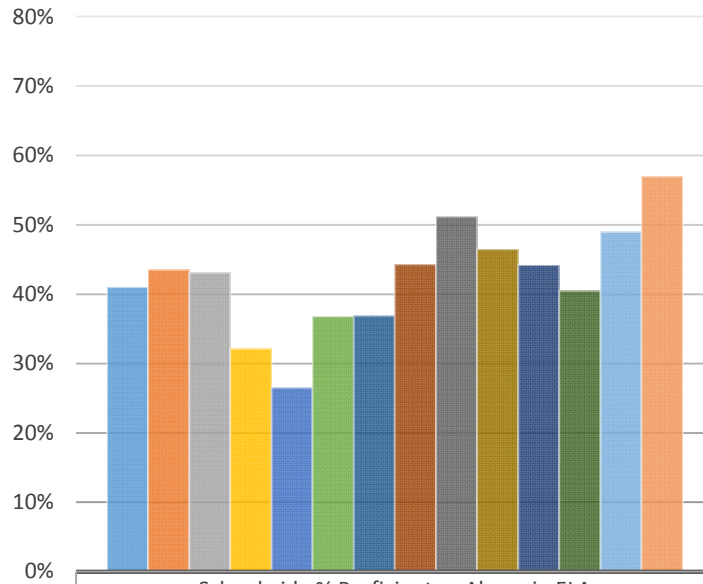
Source: cde.ca.gov/Dataquest²



As illustrated below, on the California Standards Test (CST) in 2013, 41% of PLN CSstudents were proficient/advanced in ELA, equivalent to the Comps' average of 41%. In Math, 67% of PLN CSstudents were proficient/advanced, compared to an average of 57% at the Comps and 54% at LAUSD.

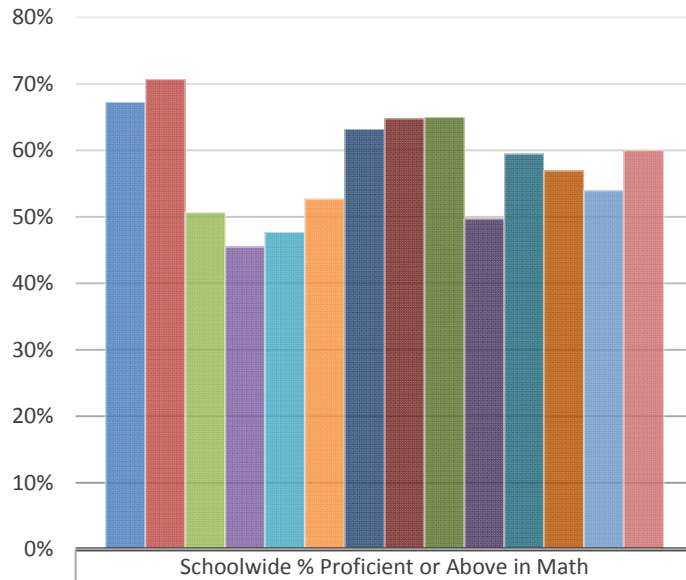
² Unless otherwise noted, all data cited herein is from the CA Department of Education's Dataquest site.

2013 ELA CST Proficiency Levels



Schoolwide % Proficient or Above in ELA	
■ PLN (K-5)	41%
■ 10th Street (1-5)	44%
■ 20th St (K-5)	43%
■ Belvedere (K-5)	32%
■ Esperanza (K-5)	27%
■ GLAYS (2-6)*	37%
■ Menlo Ave (K-5)	37%
■ Nevin Ave (K-5)	44%
■ San Pedro St (K-5)	51%
■ Soto Street (K-6)	47%
■ Union Ave (K-5)	44%
■ ES Comps Averages	41%
■ LAUSD ES (K-5)	49%
■ California ES (K-5)	57%

2013 Math CST Proficiency Levels



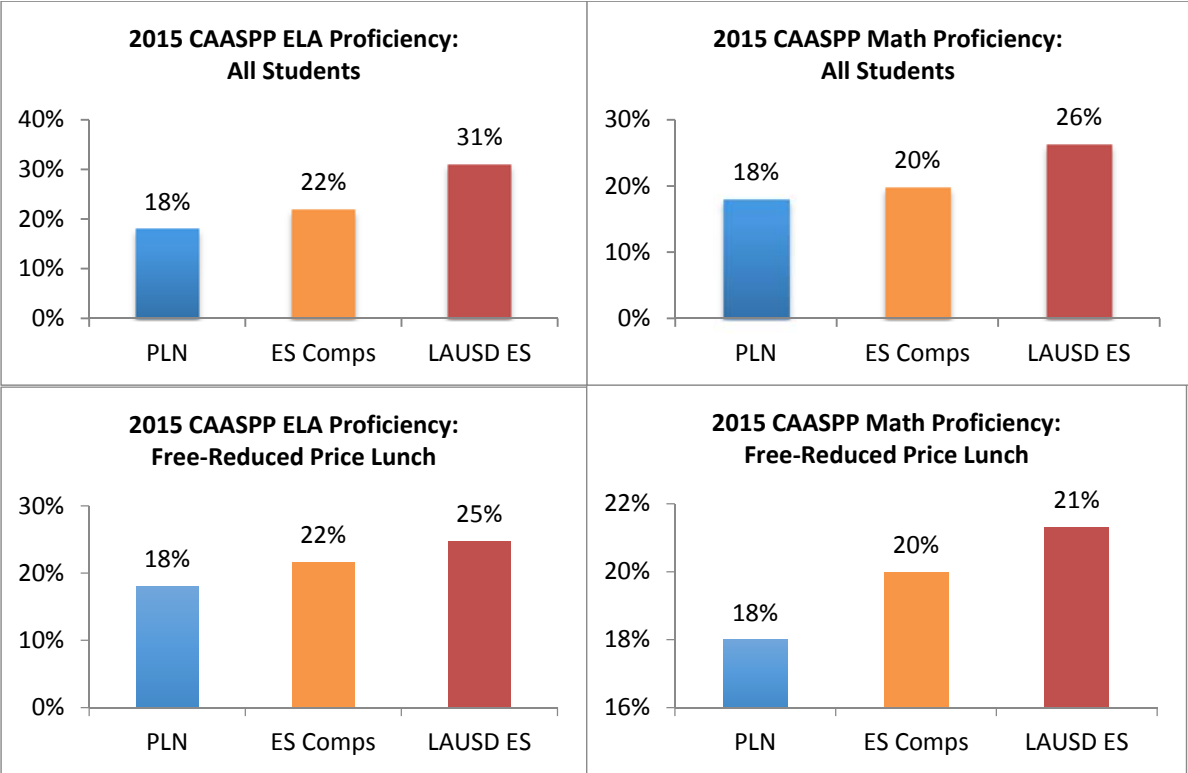
	Schoolwide % Proficient or Above in Math
■ PLN (K-5)	67%
■ 10th Street (1-5)	71%
■ 20th St (K-5)	51%
■ Belvedere (K-5)	46%
■ Esperanza (K-5)	48%
■ GLAYS (2-6)*	53%
■ Menlo Ave (K-5)	63%
■ Nevin Ave (K-5)	65%
■ San Pedro St (K-5)	65%
■ Soto Street (K-6)	50%
■ Union Ave (K-5)	60%
■ ES Comps Averages	57%
■ LAUSD ES (K-5)	54%
■ California ES (K-5)	60%

Across all statistically significant subgroups, PLN CS has had success in closing the achievement gap and ensuring strong performance for our most educationally disadvantaged students. Our FRPL students and EL students' 3-year weighted API scores of 768 and 761, respectively, are higher than 9 of the 10 comps; Hispanic/Latino students' 3-year weighted API of 769 and our SpEd students' API of 645 were both higher than 8 of the 10 comps:

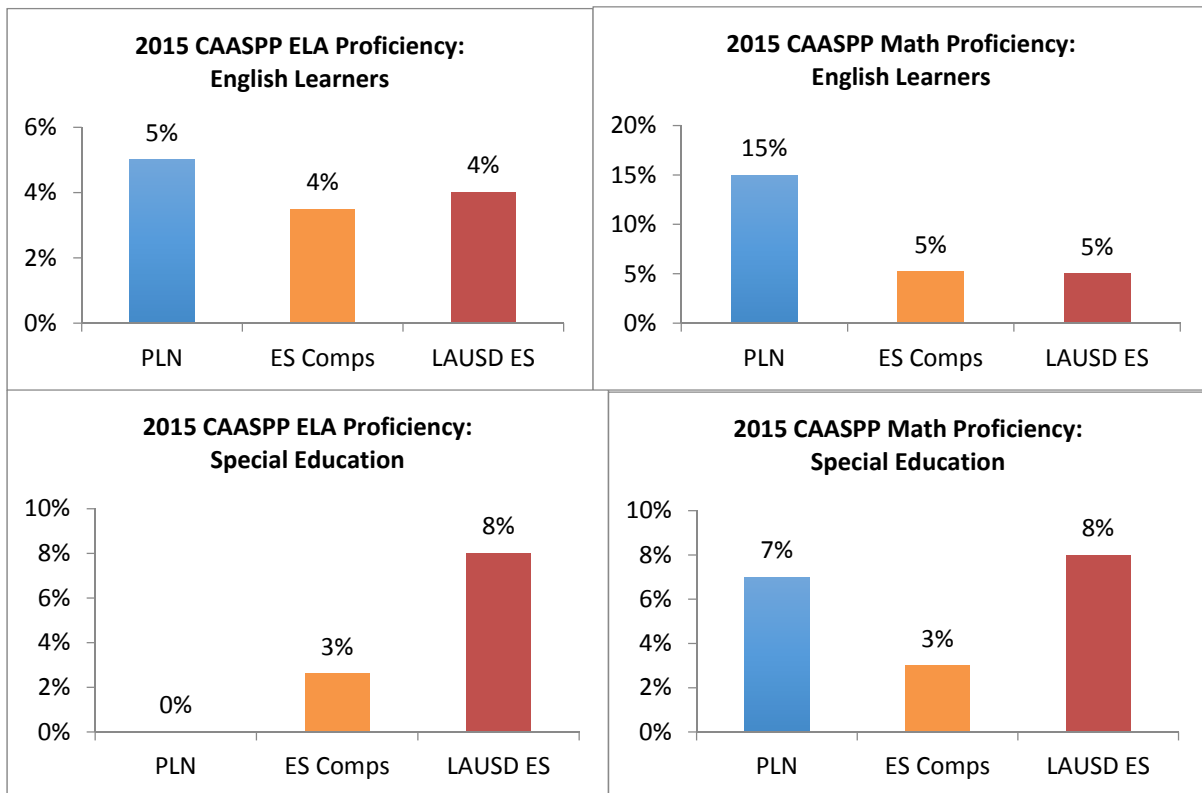
3-Year Weighted API Growth	PLN (K-5)	10 th Street (6-8)	20 th St (K-5)	Belvedere (K-5)	Esperanza (K-5)	GLAYS (2-6)*	Menlo Ave (K-5)	Nevin Ave (K-5)	San Pedro St (K-6)	Soto Street (K-5)	Union Ave (K-5)	ES Comps Ave.
FRPL	768	762	766	716	687	735	767	742	808	759	760	750
ELs	761	754	739	697	675	720	759	725	797	750	739	736
Hisp/Lat.	769	763	769	717	686	735	779	745	807	760	760	752
SpEd	645	568	627	527	499	604	607	572	683	691	502	588

CAASPPs

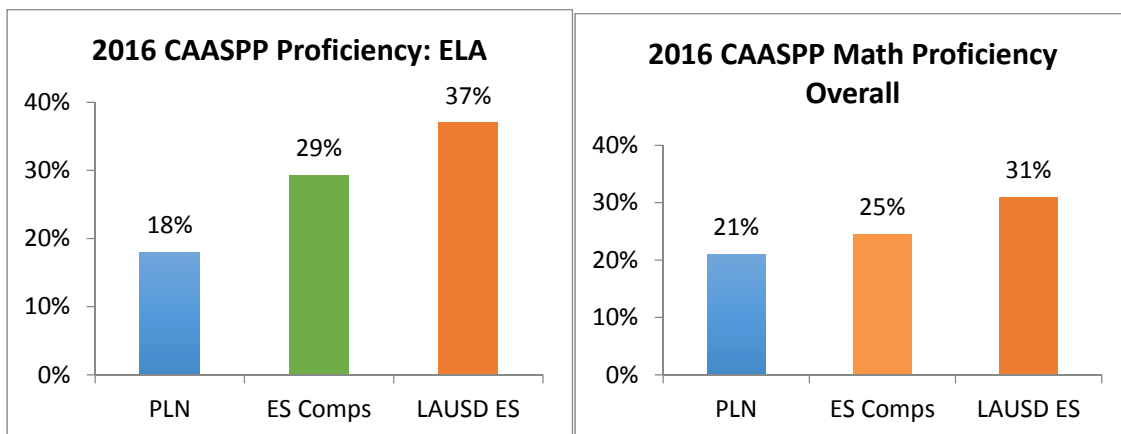
On the 2015 California Assessment of Student Performance and Progress (CAASPP), PLN CS performed on par with the Comps, though below the levels of LAUSD and California’s elementary students in grades 3-5. Notably, however, a comparison of subgroups shows that PLN CS performed more comparably with their low-income and minority peers across the state. For example, while 18% of PLN CS students overall Met/Exceeded standards in Math, and in LAUSD 26% of all 3rd-5th graders Met/Exceeded standards in Math, only 21% of students in LAUSD who qualify for FRPL Met/Exceeded in Math. In other words, PLN CS’s FRPL students – 98% of our population – are performing on par with their low-income peers across the district, *particularly considering that 72% of these low-income students are also English Learners.*



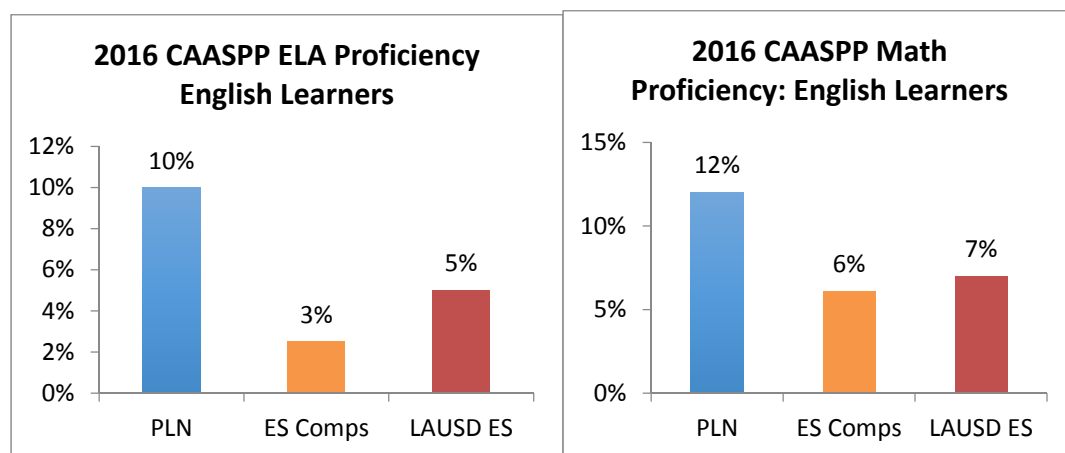
Our EL students exceeded the Comps and LAUSD averages for ELs in ELA proficiency (5% v. 4% for both the Comps and LAUSD), and significantly exceeded the Comps, LAUSD and statewide ELs in Math – 15% Met/Exceeded versus 13% statewide and just 5% in LAUSD and 5% at the Comps. SpEd students at PLN CS also Met/Exceeded Math standards at a higher rate than their peers at the Comps, though, due to the fact that so many of the SpEd students are also ELs, ELA proficiency is a struggle and a continued focus for our intervention team (see below).



It is important to note that for our Hispanic/Latino subgroup, the reporting was skewed due to the fact that 51 of our 67 3rd graders in 2014-15 were inadvertently reported without race/ethnicity data; almost all of these families declined to state their ethnicity, and we are revising our forms and process for collecting their information to ensure more accurate reporting. So these 3rd graders, whose CAASPP Math performance was particularly strong (41% Met/Exceeded standards – outpacing district and Comps), are not included in the Hispanic/Latino subgroup calculations. In ELA, there is strong growth from 15% Met/Exceeded in 3rd grade to 22% in 4th (higher than the Comps’ 20%) and 20% in 5th (higher than the Comps’ 14% average). As detailed below, upper grade math has been a major priority this past year, as has bolstered our EL students’ proficiency in ELA standards. On recently released 2016 CAASPPs, PLN’s 3rd-5th graders – **71% of whom were classified as English Learners** -- achieved the same rate of Met/Exceeded in ELA as 2015 and grew by three percentage points schoolwide in Math.



