

para los niños



for the children

LAUSD
BOARD-APPROVED
PETITION RENEWAL
DATE: 11/19/2024
(BR: 091-24/25)
TERM: 2025-2030

Para Los Niños Charter School

Renewal Petition for Five-Year Term
(July 1, 2025 – June 30, 2030)

SUBMITTED TO LOS ANGELES UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
AUGUST 22, 2024

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Para Los Niños Charter School, (also referred to herein as “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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of 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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

[REDACTED]

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

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

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

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

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

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.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

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.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

General Information

<u>GENERAL INFORMATION</u>	
The name and title of the contact person for the Charter School is:	Norma Silva, Principal
The contact address for Charter School is:	1617 E. 7th St., Los Angeles, CA 90021
The contact phone number for Charter School is:	213-239-6605
The current address of the Charter School is:	1617 E. 7th St., Los Angeles, CA 90021
This location is in the LAUSD Board District:	2
This location is in the LAUSD Region	East
The grade configuration of Charter School is:	TK-5
The number of students in the first year will be:	327
The grade level(s) of the students in the first year will be:	TK-5
Charter School's scheduled first day of instruction in 2024-2025 is:	Aug. 12, 2024
The enrollment capacity will be:	410
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
The regular bell schedule for Charter School will be:	Mon. Wed. Fri. 8:00 AM – 3:00 PM Tues. Thurs. 8:00 AM – 2:00 PM
The term of this Charter for Middle and High Performing schools:	July 1, 2025 – June 30, 2030

Community Need for Charter School

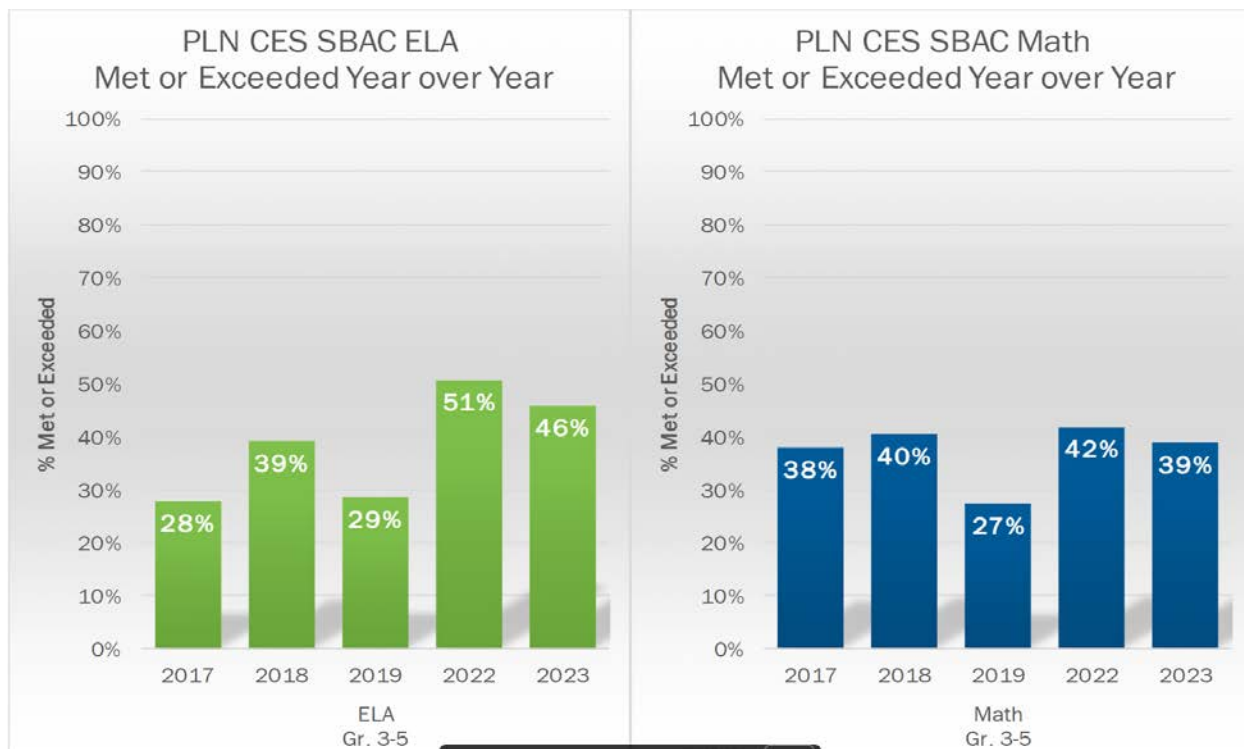
Para Los Niños Charter School (PLN CS), now in its 23rd year of operations, is a cornerstone for working families in Downtown Los Angeles. Located in a historic brick building on 7th Street just east of Alameda, our elementary school straddles the gritty, industrial downtown sector and the Arts District. Para Los Niños Charter School (PLN CS) is a CA Community School which serves scholars in Transitional

Kindergarten through 5th grade. PLN CS aspires to empower the next generation with tools to thrive emotionally, excel academically, contribute meaningfully to their communities, and lead joyful lives. Scholars and their families, on a daily basis, enter a welcoming, safe, supportive and inclusive environment, which has been established for the scholars who face multiple stressors. PLN CS has 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 support in our schools and preschools. Through our project-based, Science, Technology, Engineering, Arts and Mathematics (STEAM) infused approach to mastery of grade level standards, our scholars – the overwhelming majority of whom are English Learners – are provided multiple ways to succeed and express their learning. PLN CS believes that deeper, active and engaged learning builds on students' lived experience and knowledge and encourages inquiry, exploration and engagement as we develop lifelong learners.

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 40 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 at the PLN Charter Middle School and may sometimes then go on to be part of our Youth Workforce Services. On occasion, PLN CS alum come back to work for PLN. PLN is uniquely suited to provide optimal conditions for learning and an equitable learning experience for students with various needs. We have successfully integrated mental health, a high-quality after-school program (attended by 90% of our students), case management with our school social workers, and family support services. Additionally, PLN CS looks to enhance and refine its integrated multi-tiered systems of support and services. Each school campus has established and cultivated strong and lasting relationships with our parents, families, and the larger community. As a result, PLN CS cultivates the learning conditions that inspire critical thinking, imagination, self-reliance and academic achievement for each and every scholar to thrive.

As part of the Para Los Niños Non-Profit Organization, PLN CS strives to personalize the educational approach for each and every child by providing comprehensive and accessible support within the school. PLN CS is in constant pursuit of accelerated learning and outcomes through assessment and data-driven decision-making. Through a strong literacy program connected to the Next Generation Science Standards and social studies themes, scholars are guided to mastery of grade level standards. PLN CS has strengthened Tier 2 & 3 reading and literacy supports for its scholars, narrowing and closing the gap to grade level standards. PLN CS scholars are provided with multiple ways to succeed and express their learning. The intention of the instructional program is that it prepares each scholar academically and social-emotionally for college, career, and life.

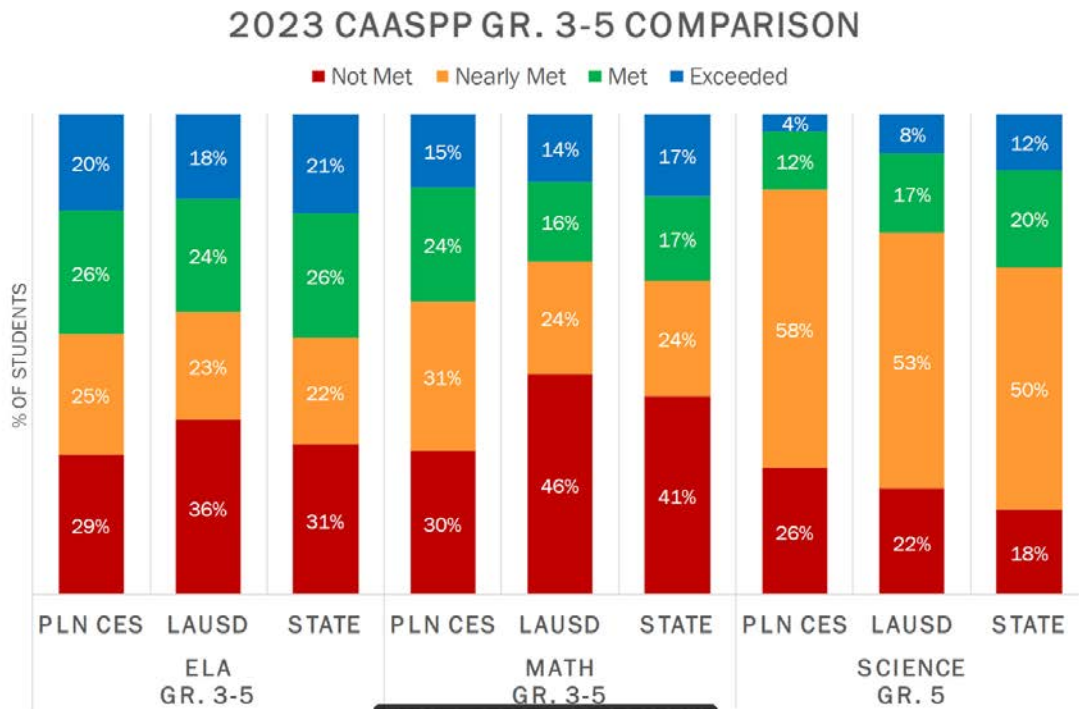
Performance Data



Source: DataQuest CAASPP Test Results

PLN CS students have demonstrated strong and steady academic growth over the last five years for which data is available (students did not take the CAASPP in 2020 and 2021). In 2023, 46% of all students met or exceeded standards in English Language Arts, while 39% met or exceeded standards in Mathematics.

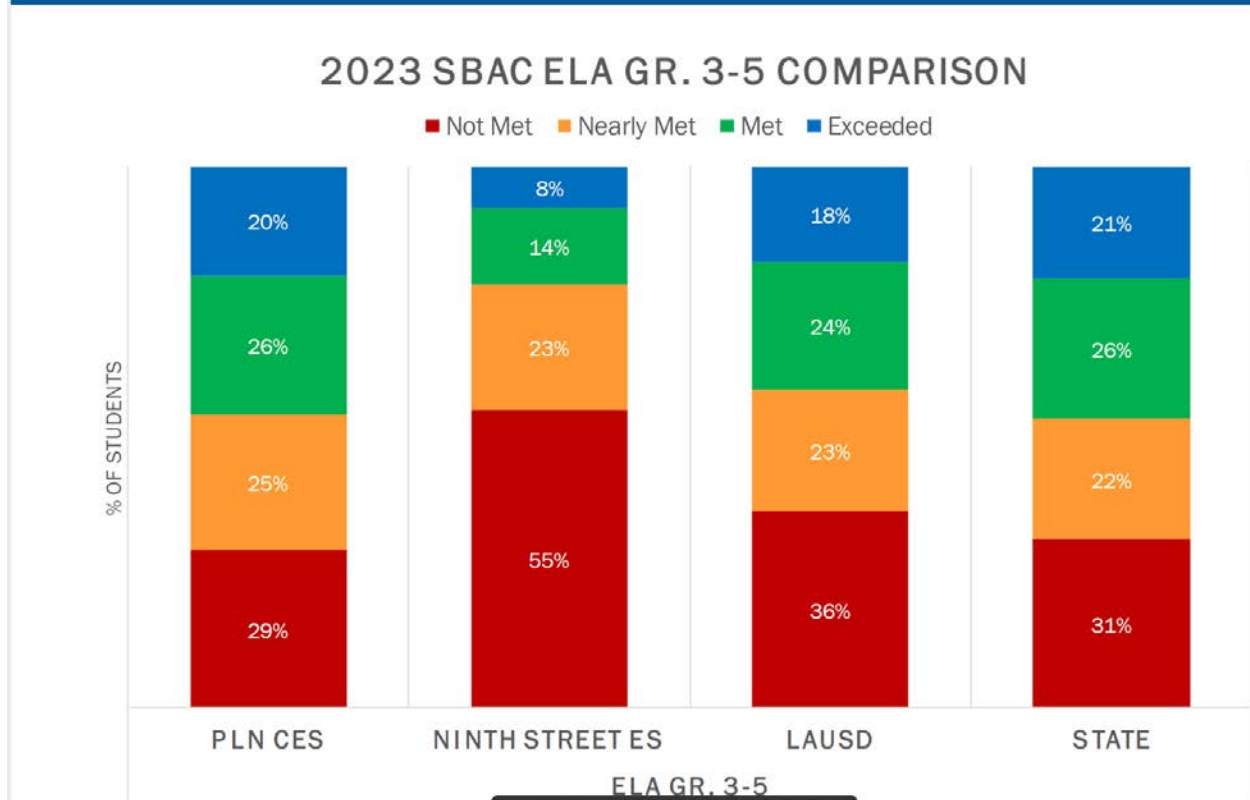
Spring 2023 Grades 3-5: Comparison to LAUSD and State



Source: DataQuest CAASPP Test Results

In that same year, PLN CS students outperformed their peers in both the Los Angeles Unified School District (LAUSD) and the State of California in the area of Mathematics. 39% of our students met or exceeded standards compared to 30% in LAUSD and 34% in CA. In English Language Arts, our students outperformed their peers in LAUSD, 46% meeting or exceeding standards compared to 42%; they almost matched the performance of their California peers (47% meeting or exceeding standards).