Our English Learners once again out-performed their peers at the Comp schools and LAUSD’s districtwide rates for ELs:

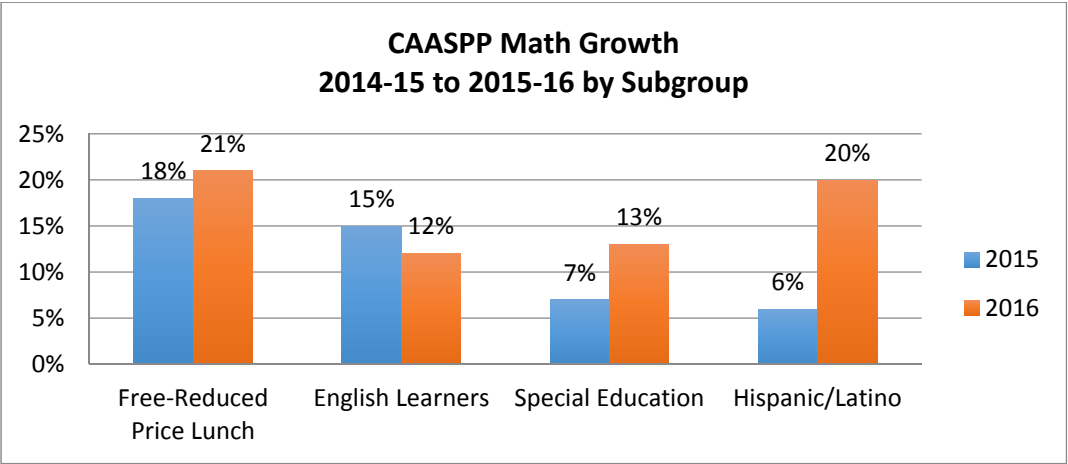
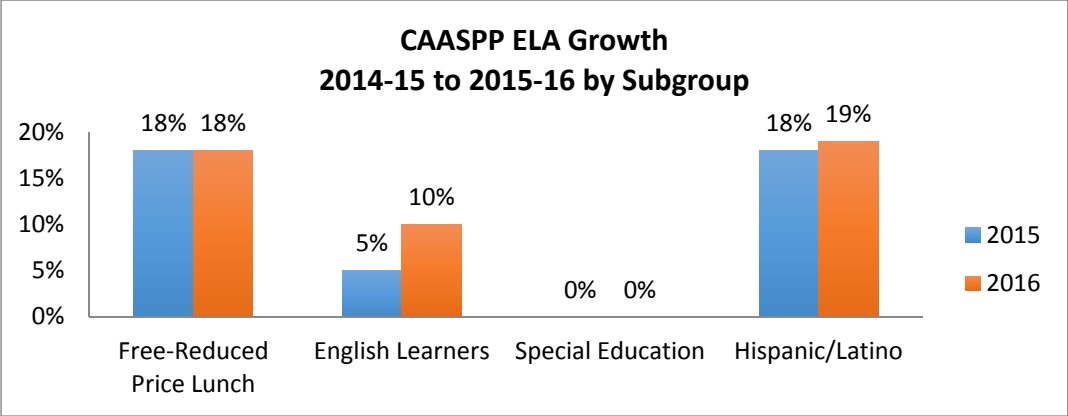


This is particularly significant when reviewed in the context of statewide and District-wide results on these new assessments: in short, English Learners are clearly struggling on these new, more complex tests. Comparing standards proficiency rates for all students across all grades tested versus EL students rates reveals stark differences:

	ELA – All Students	ELA – EL Students	Math – All Students	Math – EL Students
California	49%	13%	37%	12%
LAUSD	39%	19%	28%	6%

While we realize we have significant room for improvement, we believe our performance, taken in context, provides a solid foundation for continued improvement. As noted above, PLN outperformed virtually every comparison on the 2013 API (and weighted 3-year API) – as we adjust to rather recent implementation of new Common Core State Standards and new complex testing through the CAASPP (California Assessment of Student Performance & Progress) system, we are confident our students will demonstrate continued growth.

Our EL students doubled their proficiency rate in ELA in just one year, though they recorded a slight decline in Math (though still well above District and Comp schools’ rates):



California Standards Test in Science

On the CSTs in Science, in 2015 our 5th graders were 25% Proficient/Advanced, a significant drop from previous years. We attribute much of this drop due to disruptions mid-year that had a particular impact on the 5th graders including school leader and teacher turnover, including mid-year departures that unfortunately disrupted a more continuous course of instruction for these students. In addition to implementing some major changes to address teacher retention issues (as detailed below), we now have dedicated time for professional development on incorporating the Next Generation Science Standards throughout the curriculum (this is explained further in our discussion of our interdisciplinary approach).

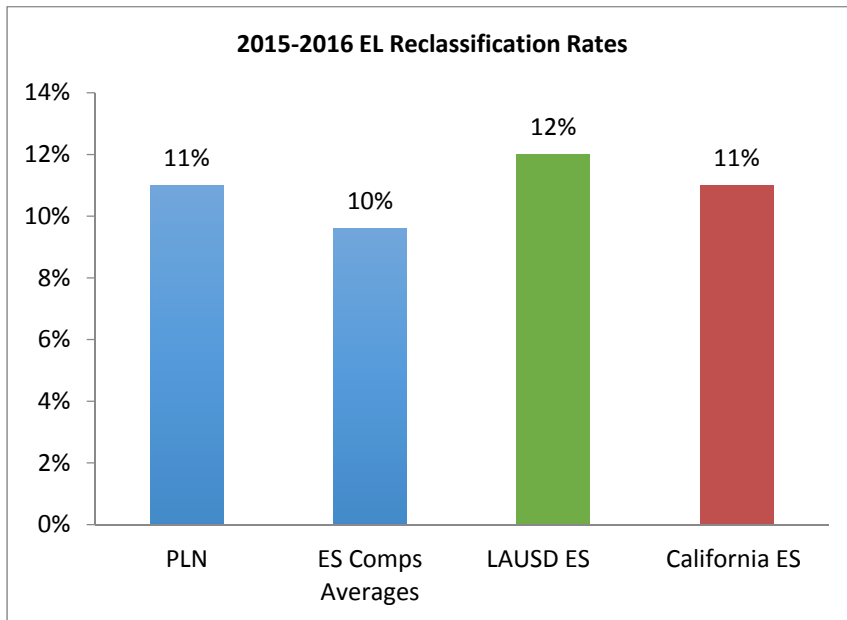
English Learner Reclassification

Our significant EL population (72% schoolwide, including 85% (63 out of 74) of our incoming Kindergarteners and TK students in 2016-17), presents many challenges for our school. Many of our incoming students have not been exposed to English in their homes or neighborhoods prior to enrolling in school. Nevertheless, PLN CS has realized the following EL reclassification results:

EL Reclassification Rates	PLN CES
2013-14	6%

2014-15	8%
2015-16	6% ³

PLN’s EL Reclassification rate in 2015-16 is on par or better than the Comps, District and statewide reclassification rates for the same grade levels. As noted, due to a data reporting and timing issue, the current official CDE reclassification rate for PLN CS is 6%; thus, we are working to correct this to properly reflect the 11% actual rate for 2015-2016 and will have this addressed in our October 2016 CALPADS upload:



While we are still working to increase this rate, we are encouraged by the positive growth in reclassification over the last three years. Below, and throughout this document, we outline the many ways in which we are specifically and intentionally addressing the needs of our English Learner population, and thus the reclassification rate (See the “Language Development and Literacy”, “ENGLISH LANGUAGE DEVELOPMENT (ELD)” and “Focus on our English Learner Population” for additional information).

We continue improve those numbers by refining our progress monitoring, teacher support and student development in English language learning.

Some of our progress is due to the additional supports we have developed to assist these students, including (but not limited to):

³ Due to a data reporting and timing issue the California Department of Education listed the 2015/2016 rate as 6%. We have been working to correct this data, as some of our reclassification occurred near the end of the school year and thus was not reflected in the CDE report. We have been working to get this updated and have been informed that the updates to our reclassification information will be part of our October 2016 CalPads upload.

- Using our SIS (Illuminate) and regular benchmark assessment approach (and more frequent assessments) to better monitor progress throughout the year
- Providing easy-to-access reports and historical data that ensures faculty are consistently reviewing students' EL proficiency levels
- Early detection of students close to reclassifying and differentiating support for them with additional intervention and scaffolding (not only during the regular school day but also after core instruction and after school)
- PLN CS has also increased professional development on language acquisition and language and reading intervention for targeted students, including SDAIE and language acquisition strategies
- We have additionally been supporting teachers through professional development focused on unpacking ELD standards and planning lessons that integrate ELD components through all core content areas.
- This professional support for teachers and our instructional aides has assisted us in understanding and implementing the benefits of enhanced instructional routines that focus primarily on phonemic awareness, phonics, oral reading fluency, vocabulary, reading, comprehension, and writing.
- In 2015/2016, we provided additional focused training in reading intervention using these concepts) to a team of instructional aides who specifically targeted their support for our EL students for in-class and pull-out intervention.
- 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.
- Increased schoolwide efforts and awareness of progress towards reclassification through school ceremonies and assemblies celebrating EL students' achievements in developing English proficiency.

For 2016/2017, we have already begun implementing additional processes to continue and accelerate our upward trend in reclassification. In addition to focused training on our balanced literacy approach, Words Their Way and other instructional materials, all staff participated in a training to better understand the new CA ELD standards and how to develop specific language objectives for each lesson that are differentiated based on student needs.

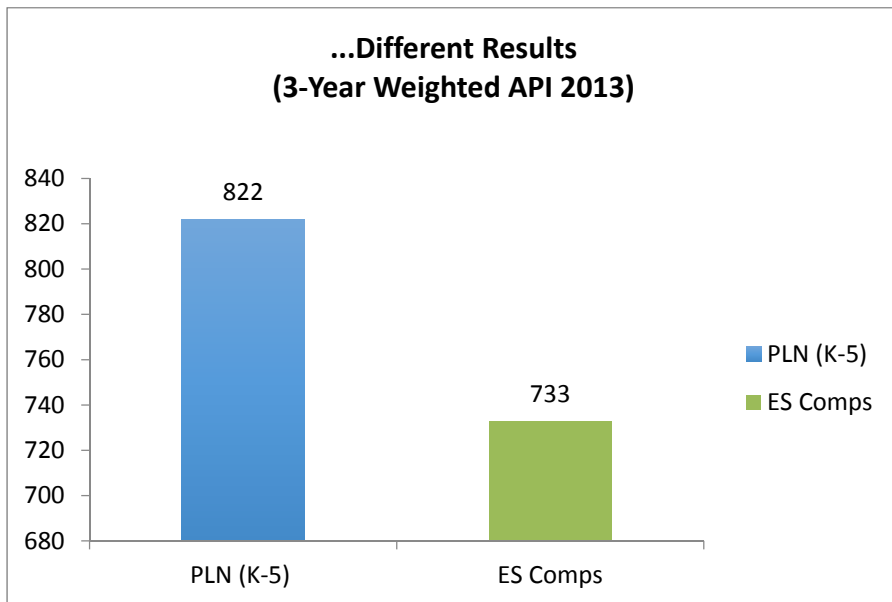
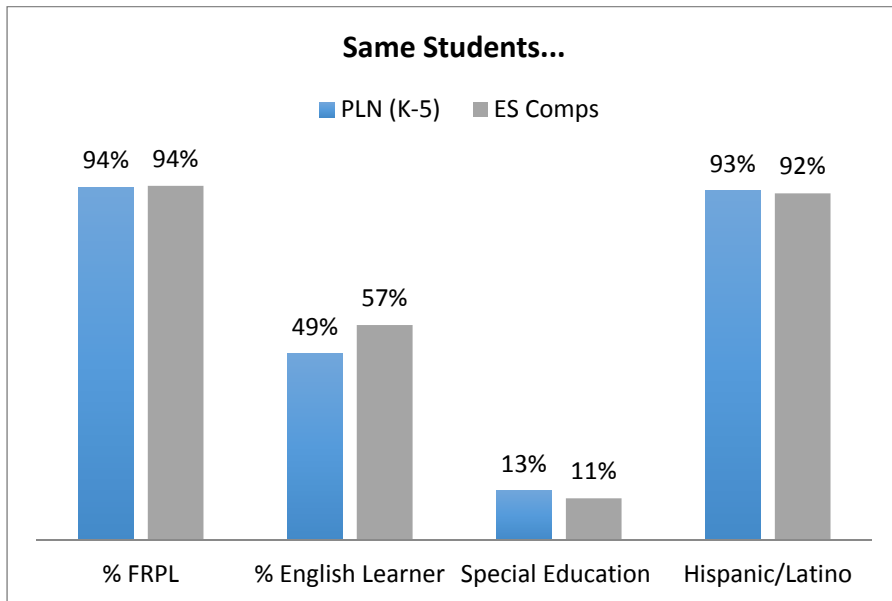
We continue to be vigilant in examining our data to identify needs of our ELs early in the year and differentiating the support we provide based on their individual needs. For those close to redesignation (but who are not meeting proficiency in all areas in order to reclassify), we are working with teachers to identify these specific students to best provide additional in-class scaffolding. In addition, students will receive after school small group support in identified areas of need. This additional monitoring will help students improve in needed skills to be able to reclassify.

Administrators and our lead intervention specialist will progress monitor these students and assist them in improving in skills needed to reclassify.

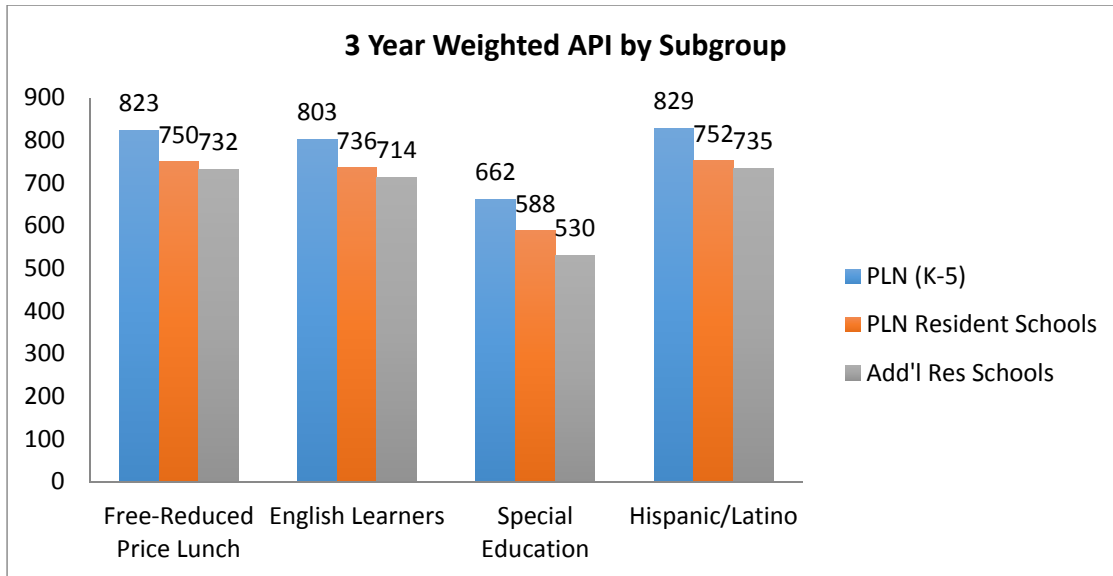
Additionally, this year, teacher at PLN CS will be utilizing a "Reclassification Goal Sheet" modeled off of an LAUSD resource to fully engage students, particularly our LTELs, in their own progress towards reclassification.

Additional Resident Schools

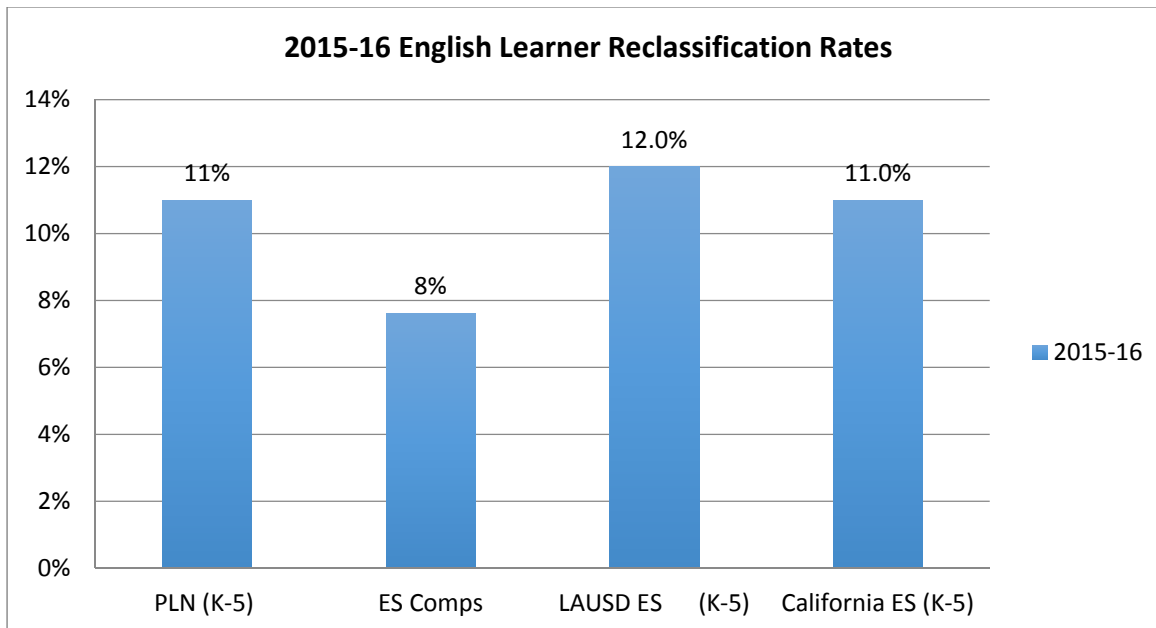
As noted above, in addition to the top 10 resident school Comps analysis provided above, we here provide supplemental information about the additional eight Comps identified by LAUSD's CSD. The comparisons are similar:



The three-year weighted average API of both the top 10 Resident Comps and the additional eight Comps are below PLN in every group:



On EL reclassification rates, PLN also is on par or better than the additional Comps:



ADA, Suspension, Expulsion

Beyond standardized test data, PLN CS has realized consistently strong attendance at a rate of 96-97% each of the past four years and low suspension (0-1%) and expulsion (0%) rates each year.

LAUSD Annual Oversight Visit Results

LAUSD's Charter Schools Division (CSD) has consistently rated PLN CS highly on its annual comprehensive and detailed oversight visits. The school received a Proficient rating (a score of 3 out of a possible 4) in all categories on the most recent report, issued November 4, 2015:

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

PLN CS Annual Performance Based Oversight Report 2015-2016

Specifically, CSD staff noted that:

- “[T]he board members are very involved in the school as well as through regular attendance at governing board meetings.”
- Student achievement growth was noted, and: “The school’s implementation of a data assessment and analysis protocol has yielded data that is being used to inform practice.”
- “[Several] of the innovative features of the instructional program were observed. For example, small group settings were visible in every classroom, all of which provided a rich learning environment that featured print rich materials, student work samples with feedback, and elements of the Reggio-Emilia inspired approach. . . . The school has fully implemented Arts integration in and out of the classroom. Classrooms were well-resourced with materials, equipment, and supplies (reading libraries, technology, and art materials).”
- “The organization continues its commitment to serving the families both in and out of the school through offering wrap-around services. . . . All of the parents who participated in the focus group expressed satisfaction with the educational program at PLN. Parents felt that the school offered many programs and a high quality program. One parent stated in Spanish, “*Mi hijo traía las alas amarradas; desarrollo el amor a la lectura en esta escuela/ My child arrived with clamped wings; he developed a love for reading at this school.*” Parents also cited liking the sense of community that the school fosters, claiming “it feels like family.” Parents also were very pleased about the Parent Advocate’s role and service he provides to all at the school. The parents were also very appreciative of the arts focus of the school, stating: “it’s different.”
- “The school’s bilingual program continues to yield strong academic growth.”
- “[The] fiscal condition of the CMO is strong with consolidated net assets of \$11,570,354 and change in net assets of \$101,917. The CMO also offers after-school programs and other student and family support services at all the charter school sites.”