ELA Spring 2023 Grades 3-5: Comparison to Local Schools



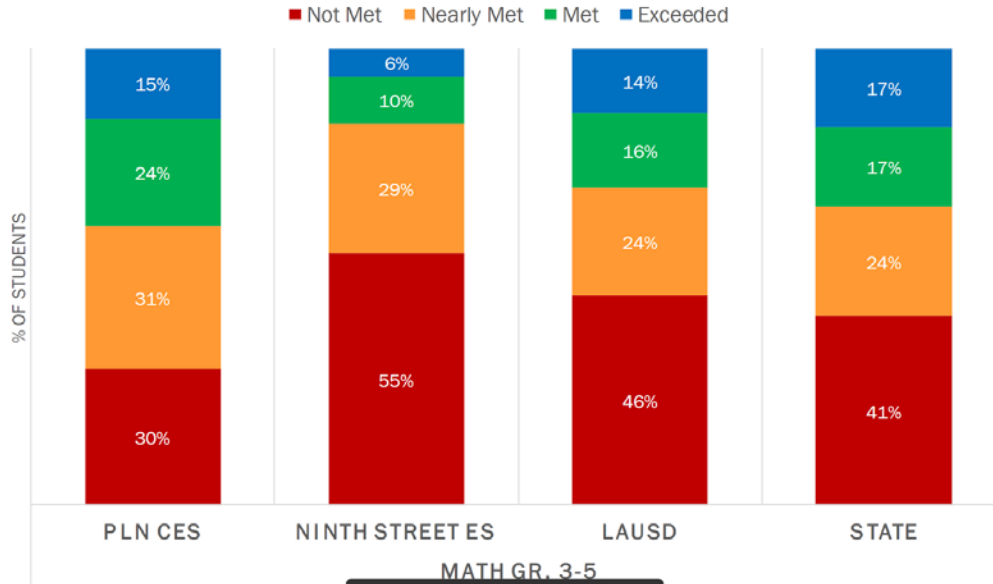
Source: DataQuest CAASPP Test Results

In 2023, PLN CS had 46% of students meeting or exceeding the standard in ELA, which was higher than LAUSD at 42% and 9th Street, which was at 22%, and nearly as high the State percentage of 47%.

MATH Spring 2023 Grades 3-5: Comparison to Local Schools

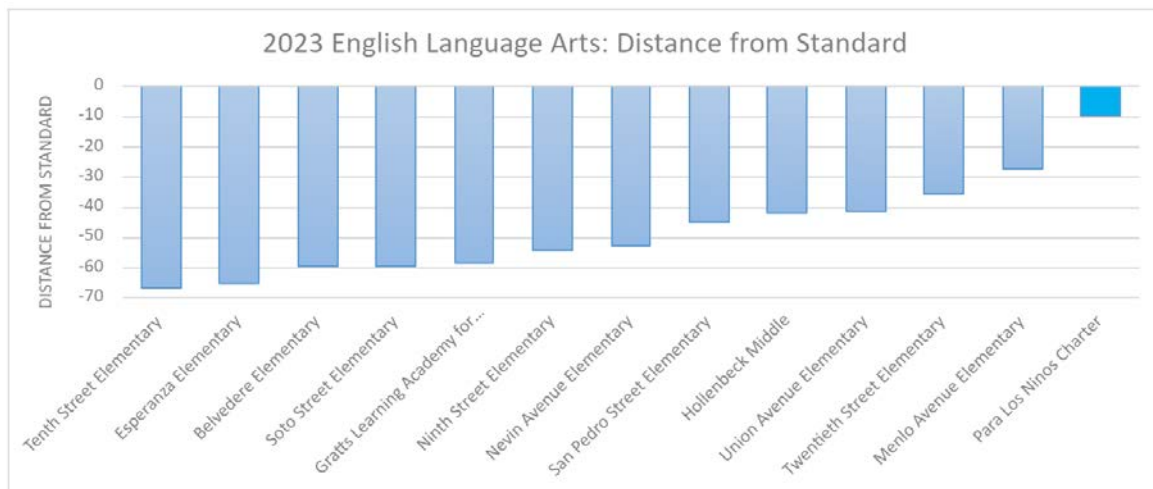


2023 SBAC MATH GR. 3-5 COMPARISON



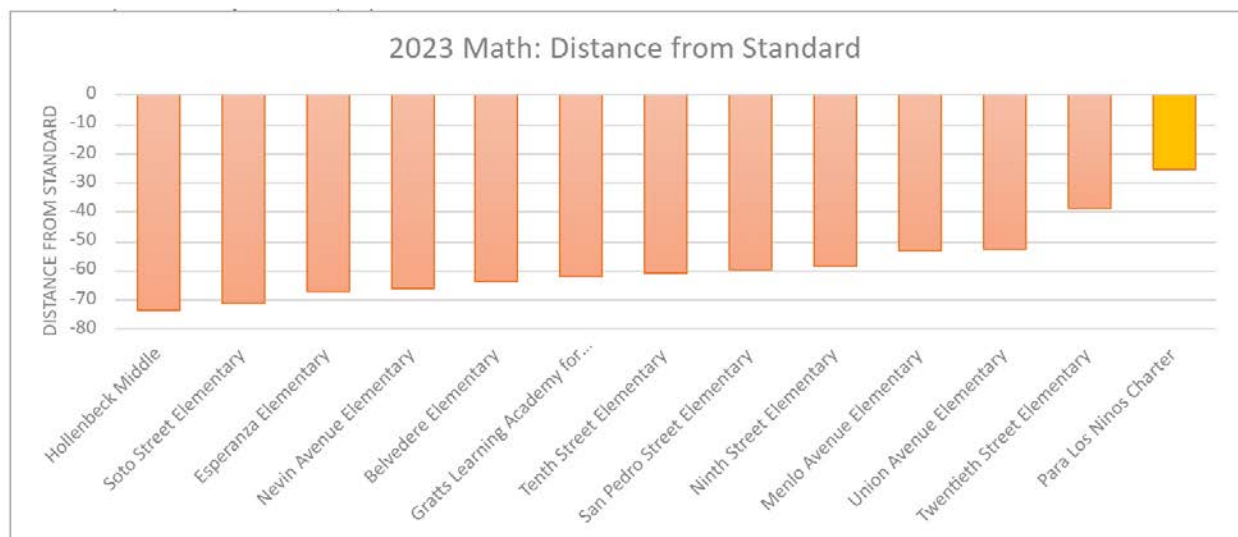
Source: DataQuest CAASPP Test Results

It is also noteworthy that PLN CS had significantly less students who were performing significantly below the standard in both ELA and Math than their counterparts at 9th Street Elementary, LAUSD, and the State of California.



Source: CA School Dashboard

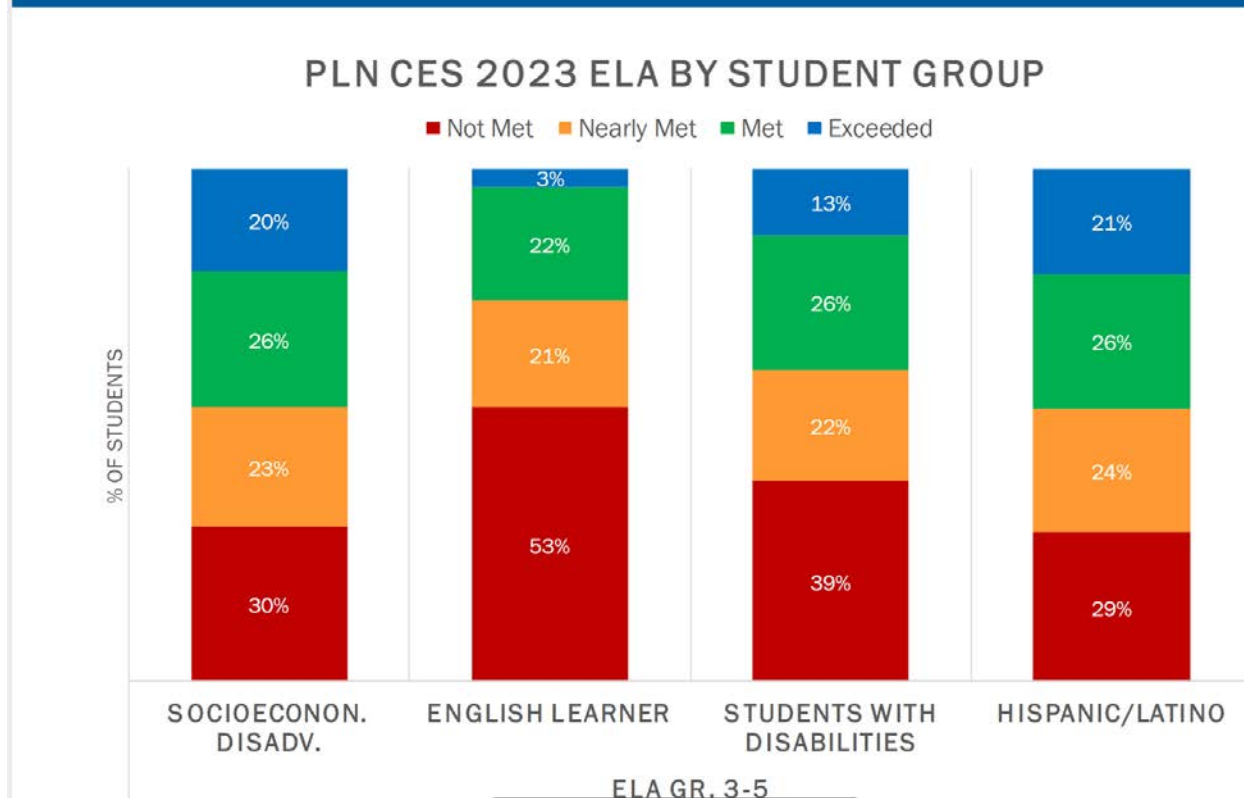
In 2023, compared to neighboring LAUSD schools, PLN CS significantly outperformed their peers in both English Language Arts and Mathematics. In English Language Arts, our students 'Distance from Standard' was -9.7; Union Avenue Elementary students' Distance from Standard was -41.5, while Ninth Street Elementary's Distance from Standard was -54.3.



Source: CA School Dashboard

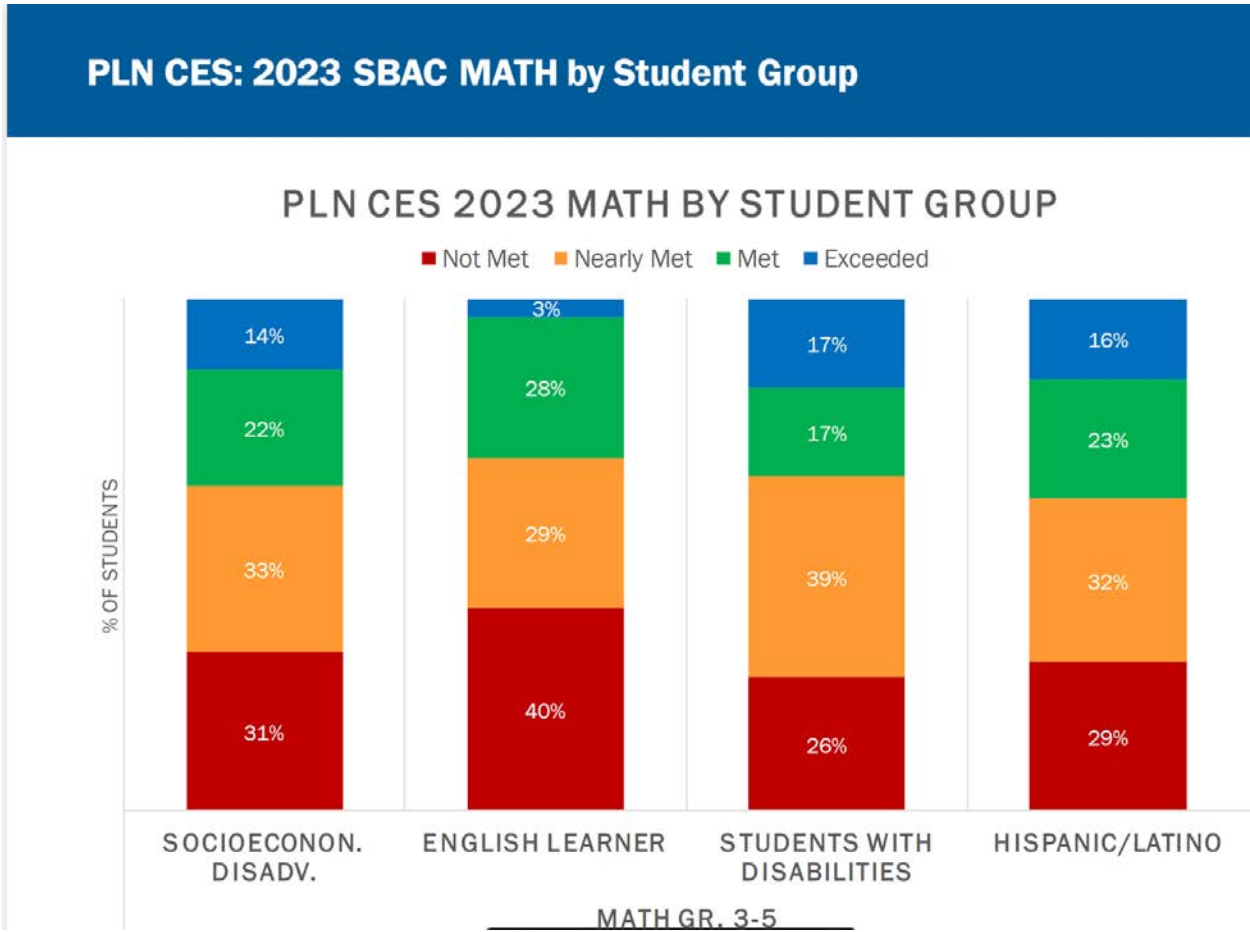
In Mathematics, our students' Distance from Standard was -25.3. Gratts Learning Academy for Young Scholars' Distance from Standard was -62.1, and Soto Street Elementary's Distance from Standard was -70.9.