(PLN CS Annual Performance Based Oversight Report 2015-2016)

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 parent advocates at each school site, and coordinates parent involvement in LCAP goal setting and reflection and other year-long parent focused events and workshops
- Family 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

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

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



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 PLN 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.

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 help children transition smoothly into kindergarten and identify needs. 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 Para Los Niños Charter Elementary receive a high quality education that integrates the arts, math and science (including engineering) 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.

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.

Community-Building Through Parent Engagement and Skill-Building

Deep parent engagement and skill-building are essential to our educational model. Since CES's initial charter petition 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 Accountability Plan Committee and English Learner Advisory Council (ELAC) to workshops on financial literacy, educational testing, 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. For example, parents at PLN CS worked with our Los Angeles City Councilmember's staff to install a stop sign to improve traffic flow at the school site.

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 CS.

At the organization level, this translated into the creation of a central team dedicated to supporting the charter schools. In 2015 Para Los Niños 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, 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 CS during 2015/2016.

The Director of Instructional Support works with our school leadership teams to design and implement relevant and high quality professional development and instructional improvement strategies directly with teachers. As a result of this work with the leadership and teachers at PLN CS, in 2016/17 the school will implement a new math program (*Math Expressions Common Core*) with better alignment to the new CCSS. Also, thanks to a renewed focus on language acquisition and early literacy skills, PLN CS is committing to a robust implementation of *Words Their Way* in 2016/17, to aid our students in gaining needed vocabulary, spelling and word fluency development.

An instructional focus on data cycle reviews (three 3 distinct benchmark assessment collection and analysis points) has also been implemented with increased fidelity. During 2015/16, we launched a process of periodic and formative assessments, data reviews, and any needed re-teaching or intervention. This work is expanding in 2016/17 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. PLN CS collects data directly through the Illuminate platform, through Amplify and other tools.

In the summer of 2015, PLN launched a centralized student information system (Illuminate) for enrollment, attendance and reporting. For PLN CS, this was a momentous change from local, spreadsheet-based data tracking and reporting to a fully functional platform with central support. Our Operations Coordinator is responsible for state and District data and compliance reporting and support for our schools. We continue to train and support office and administrative staff in these reporting responsibilities and continue to identify further implementation phases for different Illuminate functionalities.

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.

Leadership and Teacher Turnover

In June of 2015, the former PLN CS principal resigned and we began a comprehensive search for a school leader with deep instructional knowledge and teacher development skills. In October of 2015, PLN CS hired Dr. Santa Acuña as principal of PLN CS. Dr. Acuña brought many years of experience as an administrator (assistant principal and other roles with Lennox Unified School District), deep teacher training and coaching experience (proven track record with UCLA Graduate School of Education) and roots in the community (as a product of LAUSD schools in the area). Throughout this past year, Dr. Acuña has worked with our assistant principal, Celeste Ruano, to build on our school and network focus

on instructional improvement through clear alignment to CCSS in lesson planning and delivery combined with a greater focus on and use of the new California ELD standards to best serve our EL students.

As PLN CS made a significant shift to increased rigor and accountability, several PLN CS teachers left the school mid-year, with some seeking to access better compensation and benefits with LAUSD and other area school districts. Based on feedback from current and departing teachers and others in our schools, for 2016/2017, PLN has implemented 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.

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 that a critical factor in success for our students is 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, made up of teacher leaders from at each of our schools. At PLN CS, 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. PLN has committed to continued support and training of these teams in the areas of data analysis, observation and feedback mechanisms, and planning and delivering relevant, high-quality professional development.

PLN also has budgeted for the creation of a new network-wide Instructional Coach position to facilitate the trajectory of outcomes for our students by providing support for teachers across several schools.

Culture and Climate

In 2015/2016, PLN organized a cross-school teacher workgroup that focused on school culture and climate, including representation from PLN CS. 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 way in which staff, students and families were experiencing Para Los Niños: did they feel welcome, safe, academically challenged, able to access information, support, 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.

The results of this pilot survey project confirmed that while all stakeholders agreed that many things were very positive at the school (a feeling of safety, academic challenge, parent/school communication), some staff generally reported a desire for more clarity on behavior expectations (among other things related to professional development – addressed below). This feedback added to the support for our work in establishing the PBIS matrix to start this school year.

Because recruitment, retention and development of our staff has been a critical area of focus for us, this helped us to gather further information about their needs and concerns.

The data collected from our staff survey highlighted several strengths while also confirming several key focus areas we have taken on for this school year. The themes that emerged from the survey data included a desire for additional professional development attuned to the differentiated needs of our

educators, greater support for new teachers and aides (initially and throughout their time with PLN) and a more fully developed system for regular and specific feedback for teachers to support development and growth in practice

Data Driven Instruction

As mentioned above, in recognition of the need for schoolwide improvement of proficiency levels in both ELA and Math, PLN CS has now incorporated additional periodic monitoring of student progress throughout the year with **benchmark assessments** that are directly linked to the SBAC/CAASPP assessment questions and performance tasks. In ELA, all students in grades K-5 are assessed multiple times per year (Fountas & Pinnell reading level assessment, *Words Their Way* and DIBELS); in Math, all students take a publisher-provided benchmark four times per year. 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 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, during and after school.

A further adjustment to our periodic assessment approach for the 2016/17 school year will be to administer Interim Assessment Blocks and Performance Tasks via CAASPP (that are even more closely linked to the SBA). We are also piloting the use of an online assessment platform available via our newly adopted math series, *Math Expressions*, for regular classroom assessments that will provide teachers with even more frequent feedback by standard on their students' progress.

Based on 2015 and 2016 CAASPP scores and internal data, we also have implemented curriculum changes, including adopting and implementing the *Math Expressions* program, as mentioned previously. In 2015/2016, we implemented the acclaimed ST Math online program across the school, providing critical intervention and support that adjusts to each student's needs in an engaging way. The program also enables teachers to see real-time data about where students are struggling and need extra time and focus. This effort was also coordinated with our After School Program (which serves a large proportion of our students every afternoon) allowing our students even deeper practice and re-teaching. Additionally, we are increasing professional development activities in math to focus on cognitively-guided instructional techniques, such as training teachers to have students explain answers in multiple ways (picture, sentence, etc.) or helping teachers move to less direct instruction to enable students to build on their natural problem solving strategies.

Focus on our English Learner Population

In ELA, in order to increase proficiency levels for our significant EL population in particular, we have doubled our efforts in more systemization of ELA instruction. These include

- Increased professional development in Readers' Workshop;
- Adoption of *Words Their Way*, new phonics / spelling program to be used schoolwide;
- A trained team of interventionists to start reading intervention as early as the 3rd week of school.

Illuminate now enables better monitoring of students who are close to redesignation (providing easy-to-access reports and historical data) and ensures faculty are consistently reviewing students' EL

proficiency at least quarterly. 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. Discussion of and capacity-building on language acquisition strategies is a regular part of our weekly professional development time with teachers throughout the year. 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 the shift to the new California Common Core State Standards, more tools around and clearer expectations for the attainment of new ELD standards, and a new state assessment regime (CAASPP), PLN CS 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 CS is located in a downtown Los Angeles community 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-nine percent of PLN CS students are Latino and Spanish-speaking (72% English Learners (EL)), with a minority fluent in English. Ninety-eight percent of students have low or very low incomes and qualify for Free or Reduced-Price Lunch (FRPL); 9% of our students are Special Education (SpEd)(Source: CALPADS). PLN CS 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 School anticipates the following enrollment over the charter term⁴:

Enrollment Plan

General Education Program	2017-18	2018-19	2019-20	2021-21	2021-22
TK/Kindergarten	75	75	75	75	75
1 st Grade	65	65	65	65	65

⁴ In 2016-17, PLN CS is adding a TK class of approximately 16 students.

2 nd Grade	65	65	65	65	65
3 rd Grade	70	70	70	70	70
4 th Grade	65	65	65	65	65
5 th Grade	70	70	70	70	70
Total	410	410	410	410	410

GOALS AND PHILOSOPHY

MISSION AND VISION

The mission of the Para Los Niños Charter School is to help children in grades TK-5 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 three critical components necessary to become educated citizens in the 21st Century:

- The development of knowledge and specific knowledge related to academic disciplines
- The development of generalizable skills
- The development of character and a sense of community

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

Knowledge

Students at PLN CS have access to a rigorous, standards-based curricular program based on CCSS. We understand that, in order to be academically successful in elementary 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 CS 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 CS 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 Para Los Niños 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 Para Los Niños 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 Para Los Niños 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, Jean Piaget, John Dewey, Steven Krashen, Lev Vygotsky, Linda Darling-Hammond, and many others. PLN CS 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 CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(ii)

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

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 CS’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 CS anticipates at this point in time.

STATE PRIORITY #1: BASIC SERVICES	
☐ GOAL #1 TEACHER ASSIGNMENTS AND CREDENTIALING	<u>Related State Priorities:</u> X 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

Continue to employ fully credentialed and qualified teachers for all students as required by ESSA and the charter	LOCAL PRIORITIES — —
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SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- Annual review in May/June of human resources criteria, systems and procedures for teacher hiring.
- Annual review every August of master schedule/teacher assignments to ensure compliance.
- All late hires are required to go through full hiring process which ensures appropriate qualifications are met.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Outcome: All PLN teachers and qualified and credentialed.

Metric/Method for Measuring: Documentation (as per CCTC) maintained and current for each teacher

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	All PLN teachers are qualified and credentialed.	All PLN teachers are qualified and credentialed.	All PLN teachers are qualified and credentialed.	All PLN teachers are qualified and credentialed.	All PLN teachers are qualified and credentialed.	All PLN teachers are qualified and credentialed.
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above

STATE PRIORITY #1: BASIC SERVICES

<p>GOAL #2: ACCESS TO INSTRUCTIONAL MATERIALS</p> <p>Continue to provide all pupils, including significant subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), with access to standards – aligned (including CA CCSS and the academic content and performance standards) instructional materials.</p>	<p><u>Related State Priorities:</u> X 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p>
	<p>LOCAL PRIORITIES</p> <p>—</p> <p>—</p>

SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- Annual inventory of instructional materials, and corresponding purchase of materials as necessary
- Annual budget review and planning to ensure funds are available for instructional materials

EXPECTED ANNUAL MEASURABLE OUTCOMES

Outcome: 100% of students will have access to instructional materials

Metric/Method for Measuring: Annual inventory and review

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100% of students will have access to instructional materials	100% of students will have access to instructional materials	100% of students will have access to instructional materials	100% of students will have access to instructional materials	100% of students will have access to instructional materials	100% of students will have access to instructional materials
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above

Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
STATE PRIORITY #1: BASIC SERVICES						
GOAL #3 FACILITIES MAINTENANCE Continue to maintain the facility in good condition				<u>Related State Priorities:</u> X 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 LOCAL PRIORITIES — —		
SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS						
<ul style="list-style-type: none"> • Hire quality maintenance and operations team • Hold campus beautification events with students and families • Keep an annual reserve for basic maintenance • Conduct and track annual optimal maintenance inspections 						
EXPECTED ANNUAL MEASURABLE OUTCOMES						
Outcome: Facilities in good repair						
Metric/Method for Measuring: Annual review and ongoing monthly maintenance.						
Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Facilities in good repair	Facilities in good repair	Facilities in good repair	Facilities in good repair	Facilities in good repair	Facilities in good repair
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above

Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
STATE PRIORITY #2: IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS						
GOAL #1 IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS			<u>Related State Priorities:</u> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8			
<p>Ensure all students have access to the State content and performance standards, including the CA CCSS in ELA and Math through aligned curriculum, research-based instructional practices, and assessments aligned to internal benchmark assessments.</p>			<p>LOCAL PRIORITIES</p> <p>—</p> <p>—</p>			
SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS						
<ul style="list-style-type: none"> Teachers will continue to refine yearlong pacing plans social studies in ELA, Math, Science, and ELD to ensure student proficiency against CCSS. Teachers and leaders will continue to participate in ongoing professional development on CCSS and new assessment measures, as well as strategies for increasing student proficiency. Technology resources will be leveraged in the classrooms through online curriculum such as ST Math as well as research, typing and more, to ensure students' ability to participate in state online assessments. Implement new CCSS-aligned Math curriculum (Math Expression Common Core) in 2016-17 across all grades. Continue professional development and materials/resources for teachers to implement visual art and music instruction in the classroom and enhance the implementation of CCSS. 						
EXPECTED ANNUAL MEASURABLE OUTCOMES						
<p>Outcome: 100% of ELA and Math curriculum fully aligned to CA CCSS</p> <p>Metric/Method for Measuring: Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum; classroom observations by administrators</p>						
Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100% of ELA and Math curriculum fully aligned	100% implementation.	100% implementation.	100% implementation.	100% implementation.	100% implementation.

	to CA CCSS.					
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
STATE PRIORITY #3: PARENT INVOLVEMENT						
GOAL #1 PARENT INVOLVEMENT				<u>Related State Priorities:</u> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8		
Increase parent and family participation in school events (e.g. workshops, celebrations, involvement on LCAP Committee and English Learner Advisory Committee).				LOCAL PRIORITIES — —		
SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS						
<ul style="list-style-type: none"> Promote school-wide programs and events that benefit families, including but not limited to: college knowledge presentations, parenting skills sessions, instructional workshops, leadership building forums, and participation in advisory committees that support effective instruction for all students. Allocate financial resources for all parent events which includes translation services, child care, and recognition of participation. 						
EXPECTED ANNUAL MEASURABLE OUTCOMES						
Outcome: Consistent increase in parent participation and involvement Metric/Method for Measuring: Documentation of parent meeting attendance and agendas; results of surveys_						

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Establish baseline (2016-17).	Provide at least 3-4 parent/family workshops annually, based on interest surveys, LCAP goals, feedback.	Provide at least 4-5 parent/family workshops annually, based on interest surveys, LCAP goals, feedback	Provide at least 5-6 parent/family workshops annually, based on interest surveys, LCAP goals, feedback	Provide at least 6 parent/family workshops annually, based on interest surveys, LCAP goals, feedback	Provide at least 6 parent/family workshops annually, based on interest surveys, LCAP goals, feedback.
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above

STATE PRIORITY #4: STUDENT ACHIEVEMENT

GOAL #1 STATEWIDE ASSESSMENTS

All students, including all statistically significant subgroups, will Meet/Exceed standards in ELA and Math on state CAASPP tests and demonstrate growth over previous year; 5th graders will be Proficient/Advanced (or comparable measure) on the CST for Science/new NGSS tests.

Related State Priorities:

1 2 3 4 5 6 7 8

LOCAL PRIORITIES

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SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- See above; plus:
- Continue to provide standards-based instruction as well as interventions as detailed in the charter petition.
- Provide 6-8 days of pre-service summer professional development, 4 Pupil Free Training Days, on-site staff training and meetings, and classroom-embedded professional development to

- support tiered intervention, in addition to regular teacher collaboration time to improve and support student achievement and readiness for secondary school.
- Continue leveraging data management system to support data-driven instruction and differentiated instructional strategies

EXPECTED ANNUAL MEASURABLE OUTCOMES

Outcome: Year over year growth for all subgroups

Metric/Method for Measuring: CAASPP Measures

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Establish benchmark (2016-17 data).	School-wide and all significant subgroups will meet or exceed targets for growth in ELA, Math and Science (estimated 2-3%).	School-wide and all significant subgroups will meet or exceed targets for growth in ELA, Math and Science (estimated 2-3%).	School-wide and all significant subgroups will meet or exceed targets for growth in ELA, Math and Science (estimated 2-3%).	School-wide and all significant subgroups will meet or exceed targets for growth in ELA, Math and Science (estimated 2-3%).	School-wide and all significant subgroups will meet or exceed targets for growth in ELA, Math and Science (estimated 2-3%).
English Learners	Establish benchmark (2016-17 data).	Meet or exceed targets for growth in ELA, Math and Science (estimated 2-3%).	Meet or exceed targets for growth in ELA, Math and Science (estimated 2-3%).	Meet or exceed targets for growth in ELA, Math and Science (estimated 2-3%).	Meet or exceed targets for growth in ELA, Math and Science (estimated 2-3%).	Meet or exceed targets for growth in ELA, Math and Science (estimated 2-3%).
Socioecon. Disadv./Low Income Students	Establish benchmark (2016-17 data).	Meet or exceed targets for growth in ELA, Math and Science (estimated 2-3%).	Meet or exceed targets for growth in ELA, Math and Science (estimated 2-3%).	Meet or exceed targets for growth in ELA, Math and Science (estimated 2-3%).	Meet or exceed targets for growth in ELA, Math and Science (estimated 2-3%).	Meet or exceed targets for growth in ELA, Math and Science (estimated 2-3%).
Foster Youth	Establish benchmark (2016-17 data).	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	Establish	Same as	Same as	Same as	Same as	Same as

	benchmark (2016-17 data).	above	above	above	above	above
African American Students	Establish benchmark (2016-17 data).	Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students	Establish benchmark (2016-17 data).	Same as above	Same as above	Same as above	Same as above	Same as above

STATE PRIORITY #4: STUDENT ACHIEVEMENT

<p style="text-align: center;">GOAL #2 ACADEMIC PERFORMANCE INDEX (API)</p> <p>Annual API (or similar measure) will meet or exceed the growth targets set by the state for schoolwide and all numerically significant subgroups</p>	<p><u>Related State Priorities:</u> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 X4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8</p>
	<p>LOCAL PRIORITIES</p> <p>—</p> <p>—</p>

SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- See above actions

EXPECTED ANNUAL MEASURABLE OUTCOMES

Outcome : Meet or exceed API growth target(s) schoolwide and for all numerically significant subgroups.