PLN CES: 2023 SBAC ELA by Student Group



Source: DataQuest CAASPP Test Results

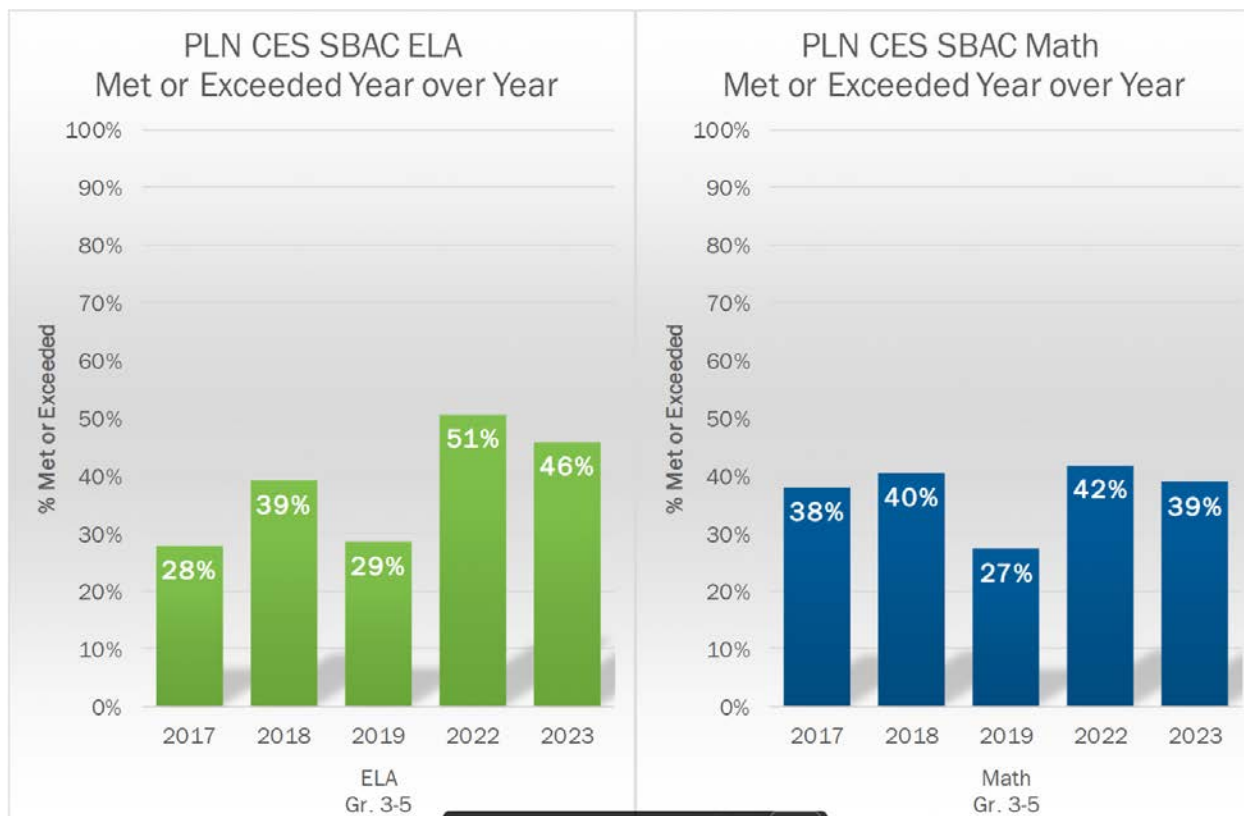
PLN CS subgroups also outperformed their peers in the State of California in 2023 in the area of English Language Arts. English Learners averaged 28.2 points below standard, while California English Learners averaged 67.7 points below standard. Our socioeconomically disadvantaged students performed on average 11.3 points below standard, compared to their California peers who performed an average of 42.6 points below standard. PLN CS students with disabilities averaged 56 points below standard compared to 96.3 points below standard in the state of California.



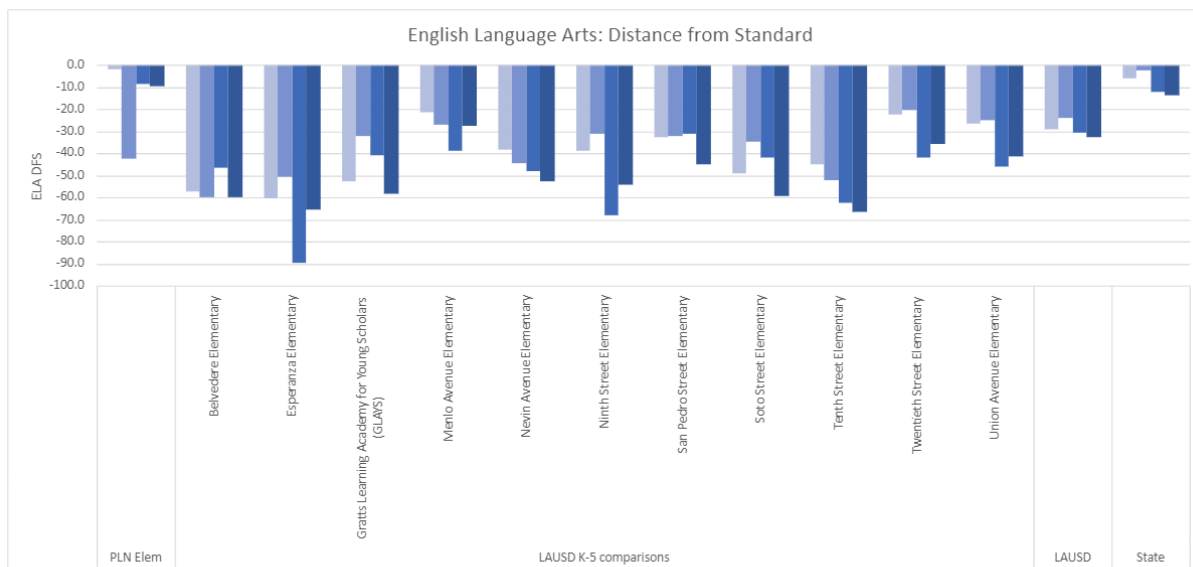
Source: DataQuest CAASPP Test Results

In Mathematics, PLN CS students also outperformed their peers in neighboring schools, LAUSD, and the state of California. English Learners’ Distance from Standard was 27.5, compared to 93.4 for the state of California. Socioeconomically disadvantaged students performed on average 27.4 points below standard, as opposed to their peers in the state of California who performed on average 80.8 points below standard. Our students with disabilities averaged 37 points below standard compared to their California peers (127.3 points below standard).