Metric/Method for Measuring: API/new system

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Meet or exceed API growth target(s) schoolwide and for all numerically	Meet or exceed API growth target(s) schoolwide and for all numerically	Meet or exceed API growth target(s) schoolwide and for all numerically	Meet or exceed API growth target(s) schoolwide and for all numerically	Meet or exceed API growth target(s) schoolwide and for all numerically	Meet or exceed API growth target(s) schoolwide and for all numerically

	significant subgroups..	significant subgroups..	significant subgroups..	significant subgroups..	significant subgroups..	significant subgroups..
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above

STATE PRIORITY #4: STUDENT ACHIEVEMENT

GOAL: A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]

Related State Priorities:
1 2 3 4 5 6 7 8

LOCAL PRIORITIES

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SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- Not Applicable

EXPECTED ANNUAL MEASURABLE OUTCOMES

Not applicable

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)						

English Learners						
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
Latino Students						

STATE PRIORITY #4: STUDENT ACHIEVEMENT

<p>GOAL: ENGLISH LEARNER ADEQUATE PROGRESS RATE</p> <p>EL students will advance at least one grade level on the CELDT/ELPAC (or other available external and internal assessments) each year.</p>	<p><u>Related State Priorities:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input checked="" type="checkbox"/>4 <input type="checkbox"/>5 <input type="checkbox"/>6 <input type="checkbox"/>7 <input type="checkbox"/>8)</p>
	<p>LOCAL PRIORITIES</p> <p>—</p> <p>—</p>

SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- Provide qualified teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs.
- Provide professional development and support to teachers to monitor EL progress and implement differentiated instructional techniques to increase EL proficiency.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Outcome: Year over year progress for EL students

Metric/Method for Measuring: CELDT/ELPAC or other available external assessments; ELD Folders

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)						
English Learners	Establish benchmark	Achieve similar or higher rate of	Achieve similar or higher rate of	Achieve similar or higher rate of	Achieve similar or higher rate of	Achieve similar or higher rate of

		EL growth on the CELDT/ELPAC each year	EL growth on the CELDT/ELPAC each year	EL growth on the CELDT/ELPAC each year	EL growth on the CELDT/ELPAC each year	EL growth on the CELDT/ELPAC each year
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
Latino Students						
STATE PRIORITY #4: STUDENT ACHIEVEMENT						
GOAL: ENGLISH LEARNER RECLASSIFICATION RATE				<u>Related State Priorities:</u> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8		
				LOCAL PRIORITIES — —		
SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS						
<ul style="list-style-type: none"> PLN will continue to implement an ELD program in accordance with the EL master plan and charter petition. 						
EXPECTED ANNUAL MEASURABLE OUTCOMES						
<p>Outcome: Yearly growth in reclassification rate that meets or exceeds the reclassification rate of comparison schools or achieve targeted growth over previous year (estimated 2-3%).</p> <p>Metric/Method for Measuring: CELDT/ELPAC or other available external assessments; ELD Folders</p>						
Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)						

English Learners	Establish Baseline	EL Reclassification rate meets or exceeds the reclassification rate of comparison schools or achieved targeted growth over previous year (estimated 2-3%).	EL Reclassification rate meets or exceeds the reclassification rate of comparison schools or achieved targeted growth over previous year (estimated 2-3%).	EL Reclassification rate meets or exceeds the reclassification rate of comparison schools or achieved targeted growth over previous year (estimated 2-3%).	EL Reclassification rate meets or exceeds the reclassification rate of comparison schools or achieved targeted growth over previous year (estimated 2-3%).	EL Reclassification rate meets or exceeds the reclassification rate of comparison schools or achieved targeted growth over previous year (estimated 2-3%).
Socioecon. Disadv./Low Income Students						
Foster Youth						
Students with Disabilities						
African American Students						
Latino Students						

STATE PRIORITY # 5: STUDENT ENGAGEMENT

<p>GOAL: CHRONIC ABSENTEEISM RATE</p> <p>PLN will limit chronic absenteeism – students that accumulate 20 unexcused absences in a single school year</p>	<p><u>Related State Priorities:</u></p> <p><input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5 <input type="checkbox"/>6 <input type="checkbox"/>7 <input type="checkbox"/>8</p>
	<p>LOCAL PRIORITIES</p> <p>—</p> <p>—</p>

SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- Conduct a school wide incentive attendance campaign.
- Daily, weekly, monthly review of attendance reports by site principal and HSO compliance clerk; Parent notification after 3 absences
- SST meetings to monitor and prevent chronic absences

EXPECTED ANNUAL MEASURABLE OUTCOMES

Outcome: Yearly decrease in chronic absenteeism rate.

Metric/Method for Measuring: Individual student attendance records

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Establish benchmark	Reduce chronic absentee rate by 1% to reach/sustain goal of <5%..	Reduce chronic absentee rate by 1% to reach/sustain goal of <5%.	Reduce chronic absentee rate by 1% to reach/sustain goal of <5%.	Reduce chronic absentee rate by 1% to reach/sustain goal of <5%.	Reduce chronic absentee rate by 1% to reach/sustain goal of <5%.
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
STATE PRIORITY #6: SCHOOL CLIMATE						
GOAL: STUDENT SUSPENSION RATE				<u>Related State Priorities:</u> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8		
Continue to minimize the use of suspensions (in alignment with the requirements of the MCD)				LOCAL PRIORITIES — —		
SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS						
<ul style="list-style-type: none"> Continue family and mental health services, RTI approach to behavior and logical consequence school-wide behavior management approach (Responsive Classroom). 						
EXPECTED ANNUAL MEASURABLE OUTCOMES						

Outcome: Maintain a consistently low rate of suspensions, in alignment with the requirements of the MCD

Metric/Method for Measuring: Student suspension rate

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Establish baseline.	Suspension rate will be the same or lower than comparison schools.	Suspension rate will be the same or lower than comparison schools.	Suspension rate will be the same or lower than comparison schools.	Suspension rate will be the same or lower than comparison schools.	Suspension rate will be the same or lower than comparison schools.
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above

STATE PRIORITY #6: SCHOOL CLIMATE

GOAL: STUDENT EXPULSION RATE

Continue practicing an environment in which expulsion is rare (in alignment with the requirements of the MCD).

Related State Priorities:
1 2 3 4 5 6 7 8

LOCAL PRIORITIES

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SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- Continue family and mental health services, RTI approach to behavior and logical consequence school-wide behavior management approach (Responsive Classroom).

EXPECTED ANNUAL MEASURABLE OUTCOMES

Outcome: Maintain a consistently low rate of expulsions, in alignment with the requirements of the MCD

Metric/Method for Measuring: Student expulsion rate

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Establish baseline.	Expulsion rate will be the same or lower than comparison schools.	Expulsion rate will be the same or lower than comparison schools.	Expulsion rate will be the same or lower than comparison schools.	Expulsion rate will be the same or lower than comparison schools.	Expulsion rate will be the same or lower than comparison schools.
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above

STATE PRIORITY #8: SCHOOL CLIMATE

<p>GOAL: [OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]</p> <p>Stakeholders will report and demonstrate feelings of engagement, satisfaction and positive school climate and culture</p>	<p><u>Related State Priorities:</u> <input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input type="checkbox"/>5 <input type="checkbox"/>6 <input checked="" type="checkbox"/>7 <input type="checkbox"/>8</p>
	<p>LOCAL PRIORITIES</p> <p>—</p> <p>—</p>

SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- Implement new annual surveys of stakeholders (students 3rd-5th, parents/family and staff) to assess satisfaction.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Outcome: Stakeholders will report a consistently positive relationship with the school community.

Metric/Method for Measuring: Stakeholder Survey Results

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Establish benchmark (2016-2017)	Participation rate will increase 3-5% 80% of stakeholders will report feelings of satisfaction, safety and positive school climate	Participation rate will increase 3-5% 83% of stakeholders will report feelings of satisfaction, safety and positive school climate	Participation rate will increase 3-5% 86% of stakeholders will report feelings of satisfaction, safety and positive school climate	Participation rate will increase 3-5% 88% of stakeholders will report feelings of satisfaction, safety and positive school climate	Participation rate will increase 3-5% 90% of stakeholders will report feelings of satisfaction, safety and positive school climate
English Learners	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Socioecon. Disadv./Low Income Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
African American Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Latino Students	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above

STATE PRIORITY #7: BROAD COURSE OF STUDY

GOAL: BROAD COURSE OF STUDY

Related State Priorities:

All students, including all subgroups, will have access to a broad course (English, Math, Social Studies, Science, Health/PE, visual/performing arts) outlined in the charter petition.	□1 □2 □3 □4 □5 □6 X7 □8
	LOCAL PRIORITIES — —

SPECIFIC ANNUAL ACTION TO ACHIEVE GOALS

- All academic areas will be available to all students, inclusive of all subgroups, and all grades.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Outcome: Provide access to engaging, rigorous, culturally relevant academic program.
Metric/Method for Measuring: Master Bell Schedule; student folders

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter
English Learners	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter
Socioecon. Disadv./Low Income Students	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter
Foster Youth	100% of students will have access	100% of students will have access	100% of students will have access	100% of students will have access	100% of students will have access	100% of students will have access

	to the program outlined in the charter.	to the program outlined in the charter	to the program outlined in the charter	to the program outlined in the charter	to the program outlined in the charter	to the program outlined in the charter
Students with Disabilities	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter
African American Students	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter
Latino Students	100% of students will have access to the program outlined in the charter.	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter	100% of students will have access to the program outlined in the charter

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

PLN serves students embarking on the first steps of their educational journey. These pivotal elementary years establish both the academic foundation for future learning and the child’s perception of his or her academic capacity. A positive experience in the primary grades can lead to a lifetime of academic successes, and we seek to increase positive experiences for primary-aged students (Neuman and Roskos, 1998). The overarching goal of PLN is to set a solid foundation so each student can be successful in school and in life. More specifically, PLN CS 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: Services, Community and a Rigorous Instructional Program. 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.

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 every Tuesday from 2:00p.m.-3:30p.m., and professional development is designed with the support of the Instructional Leadership Team. Teachers are also given planning time every Thursday from 2:00-4:30pm 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.

Our pedagogical approach is influenced and inspired by the following educational philosophies:

Lev Vygotsky

- “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

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

Constructivist Approach. Based on research demonstrating “best practices” for students like the ones we serve, the educational approach at PLN CS 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.

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 CS, 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.

Rigorous Expectations for Teaching and Learning. At the core of each teacher’s interactions with students and families at PLN CS 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 CS 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.

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...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 the PLN CS 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. For example, for second grade study of pollination, students read about the dramatic decline in the bee population and its overall effect on the environment. They created a 3-dimensional mechanical pollinating machine to address this impact and presented this verbally and in print (as well as artistically). 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.

Language Development and Literacy. High academic achievement at PLN CS is accomplished in a number of ways: The primary language serves as a building block to literacy in both Spanish and English; students 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. PLN also provides both a Structured English Immersion (SEI) and a Transitional Bilingual Education Program (TBE) that value the students’ home language and culture by building their capacity in both Spanish and English (see below for more detailed descriptions). Our instructional programs are further influenced by research showing that most children acquire greater fluency in literacy when taught to read in their primary language. We constantly work to ensure our approach meets the needs of predominantly economically disadvantaged students and English Learners. PLN CS has had a TBE program for nearly 12 years. We know that for most children, literacy acquisition is most effective when literacy skills are initially introduced in a child’s first language and then transferred in a systematic and supportive fashion into a second language. For that reason, PLN CS offers families a choice of TBE and SEI for all students. Students enrolled in the TBE receive instruction in Language Arts in Spanish and English.

Over the course of the 2015-16 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 which include:

Recommendation	Action
Develop long-term data collection plan for EL students that includes follow-up in post-PLN settings as appropriate.	Use of Illuminate student information to centrally house all EL student data to include: <ul style="list-style-type: none"> • Historical CELDT/ELPAC scores • Reclassification records

	<ul style="list-style-type: none"> • Student enrollment patterns (e.g., are there differences in achievement for bilingual program students vs. English-program students in upper level courses?) • Intervention tracking
Develop a new student intake process to better identify language abilities of incoming student to allow for more appropriate student placement.	Implemented new Kinder intake language assessments (Pre-LAS English and Pre-LAS Español) which were administered early summer to aid student placement and provide data for early intervention as needed.
Develop an assessment matrix for EL students to include assessments needed, dates, and benchmark expectations.	Assessment matrix developed
Identify an English language progress monitoring “snapshot” tool for use several times throughout the school year.	In progress. Looking at variety of tools that are available, quick to administer, and provide valuable data.
Identify new procedures to minimize assessment time during class.	Developed a plan to assess all enrolled incoming Kinder students on the CELDT/ELPAC test as soon as possible (ie. summertime) resulting in a 30-45 minute savings per student on classroom instructional time in the fall.
Explore additional innovative bilingual programs	Research into a possible dual language pathway with Gratts EEC, Gratts PC, and Gratts Learning Academy for Young Scholars is started.
Identify and schedule key PD opportunities that are specific to bilingual education.	On-going. Initial focus of language transference skills from Spanish to English is scheduled for fall 2016. Other opportunities to be developed.
Implement professional development on new CA English Language Development Standards for all PLN staff.	Scheduled for initial training in August 2016; Follow-up trainings TBD throughout the school year which will include assessment of ELD progress and planning for specific ELD objectives within content instruction.
Develop a “Redesignation Progress” report that identifies all students working towards redesignation and their areas needing additional support for redesignation.	In progress for implementation in fall of 2016.

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. 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. Students are then 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 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 wanting 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 daily through the Safe School, Cool Tools curriculum. Classroom instruction, interaction with the community and natural world, and promotion of life skills at the PLN CS enable children to become self-motivated in their learning, and ensure that they become lifelong learners.

CURRICULUM AND INSTRUCTION

CURRICULUM

All PLN CS 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 *Reading/Language Arts Framework; A Look At Kindergarten Through Grade Six in California Public Schools* as well as the *California English Language Arts/English Language Development Framework* and incorporates the four strands of Reading, Writing, Listening and Speaking. PLN CS utilizes the acclaimed Teachers College Reading and Writing Workshop Project (TCRWP) model for literacy instruction developed by Lucy Calkins. TCRWP comprises Reading Aloud with Accountable Talk; Interactive Writing; Guided Reading; Shared Reading; Independent Writing; and Independent Reading. Systematic instruction is provided in word recognition, including phonological awareness and phonics, comprehension strategies and vocabulary development (*Teaching Children To Read: An Evidence-Based Assessment Of The Scientific Research Literature On Reading And Its Implications For Reading Instruction*, National Reading Panel, 2000 (NIH Pub. No. 00-4769); *English Learners: Boosting Academic Achievement*, Winter 2004, Volume 2 Issue 1 AERA).

Children are also given ample time to practice reading decodable books in the early grades and then chapter and non-fiction books as they progress. Materials, strategies and techniques align with student needs, based on developmentally appropriate expectations such as those outlined in *Preventing Reading Difficulties in Young Children* (1998) and the *Report of the National Reading Panel* (2001). 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 (beginning in 3rd grade) 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.

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, including a child’s growth as a reader from the second to the fifth grade. (<http://readingandwritingproject.org/about/research-base> (citing Anderson, Wilson, and Fielding (1988).) 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. (Id. citing Ehri, Dreyer, Flugman, and Gross (2007); O’Connor, Bel, Harty, Larkin, Sackor, and Zigmond (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).

Similarly, writing is developed from the earliest stages alongside reading. Children 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.

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.

Additionally, in 2016/2017 PLN CS is launching a school-wide implementation of *Word Their Way* which will support phonemic awareness, phonics development and word study for all students, with a particular benefit for our English Learners.

By the end of fifth grade, students must know and apply grade level phonics and word analysis skills in decoding words. Fifth graders must read with sufficient accuracy and fluency to support comprehension. They should also be able to read grade-level text with purpose and understanding. Students are accessing their repertoire of reading skills to read complex text with high levels of engagement and comprehension. Fifth grade readers begin to infer about characters’ motivations, changes, and the lessons they learn, and to interpret across texts by analyzing characters. Students are responding to literature though the main focus of the year continues to be building on volume and stamina.

By the end of Fifth grade students will write their own memoirs. The memoir is written at the end of the fifth grade year so that students will produce a quality memoir as they will draw from yearlong learning in order to raise the quality of their writing. Students will write interpretive essay, research based

argumentative essays, informational writing, and historical fiction or fantasy fiction piece. Students will learn to view writing as a craft as they continue to work on revising their writing pieces, on skill development, and writing with proper grammar and conventions.

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 CS has two programs for EL instruction: 1) Early Exit Transitional Bilingual program and 2) Structured English Immersion program. In order to decide which instructional program is best for a student we do the following: We have the parents fill out a language survey and an academic program interest survey. Next we administer the Pre-Las assessment to see in what language is the student the strongest. Then with the parent's approval we make a recommendation for which program would best fit the student. If the student is in the Early Exit program they continue to receive instruction in Spanish in both the first and second grade. They transition into an SEI classroom in the 3rd grade. If a student is in an SEI program from kindergarten they continue through 5th grade in an SEI program. If a parent wants to switch a student mid-year, a meeting would be held to see if that is in the best interest of the student, however the parent has the final decision.

The Early Exit Transitional Bilingual Education (TBE) program- Drawing from research on effective literacy instruction for English Learners. The TBE is designed to provide a gradual transition into either a Structured English Immersion program or Mainstream English program as they gain fluency in the English language, progress through grade levels, and gain fluency annually as measured by the CELDT/ELPAC. Children initially receive core instruction in Spanish, along with daily English Language Development (ELD) classes. In first grade, reading, writing, and math are taught in Spanish and the rest of the curriculum is in English (50% is in Spanish; 50% is in English) In second grade, most of the instructional time is in English (80%) with some content taught in Spanish (20%). Research shows that oral proficiency and literacy in the child's first language can be used to facilitate literacy development in English — including word reading, reading comprehension, reading strategies, spelling and writing. Language minority students who are literate in their first language are advantaged in the acquisition of English literacy. (*Developing Literacy in Second- Language Learners: A Report of the National Literacy Panel on Language Minority- Children and Youth, Lawrence Erlbaum Associates, Inc., 2006*).

Teachers are provided additional training in Readers/Writers Workshop, Mathematics instruction and other areas with a specific focus on supporting delivery of instruction in Spanish. This training and support happens at our educator's institute (prior to start of school year), initial training for new teachers, and ongoing training planned for Words Their Way/Palabras en Su Paso and training planned throughout the 2016/2017 school year focused on data analysis and literacy development.

Structured English Immersion (SEI) program- English is the language of instruction for all subjects in the SEI program. Children also receive ELD on a daily basis, separate from core content to ensure a focus on language development. Teachers use instructional strategies to help children with limited English skills

access the core content and achieve oral, written, and reading language proficiency. Spanish is used only when necessary to aide in comprehension. By 3rd grade, all TBE students are in SEI classes. Prior to and throughout the school year, teachers in the TBE program have specific training, provided by external consultants and internal experts to support their teaching of Spanish instruction. This includes building blocks of early literacy, math fluency techniques and other applicable strategies.

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 SEI 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 SEI because it enables teachers to effectively design language lessons.