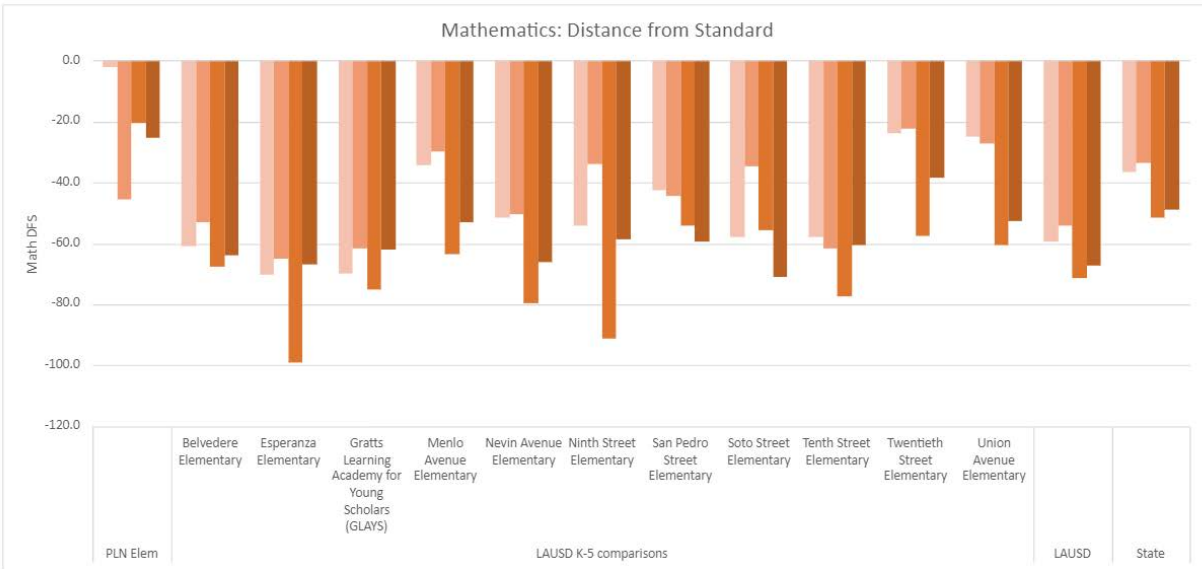
Growth data



Source: DataQuest



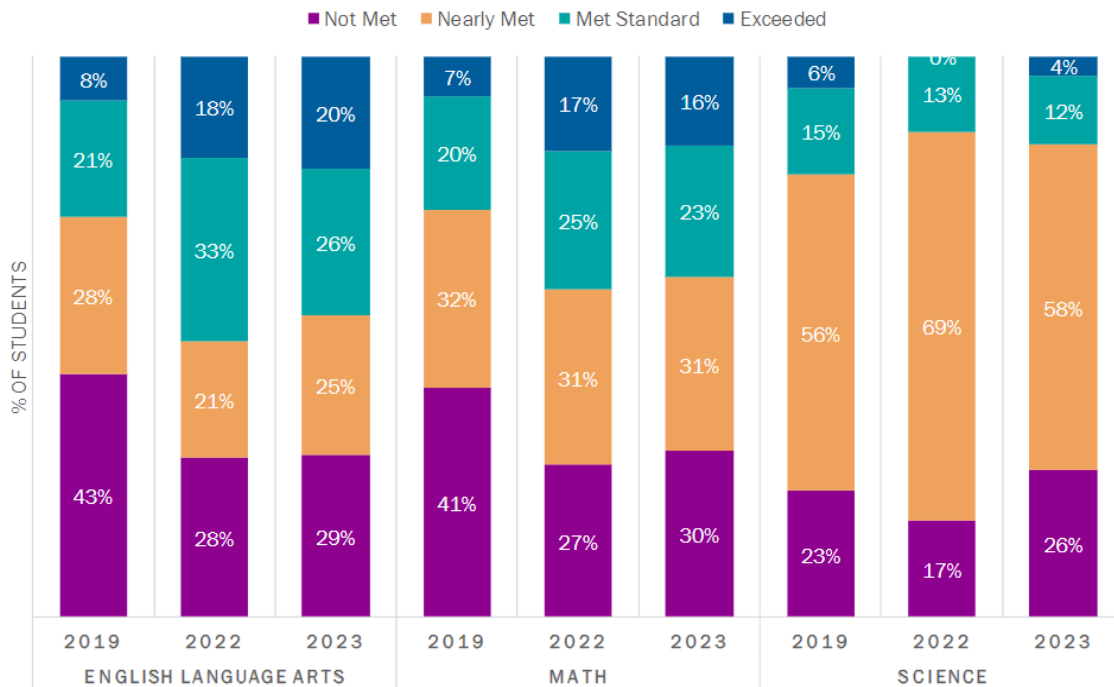
Source: CA School Dashboard



Source: CA School Dashboard

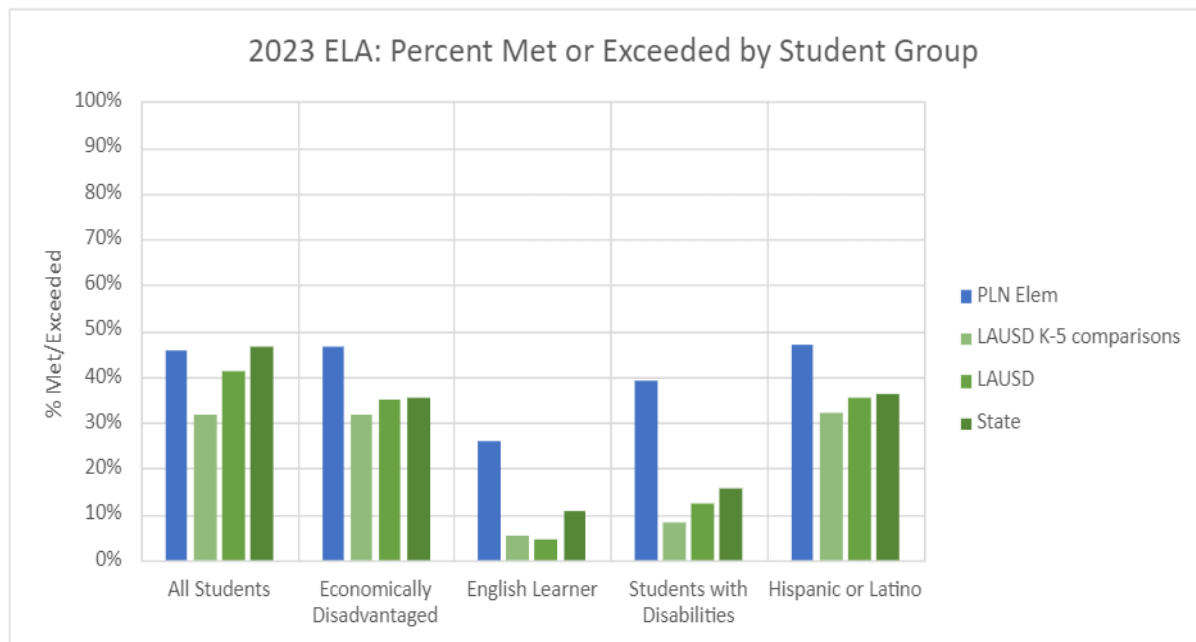
With the exception of the academic year 2018-2019, PLN CS students have outperformed their peers in local schools, LAUSD, and the State of California since 2017. In 2018, 39% and 40% of students met or exceeded standards in English Language Arts and Mathematics, respectively. In that year, the average Distance from Standard for our students was -1.9 in English Language Arts and -2.2 in Mathematics, compared to -29.2 (ELA) and -59.4 (Mathematics) in LAUSD. Their peers in California averaged -6 (ELA) and -36.4 (Mathematics).

CAASPP PERFORMANCE: ACROSS YEARS



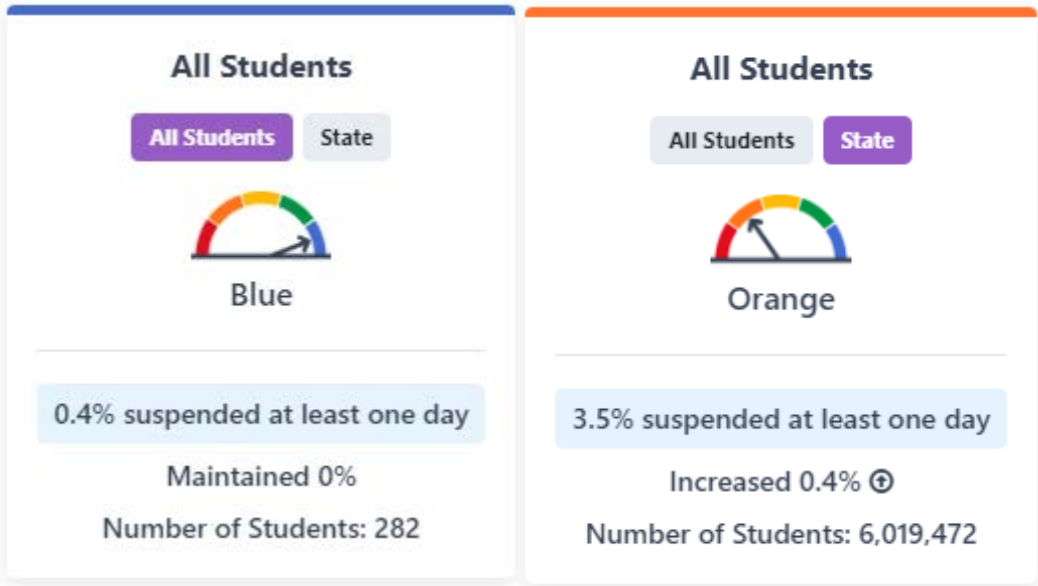
Source: DataQuest CAASPP Test Results

Since 2019, student performance in ELA, Math and Science has continued to improve, and the percentage of students who are not meeting proficiency has dropped and remained below one third of the student population.



Source: DataQuest CAASPP Test Results

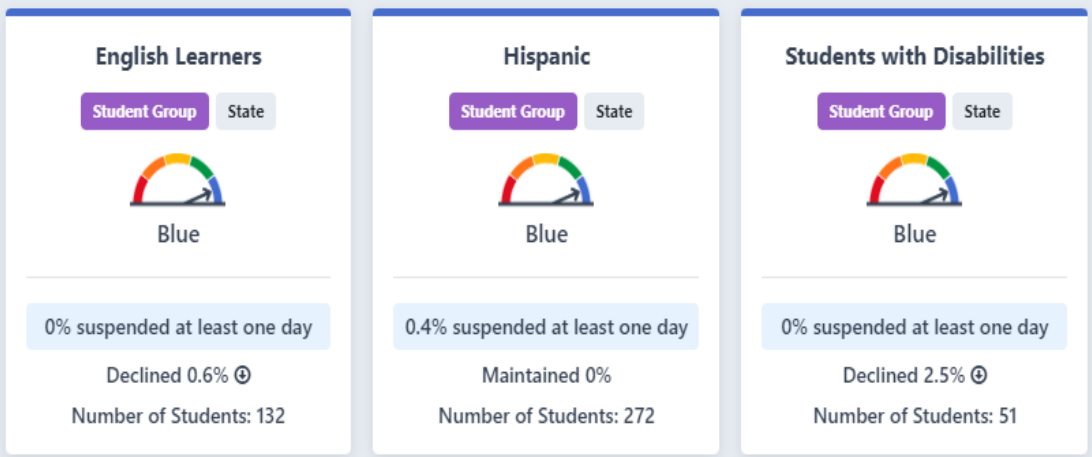
At PLN CS, our statistically significant groups, of Economically Disadvantaged students, ELLs, SpEd students, and Latino students outperform their equivalent groups in LAUSD and the State of California. PLN CS Students with disabilities show a 40% proficiency rate in ELA, compared to 10% or less in LAUSD and the state.



Source: CA School Dashboard

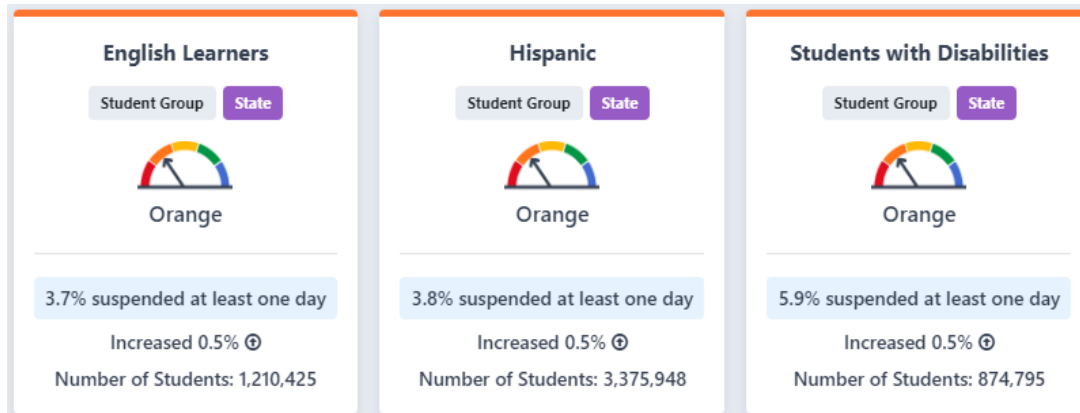
In 2023, PLN CS demonstrated a lower suspension rate (0.4% of all students suspended at least one day) than the State of California (3.5% of all students suspended at least one day). Subgroup wise, our school also showed a lower suspension rate across subgroups compared to the state of California: 0% of PLN CS English Learners compared to 3.7% of California English Learners; 0.4% of PLN CS Hispanic students compared to 3.8% of California Hispanic students; and 0% of our Students with Disabilities compared to 5.9% of California Students with Disabilities.

Para Los Niños Charter School:

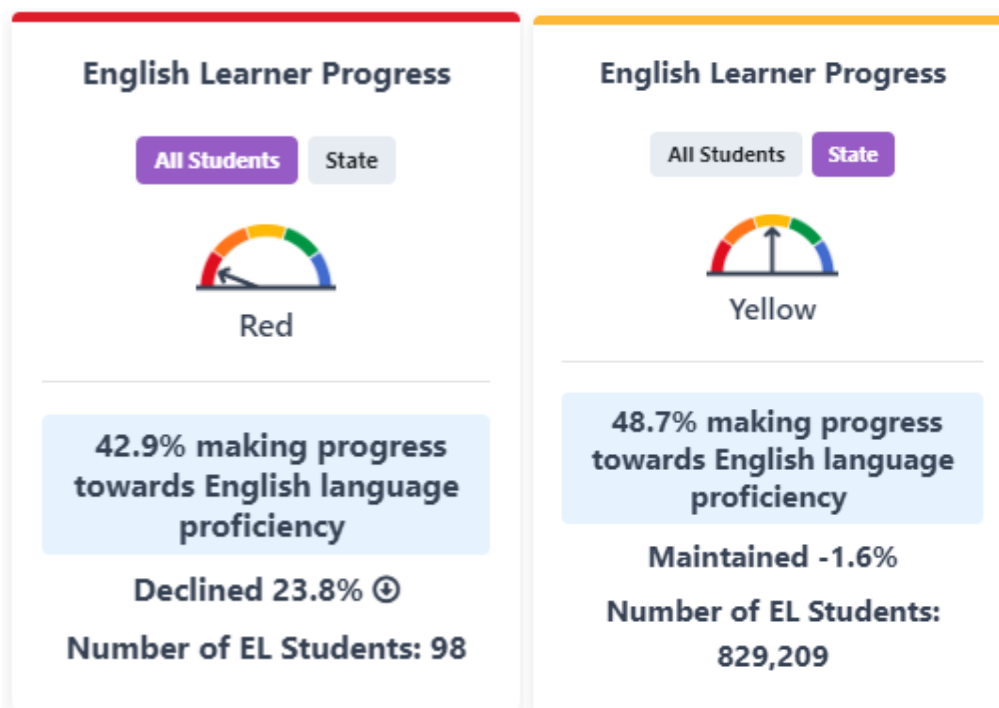


Source: CA School Dashboard

State of California:

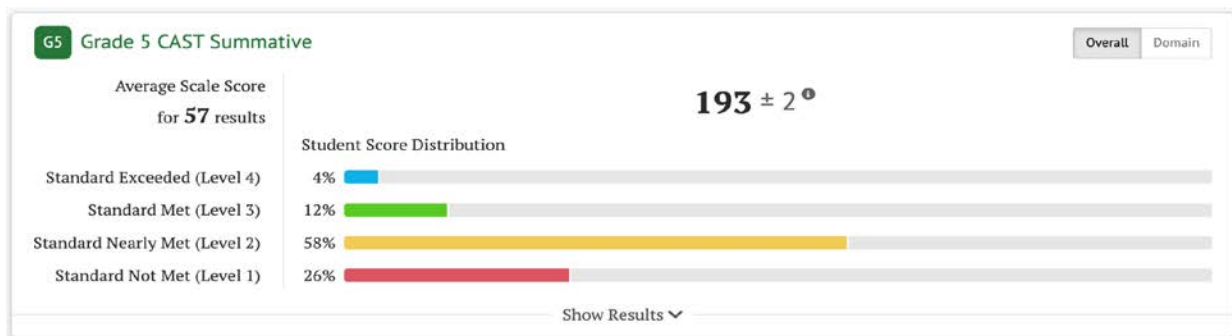


Source: CA School Dashboard

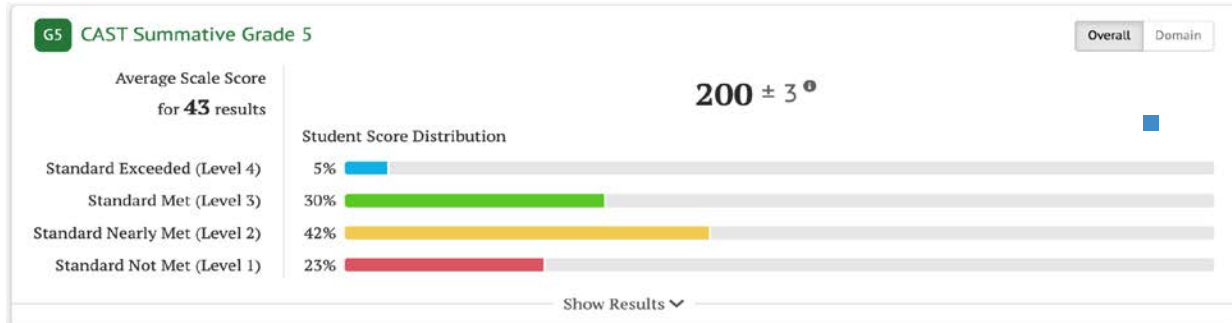


Source: CA School Dashboard

With regard to English Learner Progress, in 2023 PLN CS showed less progress (42.9% making progress towards English proficiency) compared to the state of California (48.7% making progress towards English proficiency). 23.8% of PLN CS English Learners declined per the ELPI compared to a 1.6% decline among California English learners. This is an area of growth for PLN CS.



Source: California Department of Education. (2022). CAASPP test results: 2022 assessment data.



Source: California Department of Education. (2023). CAASPP test results: 2023 assessment data.

PLN CS exhibited significant growth in the California Science Test (CAST) Summative Assessment from 2023 to 2024. In 2023, 16% of PLN CS Fifth Graders met or exceeded standards, while in 2024, 35% of our Fifth Graders met or exceeded standards.

ADA, Suspension, Expulsion

Beyond standardized test data, PLN CS has achieved consistently strong attendance at a rate of 92-95% each of the past four years and low suspension (0-1%) and expulsion (0%) rates each year.

Key and Innovative Features:

Para Los Niños Charter School, now in its 23rd year of operation, 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. PLN CS is a *Community School*, which aspires to empower the next generation with tools to thrive emotionally, excel academically, contribute meaningfully to their communities, and lead joyful lives. PLN CS understands 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 support in our school. Through our inquiry, project-based, interdisciplinary, arts-infused approach to mastery of grade level standards, our students – the overwhelming majority of whom are multi-language learners – are provided multiple ways to succeed and express their learning. With a foundation of constructivist learning theory and a desire for a democratic learning environment, PLN CS believes that deeper, active, and engaged learning builds on students' lived experience and knowledge and promotes inquiry and exploration to create lifelong learners.

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 since 1980. Our public charter schools, early education centers and expanded learning programs are trusted by families, many of whom have been with us for years. Some students start in our infant program at six weeks old and remain in our schools through 8th grade, then go on to be part of our Youth Workforce Services, and even eventually come back to work for PLN. PLN CS is uniquely suited to provide optimal conditions for learning and an equitable learning experience for students with various needs. We have successfully integrated mental health, a high-quality after-school program (attended by 80% of our students), case management with our school social workers, School Support Services, and family workshops. As a result, PLN CS is a nurturing, safe environment that inspires critical thinking, collaboration, advocacy, and academic achievement.

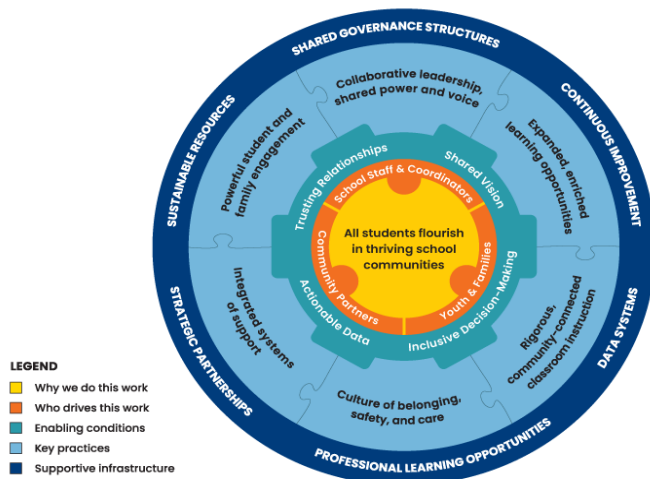
Overall, Para Los Niños serves approximately 10,000 children, youth, and families each year through seven early education centers and two charter schools serving approximately 850 students (ages 6 weeks to 14 years). Para Los Niños' mission is to partner with children, youth, and their families through integrated education, wellness, support, and advocacy to address individual and systemic barriers and create pathways to success.

Para Los Niños (PLN) recognizes the potential of Community Schools to catalyze school transformation by leveraging the collective power of schools, families, and communities toward safe, inclusive learning environments where all students reach their full potential. Through the Community Schools' strategy, PLN CS aspires to empower the next generation with tools to thrive emotionally, excel academically, contribute meaningfully to their communities, and lead joyful lives. The California Community Schools Partnership Program (CCSPP) initiative has presented PLN CS with the opportunity to strategically align and integrate its efforts with the four pillars of the strategy, building on efforts that are already underway. PLN CS is utilizing the Community Schools Forward (2023) Essentials for Community School Transformation (below) to guide the implementation of the strategy (Community Schools Forward, 2023).



COMMUNITY SCHOOLS FORWARD

Essentials for Community School Transformation



BROOKINGS



PLN CS's Community School model combines high-quality education, family services, expanded learning, integrated student supports including mental health services, with authentic family engagement and collaborative leadership practices. PLN's current programs include:

- The Para Los Niños Charter School, currently serving 285 children in grades TK-5;
- The Para Los Niños Middle School, opened in 2008 and is now serving 300 students in grades 6-8;
- Seven early education centers, serving approximately 250 children under 5;
- School-based and community mental health services, which include a full-time case manager/school social worker at each school working to connect students and families with PLN's services and/or community partners;
- Family support services, including case management, 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
- Partnership management with local and other agencies/organizations and community engagement to connect the schools to necessary resources
- Collaborative leadership structures for families to engage in ways to build collective responsibility for student success.

Introduction to Our Key and Innovative Features

At PLN CS, we strive for excellence in education so that our students can thrive in school and in life. As a part of the broader non-profit Para Los Niños organization, we collaborate across programs through an interdisciplinary approach to nurture the potential of every child, build Powerful Families and develop

Strong Communities. We aim to break barriers and promote equity to provide the greatest access to learning and achievement. School Support Services addresses the social-emotional needs of our students and promotes greater wellness for students and families. With these supports, students can better access our rigorous educational program that foments student voice and agency within a safe, democratic learning community. At PLN CS, these ideals fuel us as we are in constant pursuit of pathways that lead to student success in college, career and in life.

The key and innovate features of our program that support the learning of all students are:

- A rigorous academic program based on high quality, standards aligned curriculum, inquiry, collaboration, integration of the arts, STEAM, and maintaining engaging classroom environments;
- A whole child approach based on the model of community schools that includes a multi-tiered system of support, trauma-informed practices, collaborative leadership and partnership with families and the community;
- Maintaining a safe, democratic learning environment through explicit socio emotional learning instruction, restorative practices, and building a sense of community.

PLN CS emphasizes a rigorous academic program, inquiry-based learning, and interdisciplinary teaching to foster mastery of grade-level standards. PLN CS integrates arts and STEAM experiences across content to enhance conceptual understanding, particularly benefiting English learners and neurodiverse students. The English Language Arts program, using EL Education, supports literacy through engaging texts and real-world connections, such as analyzing the Universal Declaration of Human Rights in fifth grade. Foundational reading skills are developed using programs like Foundations and Wilson's Just Words, while Illustrative Mathematics fosters deep mathematical understanding and real-world problem-solving. Interdisciplinary teaching incorporates integrated English Language Development strategies, supporting the academic and cognitive growth of our Multilingual learners. Teachers receive continuous professional development, ensuring high-quality, engaging classroom environments and fostering a professional learning community dedicated to student success.

PLN CS is dedicated to addressing the whole child through a Multi-Tiered System of Support (MTSS) and a trauma-informed, relationship-based approach. PLN CS provides high-quality instruction and interventions tailored to student needs, monitors progress, and makes data-driven decisions. The school considers environmental factors impacting students' academic, social-emotional, and physical development, ensuring comprehensive support through educational, social service, and mental health programs. Emphasizing safe, nurturing relationships, PLN CS addresses trauma's impact on learning, promoting oxytocin production to counteract stress through a comprehensive SEL program.

At PLN CS, we support students by partnering with families through collaborative leadership teams like the School Site Council, English Learners Advisory Council, and Community School Team. The principal maintains regular communication via monthly Café con Familias, and we annually survey families to understand their needs. Guided by Dr. Karen Mapp's Dual Capacity-Building Framework, two Family and Community Engagement (FACE) teacher leaders and additional dedicated staff plan engagement workshops and provide resources. This collaborative approach aims to unlock each child's potential and strengthen families and communities

At PLN CS, we foster a democratic learning community where safety, diversity, and student voice are prioritized. Our classrooms encourage social skills through preventative and responsive lessons, with an environment designed to stimulate inquiry and showcase student work. Using CASEL's framework, we promote social and emotional learning (SEL) and restorative practices to support students' development across the five CASEL competencies. Our approach is informed by research on school climate, supports, and family partnerships. Supported by grants, our Social Justice Manager oversees initiatives for anti-violence, anti-bullying, and anti-racism, providing coaching for staff. We implement the Safe School System and Cool Tools from UCLA Lab School to teach values like respect, diversity, and empathy. Lessons from various curricula, including Second Step and Learning for Justice, further support students in understanding identity, diversity, justice, and action.

Areas of Challenge

The areas of challenge that PLN CS is currently experiencing are a need to expedite growth and reclassification of our English Language Learners, a need for growth in our SpEd and dually identified populations, and a need to keep daily attendance rates about 95%. In order to further address the needs of our ELLs, PLN CS adopted the platform ELlevation to track and respond to student ELPAC data. All teachers have received professional development on how to use the platform, and in the 24/25 school year, the expectation is that teachers will access the platform on a regular basis and be well versed in the needs of their ELL students. By utilizing this data and having it easily accessible, teachers will be better able to tailor their ELD instruction to their students' individual needs, and the ELPAC coordinator will be able to more closely monitor progress of all EL students and RFEP students. In addition to ELlevation, for support of our SpEd and dually identified students, PLN has created an additional role of SpEd Manager. The Special Education Manager works under the guidance of the Director of Exceptional Scholars and provides additional coaching for the Resource Specialist (RSP) Teachers. The RSP teachers are also actively engaged in the long-term planning process of the general education teachers, and they provide input on the Universal Design for Learning strategies that would best suit different students in class. Finally, PLN CS has set a concrete annual goal in its Call to Action document to maintain student attendance above 95% for the duration of the school year. PLN CS outlined multiple strategies to do so, including frequent attendance updates for families through Class Dojo or Infinite Campus, personalized phone calls from the family specialist, attendance assemblies and awards for improved attendance, and incentives for families for good or improved attendance.

Using preliminary 2023-2024 SBAC data, the percentage of 3rd grade students meeting or exceeding standards in English Language Arts was 33%, 4th grade 55% and 5th Grade 46% and the rate of chronic absenteeism data for students was 7.15%. In order to accelerate student learning we will focus on student-centered learning opportunities in every classroom that will provide a meaningful educational experience and allow all students to graduate with the knowledge and skills necessary to have choices in their college and career pathways and to be productive members of a democratic society.

As we begin to prepare for the next phase of PLN CS, we acknowledge that our support has not been implemented in an integrated and strategic way. Given the need for a more robust and strengthened central support, in 2024, the Para Los Niños Board of Directors adopted a new strategic plan centered on ensuring that charter schools have a focus on integrated support services. This has 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 an expanded central team dedicated to supporting the charter schools. In preparation for the implementation of the new LCAP and PLN Strategic Plan, new positions were created to broaden the sphere of support. During the 2022-2023 school year, Para Los Niños hired a highly experienced new VP of Student Success to oversee PLN's Early Education Programs, Expanded Learning Programs and PLN's Charter Schools. In 2023 - 2024 Charter Schools also hired a new Managing Director, Charter Schools with a shift in responsibilities. The biggest shift in this position, focused on management of a larger Home Office Team and a focus on leadership development, specifically as it pertained to the supervision of Principals as instructional leaders.

During this year, a new Local Control Accountability Plan was developed, and in it established the 3-year goals which align to the services and supports that will be provided to PLN CS. The new positions also established a service delivery model in support of ensuring that the Home Office team focused on cultivating our scholars to thrive.

The new positions identified for the 2024 - 2025 school year included, Director of Community Schools, Director of Data & Operations, and the Director of Teaching and Learning. Each Director will have a team of full time Home Office Team members, who will manage and lead critical programming for students, staff, and families.