With subjects such as math, science and social studies, students are faced with the challenge of learning a “language” (academic terminology) that is new to them, regardless of whether their home language is Spanish or English. In fact, researchers have often described science, math and like subjects as “languages” in themselves (Laplante, *Teaching science to language minority students in elementary classrooms*, Journal of the New York State Association for Bilingual Education, 12, 62-83, 1997). These new academic languages are taught in English beginning in kindergarten — thereby eliminating the need to teach both brand-new Spanish and English terminology to students. Students develop academic language skills in English, and this also assists them in making the full transition to English by the end of 2nd grade. Through a strong experiential base, children are systematically instructed in the vocabulary and syntactic structures of each subject — math, science, social studies, art and music. Language development is promoted through the use of purposeful dialogue between teacher and students rather than through specific drills.

PLN CS also utilizes the *Spotlight on English* program by Santillana, an English Language Development program designed for grades K-5 to meet the needs of ELs. Spotlight on English 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 in each kit provide students with access to materials that require teachers to utilize strategies that support multiple modalities.

Further details about our ELD program are included in the section below about English Learners.

MATHEMATICS

Starting in the 2016-17 school year, PLN CS is implementing a new math curriculum, *Math Expressions Common Core* by Houghton-Mifflin. *Math Expression Common Core* is based on the research results of the Children’s Math Worlds (CMW) National Science Foundation-funded research project. The program emphasizes conceptual understanding intertwined with the other components of math proficiency, using drawings, conceptual language, and real-world examples. The curriculum is a hand-on, inquiry-driven program teaches students how to represent solutions and explain their answers. This approach helps develop problem-solving and reasoning skills. Every lesson includes intervention, on-level, and

challenge differentiation to support classroom needs. Students invent, question, model, represent, and explore but also learn and practice important math strategies. Mathematics content and models connect and build across the grade levels.

Students also use web-based math programs such as ST Math, Achieve 3000, Reading A-Z, and Kahn Academy. These blended learning programs enable teachers to differentiate instruction, focusing on the needs of struggling students and those ready to move beyond the grade level curriculum.

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 that encourage writing and speaking about math and increasing a student's ability to explain their thinking.

Each daily math session begins with "math rituals." For about an hour each day students focus on the math rituals along with concepts and math applications in word problems through two to three activities. These activities include working with the teacher on specific problems, small group practice, and independent work with manipulatives. Math rituals, including math read-alouds, counting and collecting, and problems of the day, are included at the beginning of each math session. Whole-group instruction includes introduction of the "concept of the week," math games, and other exercises. Small group rotations include activities with the teacher, teacher's assistant, independent activity, and journal writing (e.g., word problem activities). For students who wish to spend more time with math, additional challenge activities are presented. Time is again reserved at the end of class to explore what each child has learned and achieved.

By the end of fifth grade, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

Concepts for 5th graders include further exploration of geometry, and number sense, multiplication and division of decimals and fractions, and more advanced mathematical reasoning. Emphasis on unpacking and dissecting word problems. Math rituals and time for sharing continue to bookend each child's day. Weekly concepts are introduced at the start of the week, and then explored in depth. Small group study, including time with the teacher, time for independent activity, and journaling, as well as challenge activities, enable children to explore larger concepts in depth.

SCIENCE Our science curriculum is based on interdisciplinary approach using both the NGSS and CCSS. Our teachers use a variety of resources to help bring this content to life. With the help of our Pedagogy Consultant, 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 use resources such as Seeds of Science and Roots of Reading 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.

The science curriculum focuses on a year-long inquiry study of a “big idea” within an area of science, with other areas of science infused where they can be supportive of the big idea. Inquiry based study is generated from student questions. Students conduct investigations and experimentations as a way of understanding the different concepts they will learn. In their exploration of a “big idea,” children use materials to represent their understanding of the concepts facilitates student demonstration of the concepts learned.

SOCIAL STUDIES

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*. As with science, the curriculum is concept-based, and provides in-depth study of big ideas/concepts using the same inquiry processes. The social studies curriculum is taught using concepts from history, psychology, sociology, economics and political science, and inquiry about different cultural groups is promoted. The program facilitates interdisciplinary teaching, contains student-centered lessons and materials, and supports the development other aspects of learning (artistic, social, verbal, logical, and intuition). Materials developed by UCLA’s Lab School are used in the exploration of social studies topics. As students master key concepts and vocabulary, they develop non-fiction reading skills. Our goal in this area is to develop critical thinkers, as well as to promote discussion of social justice issues based on our Safe School values.

Our teachers and students embark on several exploratory projects each year that encompass writing, research, art, science, and social studies. To illustrate, a classroom may research the Underground Railway, design model representations of the village helping the runaways, learn chants and songs sung along the path, create writing that showcases the “stakeholders’ points-of-view, and perform dramatizations.

Students are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others. Geography concepts include the language of movement and mapping, interaction between people and environments, and the connection between science and social studies (plants, animals, human life). Identity/Culture concepts include cultural diversity (including differences between self and peers), empathy and multiple perspective and focuses on the contributions of others. Students also work on developing citizenship and learn to respect the rights of others by engaging in activities that develop their sense of justice and fairness.

One area that is crucial is Human Responsibility – which is incorporated into the year-long study in each grade level. Discussions in this area lead to experiences and projects that develop proactive students who can create positive changes at the local, national or global level and acquire expertise in a particular

topic. This type of instruction enables deeper learning, including for English Learners who develop a larger vocabulary that they acquire as they delve deeper into the big idea throughout the year. Because of the continuity of the year-long study, the students practice vocabulary usage and develop more complex sentence structures, as English Language Arts standards are incorporated into each lesson.

ARTS

The visual and performing arts are integrated into each subject described above, 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 CS, 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 Inner City Arts, Young Musicians Foundation, the Colburn School and other local organizations to provide meaningful visual and performing arts work with students and teachers. Students participate in music, dance, theater, ceramics, drawing, painting, fine arts, sculpture, print-making, 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-Emilia 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 clay 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.

Each classrooms is set up with an atelier (art studio) which serves as a STEAM workshop. The purpose of the atelier is to help the students become excited and curious about the arts and sciences. Students have opportunities to use mixed media and recycled products to represent ideas, show patterns and mathematical concepts through art. Student experiences have also included workshops with an artist in residence, who also works with teachers to support their development as guides in the arts for their students.

PHYSICAL EDUCATION

P.E. 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 class, the children stretch, run, and exercise.

In the fifth grade, students are introduced to a variety of team sports. In each three week 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.

TECHNOLOGY

Technology standards based on the National Educational Technology Standards (NETS) are included. NETS standards are applied at each grade level in a manner consistent with grade level appropriate content and expectations. All teachers have access to mobile laptop/iPAD carts and each classrooms is equipped with six laptops in grade 3rd-5th and in grades k-2nd classrooms are equipped with 5 iPADS. Also, as added support, some classrooms have Smartboards. This technology is used as a tool throughout students' courses to provide them access to information and multiple methods of expressing their understanding. Starting in Kindergarten, students learn how use educational software programs such as ST Math and Achieve3000, and tech resources to express thoughts and ideas. Students master typing skills, play online educational games, and demonstrate knowledge of school rules for using technology and demonstrate proper care of equipment. As they rise through the grade levels, students learn to navigate virtual environments such as digital books, software, and websites. They use digital resources to find information, create and communicate original ideas. By fifth grade, students demonstrate familiarity with use of Word, PowerPoint, Publisher and Excel. They produce useful documents such as stories, reports, and newsletters. Students know how to operate digital cameras and incorporate pictures into a working document. Students conduct research using the internet and make decisions on the accuracy of information. Students know how to save, name, and retrieve files.

INNOVATIVE COMPONENTS OF THE INSTRUCTIONAL PROGRAM

As detailed above, PLN CS 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 as well as the arts and technology.

INTERVENTION AND ENRICHMENT PROGRAMS

See sections above re: Arts, PE and Technology. Intervention and supports for students via the school's differentiated learning strategies, SST process and other targeted supports for students in need are detailed below.

CURRICULAR AND INSTRUCTIONAL MATERIALS

Teachers use CDE-adopted, standards-based, 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 instructional resources to be used are as followed:

Content Area	Instructional Materials
--------------	-------------------------

English Language Arts	Classroom Leveled Reading Libraries Teachers College Reading and Writing Units of Study Achieve 3000 <i>Words Their Way</i>
Spanish Language Arts (TBE Classrooms)	Cancionero-Spanish Phonics, Shared Reading Interlingual Solution for phonics Instruction-Spanish Estrellitas- Phonics- Spanish Sadlier-Oxford Grammar workshop and Vocabulary Work Shop <i>Palabras en Su Paso (Words their Way)</i>
English Language Development	Santillana; Project GLAD Making Content Comprehensible for Elementary Students (SIOP) model
Mathematics	<i>Math Expressions Common Core</i> ; Cognitively Guided Instruction (CGI)/Manipulatives ST Math Moby Max
Science	Seeds of Science, Roots of Reading
Social Studies	Critical Thinking Institute Materials Social Studies trade books, reference books, expository text materials; primary resources Social Studies Alive

COMPREHENSIVE COURSE LIST

All students, TK-5, participate in a comprehensive instructional program that incorporates the subjects detailed above.

INSTRUCTIONAL METHODS AND STRATEGIES

At PLN CS 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 a constructivist instructional framework and teaching methodologies scaffold 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 and conceptual knowledge.

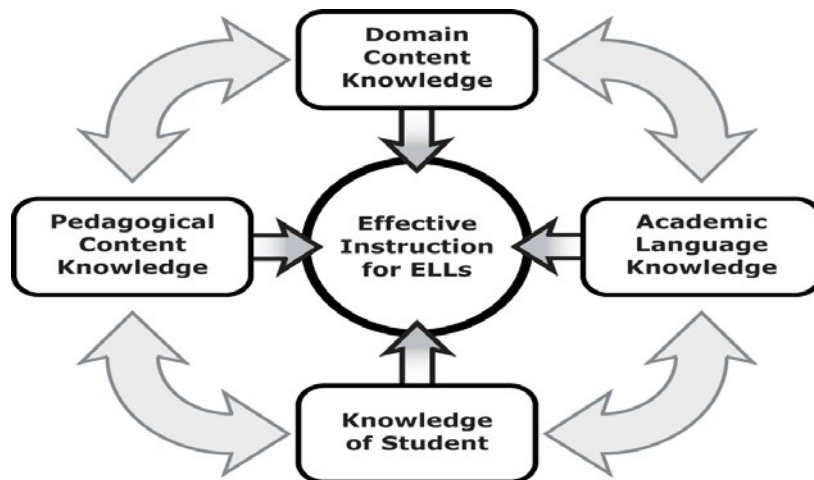


Figure 1. Model of Effective Instruction for ELLs (Heritage, H.M., Silvia, N., & Pierce, M. (2006). *Academic Language: A view from the classroom* in A. L. Bailey (ed.). *Language Demands of students Learning English in School: Putting academic language to the test*. Yale University Press: New Haven (CT.)

Using the recommendations from the National Research Council and the Reggio Emilia approach , PLN CS 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.

Collaboration: Collaborative group work, both large and small, is considered valuable and necessary to advance cognitive development. 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 language development for English Learners.

Diagnostic assessment: Teachers use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments inform decisions about the curriculum and teaching strategies as well as individual supports for students. One important assessment component is PLN's Benchmark System. PLN CS staff administer standards-based assessments three times a 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, clay— 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 CS, 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.

Documentation: Similar to the portfolio approach, documentation of children's work-in-progress is viewed as an important tool in the learning process for children, teachers, and parents. Pictures of children engaged in experiences, their words as they discuss what they are doing, and the children's interpretation of experience through visual media are displayed as a graphic presentation of the dynamics of learning. Documentation provides evidence for the child, teacher and community of learning and the growth in knowledge.

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 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

As detailed above, all students receive explicit instruction in basic Office suite functions, and comfort-levels with tech 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. We see technology as a critical 21st century skill set necessary to succeed in school and life. We know that technology is extremely important to their academic achievement and professional excellence well beyond school-age years.

At least once a week, students are required to engage in an educational software program independently because NETS standards are applied at each grade level in a manner consistent with grade level appropriate content and expectations. Depending on the grade level and the time of year, students will make use of tablets and laptops for ST Math, Raz Kid, Achieve3000 or teacher facilitated research in small groups and as a whole class. The ultimate goal is to familiarize students with engaging in academic content through technological devices such as tablets and computers. Students must be prepared, even at primary age, to engage in computer-based assessments and project-based assignments requiring multi-media.

GRADUATION REQUIREMENTS -- N/A

MATHEMATICS PLACEMENT

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

HIGH SCHOOL EXIT EXAMINATION

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

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION – N/A

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.

HOW CHARTER SCHOOL WILL INFORM PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS - N/A

TRANSITIONAL KINDERGARTEN

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

PLN CS offers a full-day Transitional Kindergarten program that is an exciting educational opportunity for children. It is the first chapter of a two-year kindergarten program that uses age-appropriate curriculum that is aligned to the Common Core State Standards.

ACADEMIC CALENDAR AND SCHEDULES

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.

ACADEMIC CALENDAR

August
14 First Day of Instruction

14

AUGUST 2017						
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		

September
1 Admissions Day – No School
4 Labor Day – No School
22 Professional Development – No School for Students

18

SEPTEMBER 2017						
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

October
27 Professional Development – No School for Students

21

OCTOBER 2017						
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				

November
6-10 Parent Conference Week (Early Dismissal @ 2pm)
11 Veteran’s Day
20-24 Thanksgiving Break

16

NOVEMBER 2017						
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		

December
Dec. 19-Jan 5 Winter Break

11

DECEMBER 2017						
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						

FEBRUARY 2018						
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			

February
9 Professional Development – No School for Students
19 Presidents’ Day – No School

18

MARCH 2018						
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

March
5-9 Parent Conference Week (Early Dismissal @ 2pm)
26-30 Spring Break

17

APRIL 2018						
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					

April
2 Cesar E. Chavez Birthday – No School

20

MAY 2018						
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		

May
28 Memorial Day – No School

22

JUNE 2018						
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

June
8 Last Day for Students
11 Last Day for Teachers





6

January

8 Second Semester Begins
15 Dr. Martin L. King Jr's Day – No School

17

JANUARY 2018						
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			

	Early Dismissal – 2:00 p.m.	
	Holiday – No School	
	Teacher Professional Development Day No School for Students	School Hours: Mon, Wed, Fri 8am-3pm Tues & Thurs 8am-2pm
	School Closed	

SAMPLE DAILY SCHEDULES

Block Schedules: Scheduling is a valuable but untapped resource for school improvement. The decision to increase time in separated content blocks was made based on Dr. Lauren Resnick’s research that finds a strong correlation between a greater degree of learning and the amount of time needed to learn (Resnick, 2007). In grades 3-5 instruction is provided to students in a departmentalized instructional block. Block scheduling can:

- improve instructional climate;
- help solve problems related to the delivery of instruction; and
- assist in establishing desired programs and instructional practices.

Block schedules are used to maximize academic learning. Through the use of block schedules, teachers have more time to effectively plan lessons that are engaging and differentiated for all students in all classes. Our key instructional blocks include:

Morning Meeting: Students and teachers meet daily to implement a social skills program that helps develop students’ communication, empathy, and connection to school and peers.

ELD: Given the significant needs of our EL population – many of whom arrive at school with little to no exposure to English -- PLN CS has a dedicated time daily for ELD. Students who have re-designated or are initially fluent are offered maintenance and challenge activities in language development.

**Regular Schedule
TK/K, 1st 2nd**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:20-9:20	Math	Math	Math	Math	Math

9:20-10:00	English Language Development Challenging Activities	English Language Development Challenging Activities	English Language Development Challenging Activities	English Language Development Challenging Activities	English Language Development Challenging Activities
10:00-10:20	Recess	Recess	Recess	Recess	Recess
10:20-11:20	ELA Writing	ELA Writing	ELA Writing	ELA Writing	ELA Writing
11:20-11:50	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop
11:50-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:30	Science	Social Studies	Science	Social Studies	Science/Social Studies
1:30-2:00	Technology Or Library	PE	Technology	PE	Technology Or Library
2:00-2:45	Social Studies		Social Studies		Social Studies
2:45-3:00	Clean Up Homework		Clean up Homework		Clean Up Homework

**Bilingual Schedule
TK/K, 1st 2nd**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:20-9:20	Math	Math	Math	Math	Math

9:20-10:00	English Language Development Challenging Activities	English Language Development Challenging Activities	English Language Development Challenging Activities	English Language Development Challenging Activities	English Language Development Challenging Activities
10:00-10:20	Recess	Recess	Recess	Recess	Recess
10:20-11:20	Spanish Writer's Workshop	Spanish Writer's Workshop	Spanish Writer's Workshop	Spanish Writer's Workshop	Spanish Writer's Workshop
11:20-11:50	Spanish/Reader's Workshop	Spanish/Reader's Workshop	Spanish/Reader's Workshop	Spanish/Reader's Workshop	Spanish/Reader's Workshop
11:50-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:30	Science	Social Studies	Science	Social Studies	Science/Social Studies
1:30-2:00	Technology Or Library	PE	Technology	PE	Technology Or Library
2:00-2:45	Social Studies		Social Studies		Social Studies
2:45-3:00	Clean Up Homework		Clean up Homework		Clean Up Homework

Schedule 3, 4, 5th Grade

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:15-9:30	Math	Math	Math	Math	Math
9:30-10:15	English Language Development Challenging Activities	English Language Development Challenging Activities	English Language Development Challenging Activities	English Language Development Challenging Activities	English Language Development Challenging Activities
10:15-10:35	Recess	Recess	Recess	Recess	Recess
10:35-11:45	ELA Writing	ELA Writing	ELA Writing	ELA Writing	ELA Writing
11:45-12:30	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop
12:30-1:10	Lunch	Lunch	Lunch	Lunch	Lunch
1:10-2:00	Science	PE	Science	PE	Social Studies
2:00-2:45	Technology Or Library		Social Studies		Technology Or Library
2:45-3:00	Clean Up Homework		Clean up Homework		Clean Up Homework

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	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	X	99	355	81	295	0	0	0	0	180	36000	59040	23040
1	X	99	355	81	295	0	0	0	0	180	50400	59040	8640
2	X	99	355	81	295	0	0	0	0	180	50400	59040	8640
3	X	99	355	81	295	0	0	0	0	180	50400	59040	8640
4	X	99	355	81	295	0	0	0	0	180	54000	59040	5040
5	X	99	355	81	295	0	0	0	0	180	54000	59040	5040
6													
7													
8													
9													
10													
11													
12													

EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379 – N/A.

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

Because we are interested in educators representing the diversity of our city, we recruit teachers from all over Los Angeles. We strongly prefer that all teachers have BCLAD certificates (authorization to teach English Learners). At a minimum, all teachers have a CLAD certificate or the equivalent and meet all other pertinent NCLB requirements. Instructional staff preferably have experience with this age group and familiarity with a constructivist approach to education.

In order to obtain a diverse pool of qualified applicants, PLN CS 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, level of bilingualism and bi-literacy, 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 community composition. 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 CS'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 CS teachers.

At PLN, teachers primarily plan in grade level groups and with their TBP and SEI program peers. 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 CS 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 Tuesdays 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 four 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 by CA standard 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. Currently, we have a group of teachers who are largely new to the profession, and our focus areas are balanced literacy, classroom management, assessment and interdisciplinary planning.

We support our teachers by giving them access to experts in the field and the time they need to explore and implement our programs to the fullest. We engage in lab days where professional development consultants conduct demonstration lessons in a pre-selected classroom for teachers to observe. During these days, teachers meet in TBP or SEI groups and debrief and provide feedback. We also have engage consultants with expertise in interdisciplinary lesson design and delivery educational consultant also conducts walkthroughs (at times with the principal and at times alone) and we meet at the end of the day 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 CS 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 CS 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.

Professional Development Plan

At the beginning of the year, the principal plans a four-month long professional development calendar. In the third month of the school year (October), the principal modifies the professional development plan to adjust to teacher needs, strengths and interests: The following topics comprise a list of topics for the 2016-2017 school year:

- Curriculum mapping
- Classroom management
- Peer observation and feedback
- Responsive Classroom social skills development
- Student assessment, data-driven instruction
- Interdisciplinary planning and the Reggio Emilia approach to teaching
- Grade-level culminating project collaboration
- ST Math, Achieve 3000 and leveraging blended learning to increase proficiency
- Interdisciplinary Planning support – with a focus on STEAM (Science, Technology, Engineering, Art, and Math) training

- CCSS, NGSS
- Strategies for English Learners, monitoring EL proficiency levels, reclassification
- Transitional Bilingual Education
- Balanced Literacy: Readers and Writers’ Workshop
- New CCSS-aligned Math Curriculum (*Math Expressions Common Core*)
- Mandatory safety trainings (e.g. child abuse, sexual harassment, bloodborne pathogens, emergency response)

MEETING THE NEEDS OF ALL STUDENTS

PLN CS uses strategies to target students who have additional 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 minimum of 30 minutes of planning time 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 CS commitment to personalizing instruction; and
- Authentic and varied forms of assessment are used to identify differentiated instructional techniques for students in need of interventions and additional supports.

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 Student Success Team (SST) 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

ENGLISH LEARNERS

Charter School shall identify potential English Learners (ELs) 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 academic core 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 (on or about October 1), 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 Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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.

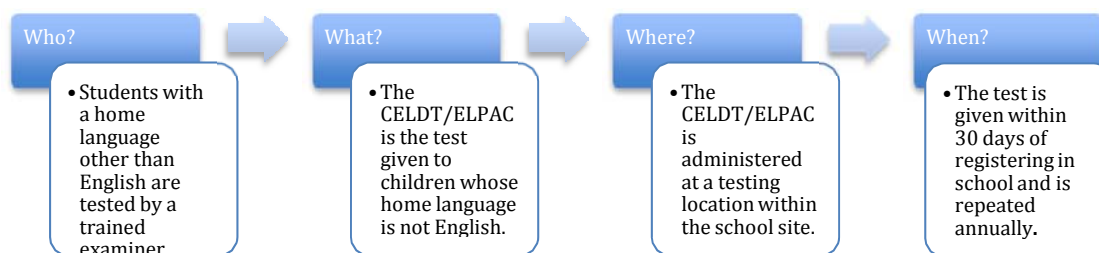
PLN Charter School is committed to meeting the needs of all English Learners. As detailed above, there are two instructional programs available to English Learners at PLN Charter Elementary: a Transitional Bilingual (TBE) program and a Structured English Immersion (SEI) program. All English Learners receive daily English Language Development lessons; P.E. also is taught in Sheltered English. PLN implements the LAUSD English Learner Master Plan.

a. Process for Identifying ELs

All parents or guardians seeking to enroll students at PLN are required to submit a Home Language Survey (HLS) as part of the registration process. The HLS data is used to identify students who may not be proficient in English. Assistance in filling out all registration forms is provided by our bilingual office staff. Kindergarten Orientation sessions are provided during the summer prior to enrollment. During these sessions, parents and guardians are introduced to the forms in the registration packet, including the HLS. If parents indicate that there is a home language other than English on the HLS, or if there are doubts regarding the accuracy of responses, then parents receive program information with placement options. As noted above, at Kindergarten Orientation (or upon enrollment into 1st grade), families are

provided with an overview of the SEI and TBE instructional programs and asked to select a program. Ultimately, parents choose the program for their child after discussing options with the principal or a member of the school staff. Parents are offered opportunities to understand the structure and purpose of and the differences between the SEI and TBE programs. These opportunities include presentations at Kindergarten Orientation, TK/Kindergarten Family transition day as well as printed material and access to administrators at the school and office staff who can discuss the programs. If the TBE program is selected, parent sign a “waiver” form requesting this placement.

Students whose survey indicates a home language other than English take the California English Language Development Test (CELDT) or the English Language Proficiency for California (ELPAC) assessment 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. 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 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.



The CELDT/ELPAC results are used to determine the student’s initial English language development level. PLN CS 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, EL level, and reclassification criteria.

b. Educational Program for English Language Acquisition

As described above in the Curriculum and Instruction section, there are two instructional programs available to English Learners at PLN CS: the TBE and SEI programs. The TBE is designed to provide a gradual transition into either a Structured English Immersion program or Mainstream English program as they gain fluency in the English language, progress through grade levels, and gain fluency annually as measured by the CELDT. Subject matter instruction takes place in the primary language (Spanish). Children initially receive core instruction in Spanish, along with English Language Development (ELD) classes. English is the language of instruction for all subjects in the Structured English Immersion program. Children also receive ELD on a daily basis, separate from core content to ensure a focus on language development. Teachers use instructional strategies to help children with limited English skills access the core content and achieve oral, written, and reading language proficiency. The strategies,

modifications and support used in Sheltered English Immersion classes are referred to as Specially Designed Academic Instruction in English (SDAIE) (Díaz-Rico & Weed, p. 109). Spanish is used only when necessary to aide in comprehension. ELD lessons include:

- Clearly stated language objectives based on a scope and sequence of language skills, and focus on the language form and function
- Language patterns and vocabulary
- Structured language practice, or student talk, at least 50% of the time
- Engaging topics and instructional practices.

All English Learners in our bilingual program receive a daily English Language Development lesson. 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 CS' 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 CS 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 CS 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.

Other approaches that are utilized in both the TBE and SEI programs are SIOP, GLAD and SDAIE. .

SIOP Strategies: The Sheltered Instruction Observation Protocol (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

GLAD Strategies: Project GLAD (Guided Language Acquisition Design) 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:

- 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.

Our adopted ELD program currently uses *Spotlight on English*, published by Santillana. This stand-alone ELD program is used in both TBE and SEI programs and is aligned to Common Core Standards and CA ELD Standards. *Spotlight on English* allows teachers from both Transitional Bilingual and Structured English Immersion programs to engage in collaborative planning and also work in grade level teams to regroup

students by CELDT/ELPAC proficiency level during ELD lessons. CELDT/ELPAC results also are used to analyze school wide performance towards achievement of AMAOs and 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 proposed English Language Proficiency Assessments for California (ELPAC) system, which will be aligned to the 2012 revised CA ELD Standards. Until the ELPAC system is required by the state, PLN CS 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 Proficiency Levels with Meaningful Access For English Learners, Including Instructional Strategies And Intervention

See Section (b) above. Each day a minimum of 45 minutes of time is dedicated to ELD for ELs. 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. The ELD teachers have intimate knowledge of their students varying abilities through formal test data, regular communication with core teachers, and informal weekly assessments. ELD teachers work closely with teachers across all content areas to ensure we meet the needs of EL students. Primary language support in Spanish is provided by either the classroom teacher or other qualified staff member(s). 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 (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). Teachers use these folders to collect student work samples, document Reading Levels, and check of 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. The goal is for each student to progress by at least one level per year on the CELDT/ELPAC until the EL student is reclassified.

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 CELDT/ELPAC until they have demonstrated that they are able to compete effectively 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 including:

- 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 and Spanish Language Arts curriculum as assessed by the classroom teacher. Student mastery is based on classroom level assessments aligned to the CCSS for English and Spanish Language Arts, which is reported on all progress reports and report cards.
- Students must achieve a minimum score of 3 (proficient) in Language Arts on the most recent progress reports.
- 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 under consideration for reclassification who are enrolled in the TBE program will be given the DIBELS English Language Arts assessment in addition to the Spanish Language Arts test. Students meeting benchmarks for the grade and time of year that the test is administered will be considered for reclassification.

*Note: PLN will modify our minimum reclassification requirements as the State adopts a new accountability system and revises the reclassification criteria threshold.

The reclassification process begins each spring, after CELDT/ELPAC scores become available and just after the second submission 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) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals. If a student satisfied all of these requirements they will then be recommended for reclassification pending the release of CAASPP scores for that year. If a student scores Met Standards or above on the ELA test, he/she will be officially reclassified, and their file would be updated to reflect RFEP in that academic year.

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

The Assistant 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. Classroom teachers administer running reading records three times each year to ascertain each student's exact reading level. All students take the DIBELS Language Arts assessment three times each year as well as the periodic math assessments via our math curriculum (Math Expressions Common Core). 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)

In addition to monitoring ELs and RFEP students, the Assistant Principal also monitors LTELs. With a particular focus on why a student has not acquired English at an expected rate, we determine the best support system for that student moving forward. In addition to daily ELD instruction, additional strategies may be used such as online/blended learning programs (e.g., ST Math, Achieve 3000), after-school tutoring, and additional support such as small group instruction. Because we have an active intervention program, we also confirm if these students are already receiving intervention and then adjust or increase activities if so. PLN CS will make students and their parents/guardians aware of their LTEL status, the characteristics of LTEL students (weak academic language, gaps in reading and writing skills, little progress on levels of English proficiency, non-engagement, etc.) 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 CS' 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.

Students demonstrating high intellectual ability as evidenced in classroom work and as identified by school staff, will be referred to LAUSD by the principal to begin the fee-for- service testing process. Students in the second semester of kindergarten and in first grade may qualify under the category of intellectual ability. In 2016/2017, we will develop a comprehensive plan for additional program development, to potentially include school-based assessments and an increase in the professional development needed for teachers to better differentiate and serve these populations.

In order to ensure high performing students are provided 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 CS 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 running reading records, formative assessments, benchmark assessments in math and DIBELS benchmarks assessments in fall, winter and spring of each year.

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. Block scheduling, 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 determine students not meeting grade level target benchmark in any trimester on any Dibels literacy measurement or *Math Expressions* 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 an after school literacy and math intervention program provided through by our teachers and aides as well as summer school intervention programs taught by classroom teachers. Classroom intervention takes place during the time that a Teacher Assistant is assigned to the classroom. Teacher Assistants are trained in intervention protocols. Daily, teachers create the opportunity to work in smaller group settings with students in need of targeted intervention.

SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

Our program is specifically designed to meet the needs of our socio-economically disadvantaged students (as evidenced by FRPL status), who make up 98% of our student population. In addition to developing a strong academic base that enables students to close the achievement gap, PLN CS integrates specific strategies for working with students classified as economically disadvantaged. Our intensive focus on literacy instruction in both the TBE and SEI programs 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 socio-economically 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. Safe School 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

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, 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 the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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, CSIS 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, CSIS 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, CSIS 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, CSIS 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.

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 is reflective of a student who is enrolled in the Early-Exit Transitional Bilingual Program:

6:53 am: A fourth grade English Learner, along with his little sister, who is in kindergarten, waits outside on the sidewalk along 7th Street. They are laughing, playing roughly, as siblings often do with one another, which can still be gently discerned above the hustle and bustle of the noisy traffic along Alameda St. and 7th street. They are both leaning against and hanging from the black bars that insulate them from the surrounding community that is highly impacted by crime and poverty. They are greeted warmly by Hugo, the reliable PLN security guard, fellow students, their parents, and teachers who enthusiastically say “Good morning.”

7:00am: Hugo unlocks the gate to let the students into the school. The two students go up to the kitchen window, where they are lovingly greeted by Rosita and Maria, the cafeteria staff. Rosita and Maria, ready with their warm, heartfelt words for students, serve the students their breakfast with gentle care. The fourth grade student rushes with his breakfast to the outside benches to convene with his classmates. He rushes to eat so that he may go on the playground and join the exciting kick ball game starting on the playground. The kindergarten student continues on into the cafeteria with her breakfast, where she is greeted by several T.A.’s and her fellow classmates. Once she finishes her breakfast, she begins to play puzzles, color, draw, read a book, and chat with her friends, while waiting for their teacher. The cafeteria is filled with children’s laughter and conversation, waiting for the school day to start.

7:50am: The kindergarten teachers enter the cafeteria, beaming with energy and liveliness that only adults that work with children have the privilege of experiencing. The classes gather to line up with their teachers, amongst the choral voices yelling, “Buenos dias Ms. ___!” “Good morning Mr. ___!”

8:00am: The kindergarten students place their belongings into the cubbies outside of the classroom. They are reminded by their teachers to have their homework binders ready to turn in and place into the large wicker basket. The students are lined up outside the door, ready to enter their classroom, which has fresh and colorful flowers in vases on the tabletops, sharpened, big thick pencils without erasers in glass cylinders, papers of all shapes and sizes arranged elegantly, rainbows of crayons, wicker baskets in a living room library area, and soft music playing in the background. Storybooks surround the entire classroom, with books by Eric Carle, Dr. Seuss, Ezra Jack Keats, and Kevin Henkes filing the shelves. The students enter the classroom, turn in their homework, sign their name in, and take their spot on the “pizza crust” of the rug. The teacher all the while is greeting the students around the classroom, singing a “Good morning” song and touching their shoulders, letting them know that the classroom is about to become a safe place for their learning.

8:15am: The teacher reviews the agenda for the day with the students. She lets the students know about all the exciting learning tasks, experiences, and events that will take place during the day. The teacher calls the students “friends, readers, writers, mathematicians, scientists, critical thinkers,” and of course, like Van Gogh and Monet, “remarkable artists.” The agenda and times for the day are carefully reviewed, followed by a clear and accessible discussion of kindergarten objectives to be met.

8:30am: The students hear a read aloud -- “The Snowy Day” by Ezra Jack Keats -- carefully scaffolded to pay close attention to the small moments in the story, which they will revisit during Writers’ Workshop.

8:45am: The students engage in an interactive writing activity, where they “share the pen” with the teacher; co-authoring a writing piece.

9:00am: At this time, the students receive thoughtfully planned “Word Study,” where they engage in phonemic awareness, phonics, songs, chants, and intense word play. They are focusing on the vowel sounds.

9:20am: “Shared Reading” takes place at this time, where a large page from “Chrysanthemum” is enlarged, analyzed, dissected, and read aloud by the entire class.

10:00am: The kindergarten students have their snack in the cafeteria, which consists of fruit, orange juice and a granola bar. After they nourish their bodies, they listen to dance music and “boogie” with their little bodies. They return excitedly and flushed to their other classroom, where they will receive their second literacy block. The teachers are waiting for their scholars.

10:30am: The rituals for “Writer’s Workshop” begin with the teacher asking the writers to prepare their materials. Where the students narrate their personal experiences and create published masterpieces.

11:00am: Readers’ Workshop: The students embark on the wonderful journey of reading, listening to their teacher bring to life a book with a read aloud.

11:50am: The kindergarten classrooms go have their warm lunch of chicken in the cafeteria, and then go to the pre-school yard for play time. On the yard, they play on the apparatus, ride tricycles, and engage in dramatic play. There are two teaching assistants supervising the students.

12:40pm: The students return to their respective classrooms, where they are immersed in a world of intense English Language Development, exploration, critical thinking, and hand on experiences. The second part of the day begins with a read aloud. The teacher animatedly reads to the scholars, “We’re Going on a Bear Hunt,” a wonderful book filled with action, prepositional phrases, suspense, and rich language.

1:10pm: The Cognitively-Guided-Instructional Math Workshop begins. The kindergarten students delve into their counting collections and mathematicians’ notebooks, where they record their mathematical reasoning. The classroom is filled with the clanking noises of pebbles, glass counters, and many other eclectic household objects that the students are using for counting and computation.

2:00pm: At this time, it is time for Science Workshop, where the students are studying the process of germination and the parts of a plant. They are working on a flow chart of the different stages of weather. Some students are sketching, some writing, some observing clouds, and some creating diagrams about weather. The scientists are hard at work.

2:45pm: The students gather on the rug for the final group meeting. The teacher will review the homework, ask students to verbalize the learning that took place, and thank them for putting their heart and soul into the day.

3:00pm: Some students stay in the classroom with the after school teacher, while others are taken home by parents, grandmothers, older siblings, or friends. The fourth grader comes rushing down to

pick up his little sister from kindergarten. When their family arrives, the kindergartener can be heard sharing the novelties, tender adventures, and extraordinary happenings of her day at PLN.