The Community Schools Department will be led by the Director of Community Schools. The focus of this team is to implement the four pillars of the Community Schools strategy: collaborative leadership and practices, expanded learning time, integrated student supports, and family engagement. This team will ensure that our schools are equitably distributing services and resources to the PLN CS Scholars, removing barriers to learning, and work closely with the Teaching & Learning Department to monitor student-level and school-level outcomes. At the student-level, community schools aim for improved academic achievement, increased attendance and school engagement, connectedness to adults, and development of social and emotional skills. At the school-level, community schools aim for improved school culture, actively engaged families and community partners, and a seamless service delivery with partner organizations.

The Teaching & Learning Team, led by the Director of Teaching & Learning will ensure that instructional supports are provided to teachers and school leaders thru the following supports:

- Instructional Coaching
- Teacher Leadership
- Beginning Teacher Supports
- PLC Training and coaching
- Curriculum Implementation
- Identification of ELD curriculum
- Development of Scope & Sequences
- Assessment Calendaring and Data Analysis:
 - iReady

- o SBAC
- o IAB's

An instructional focus on data cycle reviews (three 3 distinct benchmark assessment collection and analysis points) has also been implemented with increased fidelity. During 2023-2024, we launched a process of periodic and formative assessments, data reviews, and any needed re-teaching or intervention.

The Exceptional Scholars Department (formerly known as the Special Education Department) will be led by the Director of Exceptional Scholars (formerly known as the Director of Special Education) and provide direct support to teachers and scholars with the support of the Special Education Manager, a full-time school psychologist, a speech and language pathologist and an occupational Therapist. With a strong focus on literacy, our Exceptional Scholars Department will have a focus in Co-teaching and Early Literacy. Due to a large number of students who are struggling with foundational skills, PLN CS has implemented Wilson Reading to aid our students in gaining needed vocabulary, spelling and word fluency development.

The Director of Data & Operations 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 Infinite Campus, ELLEVATION and Panorama functionalities. Another primary function of this team is to provide PLN CS with ongoing data reports and information. The data from IC, Panorama and/or ELlevation will support monitoring student progress in academic areas, social emotional areas and other critical areas which include enrollment, attendance, and reporting.

This organizational structure we believe will impact multiple challenges that we have experienced and in essence ensure that multiple layers of accountability and support are provided to the PLN CS staff on an ongoing basis.

Student Population to Be Served

Target Population

In the 23-24 school year, PLN CS enrolled 236 students in grades TK to 5th, 96% of whom were economically disadvantaged. Most (97%) students were Hispanic, including 47% who were English language learners. In addition, 2% of students were African American and none were White. Lastly, 15% of students were students with disabilities, 1% were homeless, and 0.8% were in foster care.

PLN CS is located in a downtown Los Angeles community that, despite recent development in the nearby Downtown Arts District, is still plagued by a large demographic of scholars whose families are challenged with housing, experience violence and poor living conditions.

Ninety-eight percent of PLN CS students are Latino and Spanish-speaking (46% English Learners (EL), with a minority fluent in English. Ninety-eight percent of families have low or very low income and qualify for Free or Reduced-Price Lunch (FRPL); 17% 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.

Currently PLN Early Childhood and Head Start programs are at capacity. Working closely with our Early

Childhood Dept., we have implemented a strategic enrollment plan that aims to attract 90% of our 4-year-olds' families to enroll into the PLN CS TK program. In year 1 of our plan to continue services to families from ECE into our elementary school, we enrolled 60% of TK aged scholars.

Enrollment Plan

	25-26	26-27	27-28	28-29	29-30
TK	40	40	50	60	60
K	48	48	62	65	62
1	48	48	48	65	70
2	48	48	48	48	70
3	48	48	48	48	48
4	50	50	50	50	50
5	45	50	50	50	50
Total	327	332	356	386	410

Goals and Philosophy

Vision and Mission

PLN Mission:

Para Los Niños partners with children, youth, and their families through integrated education, wellness, support, and advocacy to address individual and systemic barriers and create pathways to success.

PLN CS Charter Vision:

Our vision is to cultivate the genius in every student and create lifelong learners by providing rigorous academic instruction with an emphasis on character development, collaboration, and developing advocacy skills. At Para Los Niños Charter School, we are in constant pursuit of equity in education and life, and we strive to create a democratic learning community in every classroom. We partner with families, many of whom are from historically marginalized, working class and immigrant backgrounds, by providing support services, educational workshops, and extended service hours. Through our efforts, historical barriers are lowered providing families access to develop voice and strengthen communities through activism and education.

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 methods 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 CS 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.
- We expect students to actively engage in our democratic learning environment.

Characteristics of an ‘Educated Person’

To be successful, our students must become active citizens in a democracy that is still evolving. The 21st century is marked by 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.

"21st-century education is about giving students the skills they need to succeed in this new world, and helping them grow the confidence to practice those skills. With so much information readily available to them, 21st-century skills focus more on making sense of that information, sharing and using it in smart ways. The 4Cs — Critical thinking, Communication, Collaboration, and Creativity — need to be at the core of any educational approach."

-Ken Kay, CEO of EdLeader21 and a leader in 21st-century education

At Para Los Niños Charter School, an "educated person" in the 21st century demonstrates foundational skills and attitudes that set the stage for future academic and career success. Key characteristics of such a student include:

College and Career-Readiness

Firstly, basic literacy and numeracy are essential. Proficiency in reading, writing, and arithmetic forms the cornerstone of future learning. Additionally, an educated person exhibits curiosity and a love for learning. This natural enthusiasm fosters a mindset that embraces new knowledge and experiences.

Social and Emotional Skills

Developing empathy, cooperation, and communication skills enables positive interactions with peers and adults. Problem-solving abilities, including basic critical thinking skills like identifying problems and brainstorming potential solutions, are integral. Moreover, students learning to take

responsibility for their actions and beginning to work independently as well as in groups signifies growing maturity and readiness for future challenges.

Use of Technology

In terms of technology use, digital literacy is fundamental. This involves basic skills in using digital devices, such as tablets and computers, and understanding how to navigate simple software and educational apps. Students must also be aware of safe and ethical internet use, including not sharing personal information and understanding appropriate online behavior.

Engaging with educational tools is another important aspect. Utilizing technology to enhance learning through educational games, interactive lessons, and digital storytelling is essential. Furthermore, exposure to concepts in coding and robotics through age-appropriate programs fosters early computational thinking.

At Para Los Niños, an elementary "educated person" in the 21st century has a strong foundation in basic academic skills, coupled with a curiosity and enthusiasm for learning. They are beginning to develop social and emotional skills and are becoming familiar with technology in a safe and engaging way, setting the stage for continued growth and readiness for future educational and career opportunities.

How Learning Best Occurs

The foundation of our instructional program is based on the understanding that learning occurs when physical, psychological, and social safety are present. Based on the work of Paolo Freire, Ghoddy Muhammad, Zaretta Hammond, Sharroky Hollie, Doug Lemov, Bettina Love, and many other experts in the field of education, building a school culture and climate requires an understanding of when learning best occurs. Learning is a social process. People learn from each other as they exchange ideas, observe one another, and participate in shared experiences. Our student population is culturally, linguistically, and socioeconomically diverse. A large majority of our students live in socioeconomically disadvantaged households and the surrounding community experiences crime at greater rates than neighborhoods that share the same zip code. Based on this shared experience, the likelihood of our students being victims of or witnessing violence, experiencing economic hardships, homelessness, and other risk factors, puts our students at greater risk of facing Adverse Childhood Experiences. As such, we create culturally and linguistically responsive learning classrooms where students can acquire, develop, and apply skills in an environment that validates and affirms their culture, their language, and their experience. We use Restorative Justice to ensure our school and classrooms are safe and inclusive spaces that promote learning. We celebrate the beauty, resilience, and brilliance that our students bring to our school by honoring their identities and removing barriers that can potentially hinder their progress. PLN CS is guided by our mission and vision, as well as the following tenets of what we know about how children learn:

- Students learn best when they have a strong sense of belonging and are seen as valued members of the learning community.
- Healthy relationships create safe environments where learning thrives.
- Learning is more effective when processed using common cultural learning aids.
- Learning is a dynamic activity that requires focus, engagement, and intentional processing by the learner.
- Because our knowledge is connected to our cultural experiences and values, new content should be coupled with existing schema.

- The brain grows when students are challenged as independent learners who experience strategic thinking and information processing

School's goals and lifelong learners

PLN CS 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 CS 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 CS 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 CS 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 CS 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

Annual goals (LCFF table, consistent with LCAP)

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.

Measuring and Reporting Results

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)		
GOAL #1		
Cultivate Inclusive, Anti-Racist & Restorative Schools and Classrooms with Equity at the Core and Support for Each and Every Child	Related State Priorities: X1 ☐ 4 ☐ 7 ☐ 2 X5 ☐ 8 ☐ 3 X6	
	Local Priorities: ☐ : ☐ :	
Specific Annual Actions to Achieve Goal		
Ensure Inclusive & Restorative School Environments: A. <i>by fostering a sense of belonging and decreasing chronic absenteeism,</i> B. <i>by building stronger classroom communities through the integration of the PLN Restorative Discipline Policy & Professional Development</i> C. <i>by creating and establishing Positive Behavior & Intervention Systems and Supports</i> D. <i>by utilizing Panorama School Climate Survey Data</i>		
Expand Wellness Services/Opportunities: A. <i>by increasing wellness services and supports for all students through the implementation of the CA Community Schools approach</i> B. <i>by enhancing and increasing Social Workers & Therapy & Mental Health supports for students through the Multi-Tiered Student Support Services model</i>		
Implement Restorative, Anti-Bias & Anti-Racism Policies and Practices: A. <i>by fostering adult foundational competencies</i> B. <i>by building school leaders and staff capacity</i> C. <i>by disrupting "discriminatory" grading practices by shifting to Standards Based Grading Systems.</i>		

Expected Annual Measurable Outcomes					
Outcome #1:					
Metric/Method for Measuring: Suspension Rate					
APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028- 2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	0	0	0	0	0
English Learner Students	0	0	0	0	0
Socioeconomically Disadvantaged Students	0	0	0	0	0
Foster Youth Students	0	0	0	0	0
Students with Disabilities	0	0	0	0	0
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	0	0	0	0	0
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*
Outcome #2:					
Metric/Method for Measuring: Number of Expulsions					
APPLICABLE STUDENT GROUPS	Year 1 of Term 2025- 2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	0	0	0	0	0
English Learner Students	0	0	0	0	0
Socioeconomically Disadvantaged Students	0	0	0	0	0
Foster Youth	*	*	*	*	*
Students with Disabilities	0	0	0	0	0
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*

Filipino Students	*	*	*	*	*
Latino Students	0	0	0	0	0
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*
Outcome #3:					
Metric/Method for Measuring: Student Attendance Rate					
APPLICABLE STUDENT GROUPS	Year 1 of Term 2025- 2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	92.32%	92%	92%	92%	92%
English Learner Students	94.87%	94.87%	94.87%	94.87%	94.87%
Socioeconomically Disadvantaged Students	92.32%	92%	92%	92%	92%
Foster Youth Students	*	*	*	*	*
Students with Disabilities	94.27%	94%	94%	94%	94%
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	92.32%	92%	92%	92%	92%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*
Outcome #4:					
Metric/Method for Measuring: Panorama School Climate Survey – Safety, % favorable response (Grades 3-5)					
APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	60%	90%	91%	93%	95%
English Learner Students	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*
Foster Youth	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
African American Students	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*

Outcome #5:

Metric/Method for Measuring: Panorama School Climate - Caring Relationships, % favorable response (Grades 3-5)

APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	79%	95%	96%	97%	98%
English Learner Students	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*
Foster Youth	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*

Outcome #6:

Metric/Method for Measuring: Chronic Absenteeism Rate

APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	7.15%	4%	4%	4%	4%
English Learner Students	5.13%	4%	4%	4%	4%
Socioeconomically Disadvantaged Students	7.15%	4%	4%	4%	4%

Foster Youth	*	*	*	*	*
Students with Disabilities	6.18%	4%	4%	4%	4%
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	7.15%	4%	4%	4%	4%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*

Outcome #7:

Metric/Method for Measuring: LACOE Williams Textbook Sufficiency 100%

APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*

LCFF STATE PRIORITIES **(Charter Term Commencing July 1, 2025)**

GOAL #2

Access to rigorous and robust curriculum that enhances and accelerates learning with high expectations for all and that increases high quality leadership and teaching & learning.	Related State Priorities:		
	☐ 1	X4	X7
	X2	☐ 5	X8
	☐ 3	☐ 6	
Local Priorities:			
	☐ :		
	☐ :		

Specific Annual Actions to Achieve Goal

College, Career & Civic /Global Life Readiness:

- A. by developing our “PLN CS Scholar Profile”
- B. by broadening the sphere of Exceptional Scholars, through GATE Testing
- C. by increasing Student Engagement & Discourse in Every Classroom

Coherent Instructional System Focused on a Guaranteed & Viable Curriculum:

- A. by ensuring ALL scholars have access to a GVC for each core content area, Including ELD
 - B. by adopting standards-based grading practices & providing on-going PD on assessments
 - C. by increasing the number of teachers to support the many needs of our scholars, including our Exceptional Scholars
- by aligning and expanding curriculum from school day through After-School

Equity-Driven School Leadership & Teacher Leadership & Development:

- A. by providing School Leaders professional learning in order to improve teaching & learning
- B. by adopting and implementing a new teacher observation platform
- C. by providing educators student-centered instructional coaching cycles
- D. by cultivating a distributive leadership school community

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: Scholars including unduplicated students and exceptional scholars, participate in a broad course of study as measured by marks on report cards in all subject areas.

APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028- 2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*
Foster Youth Students	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*

Filipino Students	*	*	*	*	*
Latino Students	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*

Outcome #2:

Metric/Method for Measuring: Availability of standards aligned instructional materials.

APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*
Foster Youth	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*

Outcome #3:

Metric/Method for Measuring: Participation of scholars in GATE Assessments for Grade 2.

APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*
Foster Youth Students	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
African American Students	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*

Outcome #4:

Metric/Method for Measuring: English Learner Progress Indicator English Proficiency.

APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	*	*	*	*	*
English Learner Students	42.9%	75%	78%	80%	82%
Socioeconomically Disadvantaged Students	*	*	*	*	*
Foster Youth Students	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*

Outcome #5:

Metric/Method for Measuring: English Learner Reclassification Rate

APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	*	*	*	*	*
English Learner Students	10%	40%	42	45	50
Socioeconomically Disadvantaged Students	*	*	*	*	*
Foster Youth Students	*	*	*	*	*

Students with Disabilities	*	*	*	*	*
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*
Outcome #6:					
Metric/Method for Measuring: CA Assessment of Student Performance & Progress (CAASPP) Distance from Standard on Smarter Balanced Assessment (SBAC).					
APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	ELA Grade 3: 60% Grade 4: 65% Grade 5: 60% Math Grade 3: 55% Grade 4: 60% Grade 5: 50%	ELA Grade 3: 80% Grade 4: 80% Grade 5: 80% Math Grade 3: 80% Grade 4: 80% Grade 5: 80% Math Grade 3: 80% Grade 4: 80% Grade 5: 80%	ELA Grade 3: 80% Grade 4: 80% Grade 5: 80% Math Grade 3: 80% Grade 4: 80% Grade 5: 80% Math Grade 3: 80% Grade 4: 80% Grade 5: 80%	ELA Grade 3: 80% Grade 4: 80% Grade 5: 80% Math Grade 3: 80% Grade 4: 80% Grade 5: 80% Math Grade 3: 80% Grade 4: 80% Grade 5: 80%	ELA Grade 3: 80% Grade 4: 80% Grade 5: 80% Math Grade 3: 80% Grade 4: 80% Grade 5: 80% Math Grade 3: 80% Grade 4: 80% Grade 5: 80%
English Learner Students	ELA Grade 3: 30% Grade 4: 35% Grade 5: 40% Math Grade 3: 55% Grade 4: 60% Grade 5: 60%	ELA Grade 3: 40% Grade 4: 40% Grade 5: 40% Math Grade 3: 40% Grade 4: 65% Grade 5: 65%	ELA Grade 3: 50% Grade 4: 50% Grade 5: 40% Math Grade 3: 70% Grade 4: 70% Grade 5: 70%	ELA Grade 3: 60% Grade 4: 60% Grade 5: 40% Math Grade 3: 40% Grade 4: 75% Grade 5: 75%	ELA Grade 3: 70% Grade 4: 70% Grade 5: 40% Math Grade 3: 80% Grade 4: 80% Grade 5: 80%

Socioeconomically Disadvantaged Students	ELA Grade 3: 50% Grade 4: 50% Grade 5: 50% Math Grade 3: 55% Grade 4: 60% Grade 5: 60%	ELA Grade 3: 55% Grade 4: 55% Grade 5: 55% Math Grade 3: 60% Grade 4: 65% Grade 5: 65%	ELA Grade 3: 60% Grade 4: 60% Grade 5: 60% Math Grade 3: 65% Grade 4: 70% Grade 5: 70%	ELA Grade 3: 65% Grade 4: 65% Grade 5: 65% Math Grade 3: 70% Grade 4: 75% Grade 5: 75%	ELA Grade 3: 70% Grade 4: 70% Grade 5: 70% Math Grade 3: 75% Grade 4: 80% Grade 5: 80%
Foster Youth Students	*	*	*	*	*
Students with Disabilities	ELA Grade 3: 30% Grade 4: 35% Grade 5: 40% Math Grade 3: 55% Grade 4: 60% Grade 5: 60%	ELA Grade 3: 40% Grade 4: 40% Grade 5: 40% Math Grade 3: 40% Grade 4: 65% Grade 5: 65%	ELA Grade 3: 50% Grade 4: 50% Grade 5: 40% Math Grade 3: 70% Grade 4: 70% Grade 5: 70%	ELA Grade 3: 60% Grade 4: 60% Grade 5: 40% Math Grade 3: 75% Grade 4: 75% Grade 5: 75%	ELA Grade 3: 70% Grade 4: 70% Grade 5: 40% Math Grade 3: 80% Grade 4: 80% Grade 5: 80%
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	ELA Grade 3: 60% Grade 4: 65% Grade 5: 60% Math Grade 3: 55% Grade 4: 60% Grade 5: 50%	ELA Grade 3: 80% Grade 4: 80% Grade 5: 80% Math Grade 3: 80% Grade 4: 80% Grade 5: 80%	ELA Grade 3: 80% Grade 4: 80% Grade 5: 80% Math Grade 3: 80% Grade 4: 80% Grade 5: 80%	ELA Grade 3: 80% Grade 4: 80% Grade 5: 80% Math Grade 3: 80% Grade 4: 80% Grade 5: 80%	ELA Grade 3: 80% Grade 4: 80% Grade 5: 80% Math Grade 3: 80% Grade 4: 80% Grade 5: 80%

	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*
Outcome #7:					
Metric/Method for Measuring: iReady End of Year Data					
APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	ELA All: 45% ELL's: 28% SPED: 23% Math All: 48% ELL's: 35% SPED: 37%	ELA All: 90% ELL's: 85% SPED: 80% Math All: 90% ELL's: 90% SPED: 80%	ELA All: 92% ELL's: 87% SPED: 85% Math All: 92% ELL's: 92% SPED: 82%	ELA All: 93% ELL's: 89% SPED: 89% Math All: 93% ELL's: 93% SPED: 85%	ELA All: 95% ELL's: 90% SPED: 90% Math All: 95% ELL's: 95% SPED: 90%
English Learner Students	ELA ELL's: 28% Math ELL's: 35%	ELA ELL's: 40% Math ELL's: 45%	ELA ELL's: 50% Math ELL's: 55%	ELA ELL's: 60% Math ELL's: 65%	ELA ELL's: 70% Math ELL's: 75%
Socioeconomically Disadvantaged Students	ELA 45% Math 48%	ELA 55% Math 55%	ELA 60% Math 60%	ELA 65% Math 65%	ELA 70% Math 70%
Foster Youth Students	*	*	*	*	*
Students with Disabilities	ELA SPED: 23% Math SPED: 37%	ELA SPED: 33% Math SPED: 47%	ELA SPED: 38% Math SPED: 52%	ELA SPED: 45% Math SPED: 60%	ELA SPED: 50% Math SPED: 65%
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	ELA All: 45% Math	ELA All: 90% Math	ELA All: 92% Math	ELA All: 93% Math	ELA All: 95% Math

	All: 48%	All: 90%	All: 92%	All: 93%	All: 95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*

Outcome #8:

Metric/Method for Measuring: Implementation of state board adopted academic content and performance standards in ELA, ELD, Math Science, History/Social Studies (H/SS), PE (Teachers provide instruction aligned to the CA state standards, including EL access to ELD and state standards)

Exploration Phase = 1

Beg. Development = 2

Initial Implementation = 3

Full Implementation = 4

Sustainability = 5

APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	ELA = 4 Math = 3 ELD = 1 Science = 4 H/SS = 3 PE = 5	ELA = 5 Math = 5 ELD = 5 Science = 5 H/SS = 5 PE = 5	ELA = 5 Math = 5 ELD = 5 Science = 5 H/SS = 5 PE = 5	ELA = 5 Math = 5 ELD = 5 Science = 5 H/SS = 5 PE = 5	ELA = 5 Math = 5 ELD = 5 Science = 5 H/SS = 5 PE = 5
English Learner Students	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*
Foster Youth Students	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*

Outcome #9:

Metric/Method for Measuring: School Leaders capture teacher observations of practice in Growth &

Development: Teacher Observation Platform. 100% of teachers with 3 or more observations.

APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*
Foster Youth Students	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)

GOAL #3

Student, Family and Community Engagement & Services that Cultivate Highly Regarded Community Schools, Enhancing Opportunities; College & Beyond for ALL

Related State Priorities:

☐1 ☐4 ☐7
☐2 ☐5 ☐8
☒3 ☐6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

Strengthen and increase connections & relationships w/ families & students:

- A. by providing professional learning of the Dual Capacity Framework
- B. by developing, launching and implementing Parent University Program

- C. by communicating and promoting community schools vision and strategy to foster a culture of shared responsibility for student success and progress
- D. by developing a system of continuous improvement and accountability (toward improved student outcomes) for community partners.

Elevate shared leadership & Student, Family & Community Voice:

- A. by continuing Community School Team Meetings
- B. by increasing student leadership & development opportunities

Develop a community of network partnerships that will enhance & ensure sustainable system of resources:

- A. by expanding CS Team to include community partners, students, and parents and families from historically marginalized subgroups
- B. by launching monthly Community Network Partnership Meetings
- C. by identifying additional sources of funding to support ongoing implementation of the community schools strategy
- D. by expanding partnerships to provide on-site health, vision, and dental services

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: School Enrollment Patterns - Matriculation to PLN Charter Middle School

APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	96%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*
Foster Youth Students	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*

Outcome #2:

Metric/Method for Measuring: Parent Survey - Staff Family Relationships, % favorable

APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	81%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*
Foster Youth	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*

Outcome #3:

Metric/Method for Measuring: Functional School Site Council

APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	90%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*
Foster Youth Students	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*

Outcome #4:

Metric/Method for Measuring: Participants in activities/opportunities that promote parent participation for all students including EL's Foster/Homeless Youth, Low Income, and Students With Disabilities

APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	46%	90%	90%	90%	90%
English Learner Students	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*
Foster Youth Students	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*

Outcome #5:

Metric/Method for Measuring: Panorama School Climate Survey – Safety, % favorable response (Grades 3-5)

APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	60%	90%	91%	93%	95%
English Learner Students	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*
Foster Youth	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*

White Students	*	*	*	*	*
Outcome #6:					
Metric/Method for Measuring: Panorama School Climate - Caring Relationships, % favorable response (Grades 3-5)					
APPLICABLE STUDENT GROUPS	Year 1 of Term 2025-2026	Year 2 of Term 2026- 2027	Year 3 of Term 2027-2028	Year 4 of Term 2028-2029	Year 5 of Term 2029-2030
All Students (Schoolwide)	79%	95%	96%	97%	98%
English Learner Students	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*
Foster Youth	*	*	*	*	*
Students with Disabilities	*	*	*	*	*
African American Students	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*
Asian Students	*	*	*	*	*
Filipino Students	*	*	*	*	*
Latino Students	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*
White Students	*	*	*	*	*

Instructional Design

Curricular And Instructional Design

Instruction starts with the California content and performance standards, California Common Core State Standards (CCSS) in English Language Arts / Literacy and Mathematics, ELD standards and frameworks, the California Math Framework 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 CS 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 2:15pm to 4:00pm, and professional development is designed with the support of the Instructional Leadership Team and Home Office Team. Teachers are also given planning time every Thursday from 2:15 to 4:00pm 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 can meet with lead teachers or coaches to plan lessons that respond to students' 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 collaboratively 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.

At PLN CS, 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 stay 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 and responsive pedagogy also enable students to appreciate and respect their own and each other's heritage and experiences to develop an understanding of multiple perspectives.

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

Students at PLN CS interact with the community as part of the classroom and after-school program. Children participate in communal art experiences and 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 Santa Barbara Museum, 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 CS 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 the second grade study of pollination, students read about the dramatic decline in the bee population and its overall effect on the environment. In 23/24, they created a 3-dimensional mechanical pollinating machine to address this impact and presented this verbally and in print (as well as artistically). PLN CS students engage in interdisciplinary, arts- infused learning experiences 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 can 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, an after school program and enrichment activities. We constantly work to ensure our approach meets the needs of our most marginalized students and English Learners.