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 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section 10, *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 CAASPPs and CST for Science (with the new NextGen Science tests as they are released). The matrix below outlines the PLN assessments that are utilized to assess student progress during the school year:

Assessment	What does it assess?	Who takes it?	When is it administered?
CAASPPs; CST for science	Attainment of grade level content standards in English Language Arts, Mathematics, and Science for grade 5	All students in grades 3-5	Annually
CELDT/ELPAC	EL proficiency	All English Learners in grades TK-5	Annually
Standards Plus	Attainment of grade level skills in English Language Arts	All students in grades TK-5	Weekly assessments
CAASPP ELA Performance Task	English Language Arts Content Standards	All students in grades 3 – 5	Once per year
DIBELS NEXT	English Language Arts Content Standards	All students in grades TK-5	Three times a year and progress monitoring for students not meeting benchmark every two weeks
Fountas and Pinnell Assessment system – English	Identify level of text student can read independently with analysis of comprehension, miscues, and fluency (levels J and above)	All students in TK-5	Three times a year Beginning, Middle, End of year *TK-3 more frequent on an as needed basis
Fountas and Pinnell Assessment system – Spanish	Identify level of text student can read independently with analysis of comprehension, miscues, and fluency (levels J and above)	All students in Early Exit Transitional Bilingual program for grades TK-1	Teachers report beginning, middle, end of year data; more frequent on an as needed basis

Words Their Way	Assess knowledge of each students stage of spelling development	All students in grades TK-5	Beginning and end of year as needed for student progress monitoring
Teacher-Created Writing Assessments	Mastery of grade level writing standards	All students in grades TK-5	Three times a year Beginning, Middle, End of year
English Language Development	Progress towards mastery of CA English Language Development Standards and English Language Proficiency	All English Learners in grades TK-5	Continuous assessment reported three times a year
Math Expressions Pre- and Post-Test	Mathematics Content Standards	All students in grades TK-5	Two times a year
CAASPP Math Interim Assessment Blocks	Mathematics Content Standards	All students in grades 3 - 5	Two times a year
CAASPP Math Performance Tasks	Mathematics Content Standards	All students in grades 3 – 5	Once per year
Math Expressions Unit Test	Mathematics Content Standards	All students in grades TK-5	At the end of each unit
Science Test	Science Content Standards in Life Physical, Earth and Investigation and Experimentation	All students in grade 3-5	At the end of each science unit
Science Journals	Science Content Standards in Life Physical, Earth and Investigation and Experimentation	All students in grades TK-5	During each science unit

All other curriculum related assessments are on-going 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. We collect literacy and mathematics assessment data for all students three times each year in order to monitor student academic progress. Students are placed in three categories: Benchmark, Strategic, and Intensive. For the latter two categories, students are assessed every two weeks.

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 quarterly progress reports to the Para Los Niños Vice President of Quality Assurance and Research.

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 TK-5 receive reports cards three times during the school year and are graded on performance in both Spanish and English, if students are in our Transitional Bilingual Program. Students are graded on a scale of 1 through 4 in Language Arts, Math, Social Studies, Science, Physical Education, ELD and the Arts. Technology is not graded as an independent subject but rather integrated in various content areas. The following are the evaluation codes used on the PLN Achievement Report Card: 4 -Advanced, 3-Proficient, 2-Developing, 1-Emerging. The PLN Achievement Report Card is also used to evaluate and provide parents with input regarding their child's work habits and citizenship. These are also graded on a scale of 1-4. The following evaluation codes are used on that portion of the report card: 4-Always, 3-Usually, 2-Sometimes, and 1-Rarely/Never. If a child has not shown progress after participating in multiple rounds of intervention the teacher may recommend retention. Parents are notified of potential for retention at second trimester parent conferences. Parents are then formally notified of retention recommendation in May and must sign and agree to retention in order for the student to be retained.

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 policy as it relates to charter schools, as they may be amended from time to time.

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 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 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 and related parties, shall promptly respond to all 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 and related parties, 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 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, related parties, 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.

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 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.

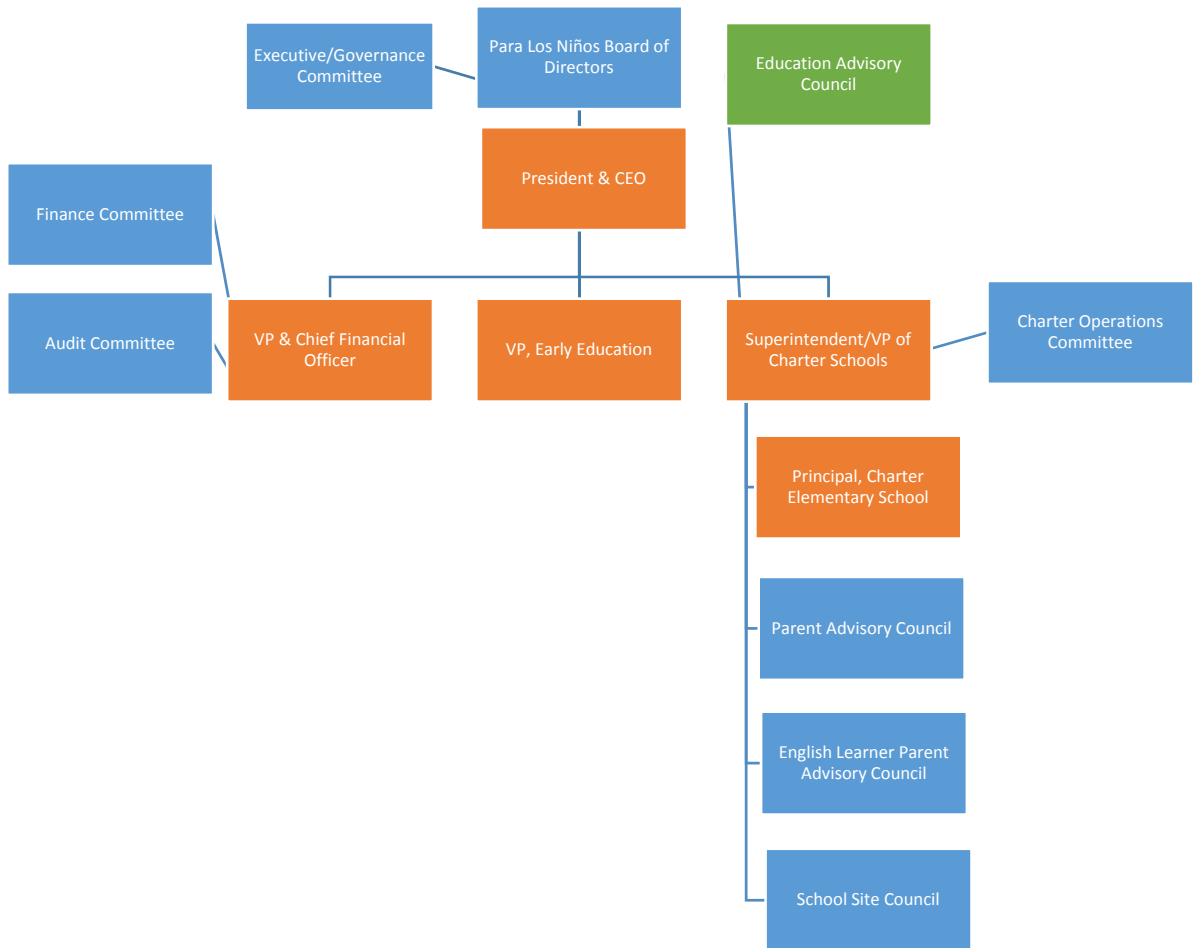
GOVERNANCE STRUCTURE

Para Los Niños Charter School is a direct-funded, independent charter school that operates as a 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.

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

1. ORGANIZATIONAL CHART



Major Roles And Responsibilities

The PLN governing board :

- Ensures the Charter School operates in compliance with all applicable laws and the terms of its charter.
- Hires, supervises and evaluates the CEO;
- Approves major contractual agreements
- Approves and monitors the implementation of general policies of the Charter School;
- Approves and monitors the Charter School's annual budget and budget revisions;
- Acts 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;
- Contracts with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Approves annual independent fiscal audit and performance report;
- Establishes Board Committees as needed;
- Recruits and appoints new Board members and provide orientation training
- Executes all applicable responsibilities provided for in the California Corporations Code;
- Engages in ongoing strategic planning;
- Approves the school calendar and schedule of Board meetings;
- Approves charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration; and
- Participates in the dispute resolution procedure and complaint procedures when necessary.

Functions and roles of the 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.

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 for 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; 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 CS Principal is responsible for:

- Leadership and direction to teachers and staff
- Instruction, including coaching and 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 13 directors. Each director is prominent in his/her respective fields (finance, business, real estate, public accounting, marketing, law, entertainment, education and/or philanthropy). Board members represent 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 organization's strategic plan.

Pursuant to California Education Code § 47604(b), the District reserves the right to, appoint a representative to PLN's Board. . 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 and distributed to each member of the Board of Directors and will be posted near the entrances of the school and at the entrance of the school's main office for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings will be posted on the school's website, published in the monthly newsletter to parents, and posted in the main office of the school at least 72 hours in advance of the meetings. The schedule for regular Board meetings will also be included in the school's monthly calendar that will be distributed to all parents at the school. 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 Charter 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 conflicts of interest policy that complies with the Political Reform Act, Corporations Code, and District policy. 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 CS 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, 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.

Directors may participate in a meeting through use of conference telephone, or other electronic transmission in compliance with the Bylaws so long as:

- 1) Each director participating in the meeting can communicate with all of the other directors concurrently and;
- 2) Each director is provided with the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection specific to, a specific action to be taken by the corporation.
- 3) For any meeting with board member telephonic participation, the agenda identifies the teleconferenced location and that location is open to the public. The agenda is also posted at the teleconferenced location. All votes taken at a meeting with telephone participation shall be roll call vote. At least a quorum of the board must be present within the jurisdiction of the corporation.

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 Charter School will be accountable to the goals and metrics established in its Local Control Accountability Plan (LCAP). PLN CS maintains a **School Site Council (SSC)**; an **LCAP Committee** and an **English Learner Parent Advisory Committee (ELAC)**. These groups meet monthly and at separate times of the month to increase the likelihood that a wide range of parents will participate.

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 such as carpooling. The LCAP and ELAC committees review previous year's LCAP and monitor its implementation, helping the principal develop priorities for the upcoming year, with opportunities for the entire school community to comment and provide their feedback and recommendations.

The ELAC is comprised of a percentage of parents of English Learners at least equal to the same percentage as English learners constitute of the school's total student population. The LCAP committee is a group of parents, classified and certificated staff.

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 (before school, evenings, etc.)to accommodate various parents' work schedules.

LCAP Feedback Process

Para Los Niños Charter School created processes to gather input from stakeholders including representatives from all numerically significant Sub-groups, in order to develop the Local Control Accountability Plan.

Specific stakeholder groups included:

- Parents
- Teachers and other staff members
- Students

Throughout the 2015-2016 school year, school achievement data, including data for all subgroups, was reviewed and shared at Coffee/Pizza with the Principal, LCAP Committee meetings, and other parent meetings as well as teacher and staff meetings.

An informational power point was made to discuss with parents at various meetings in both English and Spanish. Written information was also distributed to parents in both English and Spanish. Discussion groups took place at meetings in both English and Spanish to talk about the eight state priorities. Feedback from meetings (more than 20 were held) was compiled for review and discussion

The PLN parent organization also has an **Education Advisory Council (EAC)** comprised of ten members, including university-based experts with expertise and conducting research in: bilingual education; early literacy; language acquisition; sociocultural factors in learning and motivation; special education; engineering; promoting academic achievement among language minority children and youth; cultural competence, urban schooling, project-based learning; arts integration; STEAM and early childhood education. The group meets on an *ad hoc* basis, and advises PLN and school leaders on instruction, curriculum and methodology to accomplish the vision and goals set forth in the charter petition. Two governing board members also sit on the EAC and report on its research, findings and recommendations to the full Board.

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

PRESIDENT/CHIEF EXECUTIVE OFFICER

Essential Duties/Responsibilities

- Develops with the Board a long-term strategy and vision for the agency. Leads the strategic planning process. Reports annually on the long-term goals of the organization.
- Develops and recommends to the Board annual business plans and budgets that support the agency’s long-term strategy. Reports on a quarterly basis the status of program operations and finances.
- Serves on the Board as an ex-officio member and attends all committee meetings or appoints a designated attendee.
- Maintains full “General Management” responsibility. Provides provide overall leadership for the daily operations of PLN, including operations, human resources management, fundraising, marketing, financial management, public/community relations, program development, and strategic direction.
- Ensures agency achieves core social and fundamental business mission.
- Ensures continuous improvement in the quality and services provided by the agency.
- Formulates and oversees the implementation of all agency policies.
- Establishes and maintains an effective system of communication throughout the organization.

- Recommends yearly budget for Board approval and prudently manages organization's resources within those budget guidelines according to current laws and regulations.
- Constantly strives to achieve the agency's financial and operating goals and objectives and protects the agency's long-term financial health.
- Fosters a corporate culture that promotes ethical practices, encourages individual integrity, and fulfills social responsibility.
- Maintains a positive and ethical work climate that is conducive to attracting, retaining and motivating a diverse group of top-quality employees at all levels and provides final judgment on all personnel issues.
- Ensures, in cooperation with the Board, that there is an effective succession plan in place for the CEO position.
- Articulates the share vision of the organization to ensure a high performing and outcome oriented performance management approach
- Ensures that the agency achieves and maintains a position of excellence within the community and at the state and national level.
- Cultivates good relationships with city, county, state and federal governments and their elected officials and staff.
- Assures the agency and its mission, programs and services are consistently presented in strong, positive image to relevant stakeholders.
- Oversees fundraising planning and implementation, including identifying resource requirements, researching funding sources (individuals, corporations, foundations, government funding, etc.), establishing strategies to approach donors/funding sources, submitting proposals and administrating fundraising records and documentation.
- To ensure the development of marketing plans to increase new revenue sources.
- Serves as the chief spokesperson for the agency.
- Ensures that the public, through the news media, is informed of the facts and the effects of conditions and policies that have a bearing on interest of PLN, their clients, and the public.

QUALIFICATIONS

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

Education/Experience

- An advanced degree from an accredited college or university in a field related to the organization's mission and services.
- At least 5 years of progressive management experience in a non-profit, social service setting.
- Highly skilled in providing direction to and managing multiple programs in a non-profit social service environment.
- Experience in multi-cultural and bilingual environment desirable/required

Special skills/Abilities

- Strong commitment to the mission, vision, core values, goals and philosophy of Para Los Niños.

- Must have the ability to nurture respectful relationships with clients and children and must be sensitive to the client cultural and socioeconomic characteristics.
- Bilingual (English/Spanish) desirable.
- Strong planning, organizational, financial management, communication, fund development, community relations, decision-making and leadership skills.
- Demonstrated ability to work in a fast-paced, creative and collaborative organization while maintaining focus on key organizational priorities.
- Competence in administering the provision services to families, youth and children
- Expertise in multimillion-dollar budget management.
- Ability to effectively work with a non-profit Board of Directors.

VICE PRESIDENT OF CHARTER SCHOOLS/SUPERINTENDENT

The Vice President of Charter Schools (VP)/Superintendent is a member of the agency executive team who provides leadership, vision, and strategic direction for the PLN charter schools, and is responsible for sustaining and improving academic excellence and student achievement at PLN. The VP/Superintendent also demonstrates a commitment to the charter movement and to educational reform through advocacy and communications. The VP/Superintendent supervises charter school principals; the special education program; the afterschool program; parent and community engagement and youth workforce services, and coordinates the integration of wraparound mental health and family supportive services within the schools. The VP/Superintendent provides leadership development to school administrators and teachers, and maintains positive relationships with LAUSD and other community partners. The VP/Superintendent is committed to social justice and a holistic approach to supporting children living in poverty and learning English. The VP/Superintendent 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, PLN Board of Directors and Education Advisory Council 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; Director of Parent and Community Engagement; Special Education Coordinator and Director of Youth Workforce Services.
- 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 LAUSD policies, California State 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

- Promotes educational reform and the goals of the charter movement.
- 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, National Council of La Raza (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 site administrator.
- California Clear Administrative Credential preferred.

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

In collaboration with the S/VP and site-based instructional leadership teams, the Director of Instructional Support 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 VP/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
- 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. A 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

Charter School Operations Coordinator is responsible for managing the School Nutrition Program, Health and Safety and Emergency Management as well as ensuring that PLN Charter Schools establishes and maintains effective and efficient operational policies and procedures. Charter School Operations Coordinator provides support, training, and coaching to office managers at each charter school site. Specific areas of responsibility include:

School Operations

- Serve as the subject matter expert on school operations at each school site through collaboration with PLN's Director of Operations (SIS such as CALPADS and Illuminate, Procurement, Point of Service, etc.) in order to facilitate the sharing of best practices across the all charter schools, including documenting standard operating procedures for schools
- Oversee the School Nutrition Program by supervising and supporting the Food Service Manager in developing processes and procedures that result in high quality and cost effective food services
- Submit reimbursement claims to the state, manage food vendor relationships, ensure compliance with NSLP Requirements and local, district, state and federal laws and regulations
- Collaborates and coordinates with department of Governance, Risk and Compliance with developing and implementing school health, safety and emergency plans

- Coordinate 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, U.S.

Operational Capacity and Support

- Build PLN Schools' capacity to operate efficiently and effectively by providing high quality training, development and support to school leaders and school operations staff
- Act 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
- Lead the school operations staff (charter school office staff on site) recruitment and on-boarding process for all school operations staff at each school site
- Facilitate team meetings with Office Managers and Office Associates (as needed) and provide regular coaching, professional development and support to operations team members to improve operational efficiency and in turn academic performance

Cross Team Collaboration

- Coordinate with PLN's Finance department/Outsourced and Governance, 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

- Support the school site administrators in the design and implementation of school systems, policies, procedures and checklists
- Collaborate 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

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

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.

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.

RESPONSIBILITIES

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), the Local Control Accountability Plan (LCAP) Committee and School Site Council 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 PAC 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/Superintendent

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 insurance 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.

DIRECTOR OF SPECIAL EDUCATION

The Director of Special Education provides leadership, oversight and oversees the management 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, regulations and a high quality of service for all students and families receiving special education services as well as collaborate with other divisions within PLN to establish a common understanding of the Special Education Process.

The Director of Special Education must:

- Work collaboratively with school Principals and Assistant Principals to deliver a legally defensible Special Education Program.
- Develop, participate and ensure that 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) are maintained at PLN schools.

- Supervise the development of legally compliant IEP documents which may include participation, facilitation and coordination of meetings as requested by the Superintendent of Charter Schools in conjunction with input from charter school administrators
- Manages and supervises all PLN SPED services and staff including consultants, vendors and all in-house SPED service providers (i.e. Speech and Language Pathologist, School Psychologist, etc.) to ensure that IEP goals and objectives are legally defensible, 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 SPED budget for all PLN school sites in order to ensure adequate allocation of funds to serve students with special needs.
- Oversees all special education activities, procedures and duties of the assistant principal at respective school sites.
- Serve 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.
- Analyze data, plan activities, monitor programs/services and provide professional development to teaching staff about special education services.
- Engage 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.

Essential Duties:

- Maintain knowledge of current Special Education regulations and best practices
- Support 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.
- Analyze assessment results to drive instruction and IEP development
- Coordinate progress report completion in accordance with district guidelines and monitor timelines
- Maintain compliance of all timelines for IEPs and IEP related services at each school.
- Serve 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
- Supervision of all staff allocated to SPED services within the SPED department, including but not limited to Speech and Language Pathologist, School Psychologist.
- Assist with the supervision of RSP's, Assistant Principals and all other Charter School staff with specific duties related to SPED compliance, law and services.
- Supervise 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
- Hire and manage relationships with outside vendors to ensure students receive prescribed IEP services (e.g. Occupational Therapy, Language and Speech, etc.)
- Develop positive relationships with parents and families, educate them about special education, engage them in the IEP process and keep them apprised of student progress

- Lead and direct the preparation of Informal Dispute Resolution, mediation and due process materials and any such cases to their completion.
- Serve as liaison to LAUSD's special education office
- Prepare and organize all documentation required for Statewide & LAUSD Charter reviews and renewals.
- Participate in the overall agency Quality Improvement process
- Perform 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 Principal will serve as the instructional leader of the PLN Charter 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. He/she 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.

Essential Duties

- 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 inquires, 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.
- 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 organization Continuous Quality Improvement Process.
- Performs other duties as assigned by VP of Charter Schools/Superintendent .

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. 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, assist in the administration of a middle and elementary 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 Duties:

- 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 Charter 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, parking areas, 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 “feeder” schools.
- Assists the Principal in planning, organizing, and implementing a school-wide program for the supervision and safety of pupils (Safe School).
- Supervise and provide 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.
- Analyze and monitor special education data, provide professional development to staff about special education services.
- Monitors fiscal expenditures related to special education funds.
- Facilitates SST meetings.
- Serves as Discipline Coordinator.
- 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 program.
- .

- 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.

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.
- Demonstrate a positive instructional leadership model.
- Effectively analyze problems, issues, and concerns, and formulate appropriate alternative solutions
- Establish and maintain 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.
- Understand and carry 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, provide a high quality integrated curriculum, work collaboratively with peers to meet the social, psychological and educational needs of students, evaluate student performance using designated assessments and student work, and work 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.
- Provide parents 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.
- Must have the ability to nurture respectful relationship with parents and children and must be sensitive to the client's 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
- At least two years of full-time teaching experience at the elementary level
- Demonstrated success working with students in under-resourced communities
- Bilingual (English/Spanish) preferred
- Authorization to teach in Spanish preferred

RESOURCE SPECIALIST TEACHER

Under the supervision of the School Principal and the Director of Special Education 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 student's services will be provided individually in small group inside or outside the classroom as prescribed by the IEP. The RST/RSP will work actively to design and implement the highest quality and motivated intervention in 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 the LAUSD/PLN district 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
- 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

FAMILY ADVOCATE

The Family Advocate is responsible for interviewing and determining the clients' needs for services and provide appropriate referrals to various services to help the clients reach desired goals and maintain an adequate level of functioning.

Essential Duties:

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

- Carries out mission, vision and values established by the President/C.E.O. and Board of Directors.
- Participates in the agency's continuous Quality Improvement Process for the division.
- Establishes initial contact with clients and schedules them appointments with the Social Worker or Family Case Manager.
- Locates, distributes and maintains records of resources including groceries, transportation vouchers and bus tokens to clients as needed.
- Provides appropriate referrals to public and private social services agencies.
- Assists the Social Worker or Family Case Worker with administrative duties.
- Conducts in-home visits to assist in assessing family needs assists in monitoring family progress, and provides teaching and demonstration services when applicable.

- Develops and finds resources for implementation of parent education classes.
- Nurtures respectful relationships with clients, children and demonstrates sensitivity to the clients cultural socioeconomic character.
- Develops, communicates and promotes parent school activities, distributes school newsletters and creates and distributes school flyers.
- Assist in provision of maintenance support group activities, i.e. arts and crafts, budget and finance classes.
- Performs other duties as directed by Supervisor and/or program designee.

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
- At least one (1) year clerical experience; experience working with low-income children and families is a plus.

Special Skills/Knowledge/Abilities

- Have the ability to identify and access community resources for families.
- Have some basic knowledge of the needs of children and families and factors that support their social and physical well being.
- Good verbal and writing skills.
- Types a minimum of 40 words per minute.
- Bilingual (E/S) pref.
- Personnel who provides family support activities must have the ability to:
 - a) Lead discussions, conceptualize well, and communicate effectively;
 - b) Advocate for families served within the larger community and other macro system; and
 - c) Mobilize and educate families about formal and informal resources to support families.

Qualifications

- Must have a reliable automobile for use on the job (mileage to be reimbursed). Valid California Drivers License. State required automobile insurance coverage.
- TB clearance to be renewed every two years.

CAMPUS INTERVENTION AIDE (CIA)

Under the supervision of the School Principal and the Director of Special Education 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 programming for students with behavioral challenges.

- Designs and models recommended instructional and/or behavioral and academic strategies during the school day.
- Implements 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. Support 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
- Provide opportunities for students to be re-integrated into the classroom environment in a positive manner
- Assist children with meeting related goals and completing behavior modification tasks
- Participates on Student Success Teams and IEP's as needed
- Assist with a variety of activities to enhance behavior among students; present learning materials and lessons; assist children in developing appropriate strategies, provide emotional support, positive attitude, perform 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 the PLN CS to support the students, parents, and schoolstaff.

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, ISIS/ESIS 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.
- Acquire and maintain certificates in CPR and First Aid
- 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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. 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 and officers, 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.

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 CS in grades TK-5 have opportunities, support, and encouragement to be physically active on a regular basis through both structured PE classes and daily recess. 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 CS 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.

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.

PLN CS embraces the idea of racial and ethnic diversity and strives to maintain a racial and ethnic balance that is reflective of the general population in the school district and achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. All recruitment materials are produced in both English and Spanish to communicate the mission and educational program of PLN CS, 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 targeted community
- 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 CS also receives referrals from other schools and programs, and 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 state law 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.

RESIDENCY

If and to the extent that this Charter provides for any admission preference based on student residency, Charter School shall determine residency in compliance with Education Code section 48204 et seq.

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, 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 CS 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 to the school is open to any resident of the State of California. Enrollment is on a first come, first served basis. PLN CS enrolls all pupils who wish to attend to the extent that space allows. Ed. Code § 47605(d)(2)(A).

PLN CS 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 Ed. Code § 47605(d)(2)(B).

LOTTERY PREFERENCES AND PROCEDURES

Applications for admission to PLN CS are accepted during a specified enrollment period in the month of February or March. We use social media, flyers and postings in the community, active involvement of current families, outreach to partner organizations, community-based non-profits and businesses and other venues to ensure greatest possibility communication about the opportunity. If the number of applications received during the open enrollment period exceeds the school’s capacity at any grade level, 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 Application form. Lottery procedures will be fairly executed, and will be overseen by PLN CS principal to ensure that they are accurately followed. The lottery will take place at the Charter School on a date publicized to applicants, at a time convenient for families to attend (evening hours). We use contact information to call, email and mail information to applicants. Families need not attend the lottery to claim their child’s enrollment space. Once the open enrollment period ends, the lottery will take place 14 days later.

In the event of a public random drawing, admission preferences shall be given in the following order pursuant to Ed. Code § 47605(d)(2)(B). Students will be enrolled by grade level applying the following priorities that ensure families are kept together at the same school (e.g., sibling preference) and to recruit and retain high quality staff (e.g., teacher and staff preference). Students currently enrolled are exempt from lottery.

- Siblings of currently enrolled students
- Children of PLN teachers and staff (not to exceed 10%)
- Students who reside in the LAUSD will be given priority

Within two weeks following the lottery, students admitted through the lottery will be contacted via phone call by office staff regarding their offer of enrollment, and will be asked to complete an Enrollment Packet within two weeks to secure their spot. School staff will be available to assist families in completing this paperwork if needed. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on a wait list according to their draw in the lottery. 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 via phone call by office staff 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 where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

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.

Application 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 admissions application will be kept on file for the academic year with his or her assigned lottery number in the school database and on his or her enrollment application.

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)(l).)

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)(l) 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 AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of PLN CS to verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board of Directors will appoint an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any the staff of the organization, including the President/CEO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract.

- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor.
- The Board of Directors will review and approve the audit no later than December 15.
- The Director of Operations will be responsible for submitting the audit to all reporting agencies no later than December 15.

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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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 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 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 504 Plan?

Notwithstanding 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 FOUNDATION POLICY

PLN CS will adhere to a positive behavior philosophy consistent with the intent of District's Discipline Foundation Policy, 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 follows the general principles of due process.

Upon enrollment and just before the beginning of each school year, PLN CS 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 and 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.

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.

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 Charter 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.

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 student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Any student who engages in 3 or more violations of the school’s behavioral expectations, as outlined in the school’s behavior expectations presentations and assemblies (including the PBIS matrix) which happen throughout the school year., will be required to attend a meeting with the school’s Assistant Principal or designee (which meeting may also include members of the SST, special education and general education teachers, or other relevant staff) and the student’s parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

GROUNDS FOR SUSPENSION AND EXPULSION

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:

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

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 anticipated at-risk nature of many PLN Charter School students. While the goal of PLN Charter 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.

PLN Charter School counselors, teachers or administrators will recommend Para Los Niños Clinical Services and Para Los Niños Family Services to provide support for children and their families, in addition to suspension.

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- Caused/attempted to cause, or threatened to cause physical injury to another person (including all Para Los Niños faculty and staff);
- Willfully used force or violence upon another person, except in self-defense;
- Unlawfully possessed, used, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind;
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or material *as a* controlled substance, alcoholic beverage or intoxicant;
- Committed or attempted to commit robbery or extortion;
- Caused or attempted to cause damage to school property or private property;
- Stole or attempted to steal school property or private property;
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, close cigarettes, smokeless tobacco, snuff, chew packets.
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code;
- Knowingly received stolen school property or private property;
- Possessed an imitation firearm. As used here, “imitation firearm” means 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;
- Harassed, threatened or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both;
- Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs;
- Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation 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 subdivision, “hazing” does not include athletic events or school-sanctioned events;
- 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.
 - 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, 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. 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.
- Aiding or abetting, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may result in suspension, but not expulsion pursuant to this section, 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);

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233;
- Intentionally engaged in harassment, threats or intimidation, directed against school or PLN personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile academic environment. This section shall apply to pupils in any of grades 4 to 12, inclusive;
- Made terroristic threats against school officials or school property, or both. 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.
- 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.

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

- Caused/attempted to cause, or threatened to cause physical injury to another person (including all Para Los Niños faculty and staff);
- Willfully used force or violence upon another person, except in self-defense;
- Unlawfully possessed, used, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind;
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or material *as a* controlled substance, alcoholic beverage or intoxicant;
- Committed or attempted to commit robbery or extortion;
- Caused or attempted to cause damage to school property or private property;

- Stole or attempted to steal school property or private property;
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, close cigarettes, smokeless tobacco, snuff, chew packets.
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code;
- Knowingly received stolen school property or private property;
- Possessed an imitation firearm. As used here, “imitation firearm” means 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;
- Harassed, threatened or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both;
- Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs;
- Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation 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 subdivision, “hazing” does not include athletic events or school-sanctioned events;
- 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.
- 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:
 - iv. A message, text, sound, or image.
 - v. 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.
 - vi. 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.
- Aiding or abetting, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may result in suspension, but not expulsion pursuant to this section, 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);
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233;
- Intentionally engaged in harassment, threats or intimidation, directed against school or PLN personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile academic environment. This section shall apply to pupils in any of grades 4 to 12, inclusive;
- Made terroristic threats against school officials or school property, or both. 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.

- 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 suspended and recommended for expulsion for any of the following acts when it is determined the pupil 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.

Additionally, PLN Charter School complies with California Education Code Section 48915, which states that a school principal is required to recommend a student’s expulsion when he or she determines that the student has committed one of the following while on campus or at a school sponsored activity off campus:

- Possession of a firearm;
- Brandishing a knife at another person;
- Unlawfully selling a controlled substance;
- Committing or attempting to commit a sexual assault or committing a sexual battery; Possession of an explosive.

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 the PLN Suspension and Expulsion 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.

PROCESS FOR SUSPENSION AND/OR EXPULSION

A student may be suspended by the principal for any of the behaviors described below or any other violation of school policy or behavioral expectations. The principal shall determine whether to suspend the student from school, or to allow the student to remain on campus during the term of the classroom suspension. Students serving classroom suspensions must remain on campus under appropriate supervision by the Assistant Principal or his or her designee. If such a suspension occurs, the principal

shall, as soon as possible, ask the parent to attend a parent conference, at which the school administrator 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. As noted above, the Principal is authorized to suspend students.

In-School Suspension

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal's office. 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. Students will not be suspended, whether in-school or out-of-school, for more than five days at a time or more than twenty days combined during one academic year.

Out-of-School Suspension

A student may receive an out-of-school suspension if it is determined that the student's presence would be a danger to others at school and their removal from school is necessary.

Family Conference

Suspension shall be preceded by a conference conducted by the Principal with the student and his/her parent. The conference may be omitted if the Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested by PLN as soon as possible.

Notice to Parents/Guardians

At the time of suspension, the Principal shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice will contain the date and time the student may return to school. If the Principal wishes to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall note that the parents are required to respond to this request without delay.

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 may not exceed a period of 5 consecutive days unless a recommendation has been made by the Principal and agreed to by the student's parent/guardian. The total number of days for which a pupil may be suspended from Charter School shall not exceed 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 30 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 length of the suspension. Written notification listing all required assignments will be sent to the student's parents and all needed materials will be left in the front office. Students will take all tests missed upon their return to school.

Expulsion Procedures

The PLN Expulsion Policy has been established in order to provide a safe learning environment for all stakeholders. PLN's rules and procedures for expulsion are consistent with state and federal laws and provide students their due process rights.

Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Assistant Principal. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil nor a Board member of the Charter School's governing board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

Expulsion Procedures

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 Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel convened for the expulsion hearing will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) 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 hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 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;
- 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;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;

- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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 hearing officer. 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 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 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 Administrative Panel 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 person presiding over the hearing 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 presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer 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 courtroom 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.

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.

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 determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence 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 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 decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel the pupil, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, 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.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

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.

APPEAL OF SUSPENSION OR EXPULSION

The suspension of a student will be at the discretion of the Principal. A suspension appeal may be made to the Superintendent/Vice President of Charter Schools within ten days of the suspension. Following due consideration of all evidence, the Superintendent/Vice President of Charter Schools shall decide whether the Principal had enough evidence to warrant the suspension. A decision by the Superintendent/Vice President of Charter Schools regarding student suspension will be considered final.

An expulsion may be appealed within ten working days of receipt of the Notice to Expel and must be submitted in writing to the Principal. The student will be considered suspended until a hearing is convened to consider the appeal (within 30 working days). The appeal will be considered by the PLN Board and the family will have a meaningful opportunity to be heard in the appeal process. For a student who is not reinstated upon appeal, the family will be sent written notification by the Principal, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the PLN Board of Directors will be impartial and final. PLN will maintain records of the expulsion proceedings and make audio records and written findings available to students/parents and provide post expulsion support to expelled students and their families to facilitate continued access to 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 as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Reinstatement and Readmission

Pupils who are expelled from PLN CS shall be given a rehabilitation plan upon expulsion as developed by Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan includes improved behavior, attendance and academic performance and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to PLN CS for readmission.

The readmission process will include a meeting with the Principal, to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to

campus safety. The Principal shall make a recommendation the PLN Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The PLN Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. PLN CS is responsible for reinstating the student upon the conclusion of the expulsion period.

Rehabilitation Plans

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours. PLN CS shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. PLN's Board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, PLN CS shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

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, per applicable legal and retirement plan requirements.

CERTIFICATED EMPLOYEES

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

CLASSIFIED EMPLOYEES

All non-certificated staff will participate in the Federal Social Security plan. Social Security taxes will be deducted from employee salaries, and PLN CS 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) profit sharing 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.

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

As a school of choice, PLN CS does not have restrictive enrollment based on residence, etc. Parents and students will be informed of their public school attendance alternatives during the enrollment process through such publications as the District’s School Choices brochure.

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).)

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

Any Dispute between the District and Charter School 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.

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

Martine Singer, President & CEO

Para los Niños
500 Lucas Avenue
Los Angeles, California 90017

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) 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. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

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

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

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, either by the governing board of Charter School or by the LAUSD Board of Education, 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; 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 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, Charter School payroll records, 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 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.

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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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 ("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. 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 and \$1,000,000 general aggregate, with no self-insured retention.
5. Cyber liability insurance coverage with minimum limits of \$1,000,000 per occurrence and \$1,000,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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 \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella 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. *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 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.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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

Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing 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 by or as 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 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 (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 annual update.” (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 the requirements of Education Code sections 60851.5 and 60851.6.

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 (ELs) 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 academic core 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 (on or about October 1), 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 Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' 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, 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 the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

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, CSIS 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, CSIS 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, CSIS 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, CSIS 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 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate 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 policy as it relates to charter schools, as they may be amended from time to time.

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, and shall otherwise

enter into all transactions and conduct business with all persons and entities, including related parties, at 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.

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 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 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 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 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(l). 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, OEHS, 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, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. 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 and officers, 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.

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 state law 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, 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:

- k. Provisional Budget – Spring prior to operating fiscal year
 - l. Final Budget – July of the budget fiscal year
 - m. First Interim Projections – November of operating fiscal year
 - n. Second Interim Projections – February of operating fiscal year
 - o. Unaudited Actuals – July following the end of the fiscal year
 - p. Audited Actuals – December 15 following the end of the fiscal year
 - q. Classification Report – monthly according to Charter School’s Calendar
 - r. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
 - t. 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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 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 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

Notwithstanding 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, per 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).)

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

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

- 5) 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.

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
Charter School
[See Element 14]

- 6) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 8) 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. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

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

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

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, either by the governing board of Charter School or by the LAUSD Board of Education, 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; 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:

9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. 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.
15. 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.
16. 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:

5. The effective date of the closure of Charter School
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure

7. The students' school districts of residence
8. 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:

3. A description of the circumstances of the closure
4. 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:

4. Information on how to enroll or transfer the student to an appropriate school
5. 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
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. 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 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:

10. 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.

11. 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.
12. 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.
13. 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.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).
16. 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.
17. 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.
18. 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:

4. 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.

5. 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.
6. 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:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. 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:

5. 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.
6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

8. 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 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:

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- e. Make final federal tax payments (employee taxes, etc.)
- f. 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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal 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:
 - (iii) 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
 - (iv) 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.

(iii) 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.

(iv) 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 school site or facility, Charter School shall provide adequate documentation to the CSD that the 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, or notices issued by the authorized building and safety agency or the District. 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 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] 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:

5. 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 ("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. 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.
6. 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.
7. 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.
8. 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 \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.

10. Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
12. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 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.
13. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
14. Excess/umbrella 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. *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 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.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial 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).)