MTSS and Instructional Strategies

PLN CS uses a Multi-Tiered Systems of Supports (MTSS) model to ensure that all students and their families are supported with appropriate services in our educational and social service programs. MTSS uses a tiered strategy for identifying the service needs of a student. The first stage in applying an MTSS model is documentation and school-based assessments. A student may also be referred to the School Support Services team by teachers if it is recommended that further evaluation or a new evaluation is done as a result of changing circumstances in a student's life. 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, newcomer language support, intervention, special education) and, if necessary, social, mental health, and/or family services which are offered within the larger PLN agency or through our local community partner agencies. The effective use of the MTSS 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 MTSS model hinges on regular and systematic documentation of student activities and progress and the use of this information to inform practice. In the 23/24 school year, CES adopted the platform Panorama to track and maintain data for all students in attendance, behavior referrals, mental health support, grades, diagnostic test results, state test results, social skills groups, and well-being survey

data. This platform allows the school support services team and the school leadership team to have a constant, convenient way to monitor if a student is experiencing challenges that are impacting them at school. For all students, teaching strategies are varied and 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 support, 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.

In order to provide these robust supports for all students, PLN CS has many additional staff who support students, beyond the two classroom teachers per grade level. PLN CS has an onsite social worker and several social work interns, a Family Specialist, two Family and Community Engagement coordinators (one full time and one part time), an Operations Lead/Safe School Mentor, two RSP teachers, 2 RSP Instructional Assistants, 3 Instructional Assistants, a School Psychologist, a Speech and Language Pathologist, an Occupational Therapist, a librarian, a partnership with Reading Partners, YWF Interns. There are also many Home Office staff members who support the instructional program, teacher development, and the MTSS model. They include two instructional coaches, a Director of Exceptional Scholars, a Director of Teaching and Learning, a Director of Community Schools, and an Associate Director of School Support Services.

Innovative Components

Whole Child Approach

Addressing the Whole Child through a Multi-Tiered System of Support (MTSS)

Through our California Community Schools Partnership Program Implementation Grant, PLN CS is committed to continuous improvement of providing integrated student supports through our Multi-Tiered System of Support (MTSS). MTSS is described as “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions” (Batsche et al., 2005). Our School Support Services considers environmental factors that might affect individual student's academic, social-emotional, and physical development. We work to ensure that new and returning students and their families are provided appropriate services through our educational, social service, and mental health programs as we address the needs of the whole child in the context of the family.

Addressing the Whole Child through a Trauma-informed, Relationship-based Approach

Our approach begins with the creation of safe, nurturing relationships between school leadership, staff and students. PLN CS continues to deepen its knowledge, understanding and practice in working with families and students who have been or are being impacted by multiple systemic, community and familial traumas and stressors. Brain and Adverse Childhood Experiences (ACE's) research demonstrates the

ongoing physical impact of trauma and toxic stress on a student's ability to engage in the classroom and learning environment. The on-going production of cortisol through multiple or ongoing trauma and toxic stress makes it difficult for students to access their frontal cortex, the reasoning and relationship building center of their brain. Para Los Niños' antidote to overloaded cortisol in the brain is the production of oxytocin which comes about through our trauma-informed, relationship-based approach.

Family- School Partnership

We personalize support for students by working in partnership with our families. At PLN CS we have various collaborative leadership teams for families to be part of, such as the School Site Council, English Learners Advisory Council and Community School Team. The principal also maintains regular, ongoing conversation with the families through a monthly Cafe con Familias (Coffee with Families). Annually, we present a survey to our families for them to share their interests and needs. We are guided by Dr. Karen Mapp's Dual Capacity-Building Framework for Family-School Partnerships. There are two teachers dedicated to the Family and Community Engagement (FACE) teacher leader role. These teacher leaders work collaboratively with instructional coaches, families, students, administrators, and other staff to plan teacher-family engagement workshops and develop family engagement strategies. PLN CS also has 1.5 staff dedicated to roles that support families: a full-time family specialist who provides case management and access to resources and a part-time FACE coordinator who works with families to develop strategies for further engagement. Working collaboratively as an organization, we seek to unlock the potential of every child and promote powerful families and communities.

Safe Democratic Learning Environment

At PLN CS, we promote a democratic learning community founded on the belief that all children need to feel safe to engage in productive learning. Our PLN Rights are posted and shared values in classrooms where diversity is recognized and respected as a communal strength. Social skills are developed through both preventative and responsive lessons to support students in navigating social challenges that arise in communities. The classroom environment is set up to be a community, a social setting for learning. Student voice is valued and expected as part of the learning process fomenting the idea that a community has diverse voices. Teachers plan for academic discourse throughout the day with the expectation of maximizing discussion for deeper learning. The classroom environment is set up with stimuli to provoke questioning and our learning walls follow the learning journeys of our students. The learning environment reflects the curiosity, inquiry questions and progressive learning of our students. As students produce work and end a module of study, the learning environment reflects their work through writing, videos through QR scan codes, and three-dimensional work products. Learning is made visible.

CASEL (Collaborative for Academic, Social, and Emotional Learning)

We strive to support students in developing the CASEL competencies. Through evidenced-based social emotional learning, students are taught strategies along with social comprehension skills through the Learning for Justice Framework. We strive to develop Restorative Practices based on community values as we strive for healing. PLN CS uses CASEL's Framework to: Foster knowledge, skills, and attitudes across five areas of social and emotional competence; Establish equitable learning environments and coordinate practices across four key settings that support students' social, emotional, and academic development.

SEL/SEW Support for Staff and Students

PLN CS is also informed by the research compiled by the University of Chicago Consortium on School Research (2018) Supporting Social, Emotional and Academic Development: Research Implications for Educators. The research points to the criticality of: the school climate; school supports for students; teacher and student mindsets; and partnering with families.

To begin our work to transform our school community in systematic ways, we received funds through the Bureau of Justice Assistance (BJA) STOP School Violence Grant. PLN Charter Schools have a Social Justice Manager, who oversees and supports a significant amount of our school's learning about Restorative Practices, Tier I classroom supports, such as community circles, and student and staff socio-emotional development. Her work helps support our anti-violence, anti-bullying, and anti-racism initiatives, as well as provide coaching and mentoring support to teachers and staff. Individualized Coaching includes: classroom management, climate & culture, relationship building, and SEL/SEW work (both teacher and student facing).

PLN CS teachers and staff use the Safe School System and Cool Tools developed at UCLA Lab School as a foundation to teach values such as respect, self-respect, diversity, inclusion, integrity, honesty, kindness, responsibility, empathy, and forgiveness. The Safe School System is aligned with restorative practices that promote reflection and healing within a democratic community. Students learn about differences at deeper levels of diversity and are guided by the PLN Rights (based on Guidelines for a Safe School at UCLA Lab School) document. Classes create Community Agreements and reflect on these as problems arise. Community Circles are preventative and restorative circles- inclusive and safe for all. In addition at grades 3-5, teachers teach lessons from No Kidding About Bullying by Naomi Drew, MA. Considering the broader dimensions in developing a sense of self in the world, teachers also use the book, Being the Change: Lessons and Strategies to Teach Social Comprehension by Sarah Ahmed. We also include the use of Second Step SEL curriculum and continue to explore and use the curriculum called Learning for Justice (formerly Teaching for Tolerance) from the Center of Southern Poverty Law as a way of supporting students in developing a greater understanding of identity, diversity, justice, and action.

Key Features

Rigorous Academic Program

Standards-based Learning through an Inquiry Approach

We are in constant pursuit of accelerated learning through assessment and data-driven decision-making. Through a rigorous standards-based literacy program connected to the Next Generation Science Standards and Social Studies themes, our students are guided to mastery of grade level standards. Through the collaborative work of teacher leaders, we have created an integrated inquiry approach where students make connections through cross-cutting concepts that promote critical thinking skills. The inquiry process foments the importance of human responsibility with themes such as environmental justice and social challenges. To promote purpose, community and global activism, students engage in going public with learning exhibitions within the school community and beyond. All students are provided with multiple ways to express their conceptual understanding and voice through different ways of knowing and showing, including art-related and STEAM experiences and products, an especially important approach for English Learners and neuro-diverse learners.

English Language Arts Program and Inquiry

Our approach at PLN CS promotes learning through an interdisciplinary approach, inquiry and experiential learning in a democratic learning community. We understand that students must make connections to real-life and real-world situations and that the learning must be culturally relevant and purposeful for students. The rigor in literacy is lifted through EL Education, our English Language Arts program first implemented in the fall of 2019. This highly rated ELA program (ED Reports 2018) promotes mastery of knowledge and skills, character development, and high-quality student work. Through engaging grade level texts, close reading, and standards-based lessons, students have access in developing strong literacy skills with a deeper purpose. Modules and units are connected to Next Generation Science Standards and to Social Studies themes.

For example, students at 5th grade learn about the Universal Declaration of Human Rights and compare and relate this document to the events in the book *Esperanza Rising*. Other units of study include learning about non-fiction text and the importance of caring for our global environment, such as Brazil's Rain Forest. Some teachers are further personalizing the units to our contexts through enriching academic experiences that promote even greater relevance.

Students who study Poetry at 4th grade also explore themselves as poets and connect with poetry that is relevant to Latino students. Students explore identity through SEL related activities taken from *Being the Change: Lessons and Strategies to Teach Social Comprehension* by Sarah K. Ahmed. From these experiences, students write poems using poetic devices that they learned through the Poetry Module in EL Education. As a component of going public, 4th graders hold a Poetry Slam sharing their poems with other 4th graders and their families. The integration of the arts is clearly part of an inward experience as students create self-portraits furthering their sense of pride of self through their "I Am" poems.

In the second grade, students learn about paleontology and the career of paleontologists through close reading. They engage in narrative writing, exploring setting, descriptive words, and apply their knowledge about fossils to their story. Our annual Learning Exhibition is a showcase of students' learning experiences through EL Education and ties directly to Inquiry in Science and Social Studies. Students also connect their learning to the Arts in different ways.

For example, 1st graders create three-dimensional bird pieces focusing on the diversity of the beaks and their specific function for survival. Students at the 3rd grade link their learning about the diversity of frogs to adaptation to different ecosystems. Students study artists' renderings from those ecosystems to be inspired in creating class murals. Through professional learning opportunities, teachers strengthen their skills in implementing EL Education and deepen the connection to NGSS, Social Studies standards, and Social Justice Standards to promote inquiry and project-based learning. Taking Action is a component of Inquiry that we bring to the forefront to plant the seeds of activism. Through the Instructional Coaches and Lead Teacher structures, PLN CS engages in professional learning and collaborative planning. We revisit and strengthen our roots in Inquiry in Science and Social Studies continuously, and by having a strong team of instructional models, teachers can expertly hone these skills.

Developing Foundational Reading Skills and Reading Intervention

At PLN CS, foundational reading skills are taught 5 days a week through Foundations, a multi-sensory program for decoding and encoding skill development for TK-3rd graders. End of unit tests are given in which 80% of the class must attain a score of 80% to continue forward. Teachers deliver differentiated instruction to students based on the analysis of student test results and identification of areas requiring additional practice. Tier II Reading Intervention is provided to students within the class while the teacher continues to progress monitor the student's learning of these foundational reading skills.

At the 4th and 5th grade levels, students are tested for foundational skills and those who need the additional support participate in Wilson's Just Words reading program. Just Words is a 2-year program that focuses on both decoding and encoding using multi-sensory and research-based strategies. Teachers provide unit tests and differentiate instruction when students are not meeting the unit test criteria.

Illustrative Mathematics

At Para Los Niños, we believe that all students can develop a deep understanding of the hows and whys of mathematics through access to culturally relevant, rigorous, and standards-based instruction of the highest-quality; relevant, real-world application of mathematical concepts; and curricular materials that support teachers in facilitating meaningful engagement and differentiating for all types of learners. Illustrative Mathematics, our adopted program, develops high levels of mathematical thinking and promotes language and cognition through Mathematical Language Routines, and it is well aligned to the new California Framework for Mathematics.

We strive to build on the resources that students bring to the classroom to develop as mathematicians. We value participating in mathematical discussions, thinking flexibly, and providing opportunities for students to discover both how to solve problems and why those procedures work.

PLN CS students will become mathematically proficient students prepared to meet the demands of college and career by engaging in productive struggle, persevering through real-world problems, and by seeing themselves as problem-finders and problem-solvers.

Interdisciplinary Teaching and English Language Development

At PLN CS, our approach in learning is also informed 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). 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). 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 stay 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). We plan and teach in an interdisciplinary way looking at crosscutting concepts/big ideas/themes that support students in making deeper conceptual connections across the disciplines forging critical thinking skills.

Because the vast majority of our students began school as English Learners, it is critical that all learning experiences promote language and cognitive development simultaneously. We plan and strategize to maximize communication through integrated English Language Development strategies. Our teachers plan ELD lessons that are standards-based and linked to the themes, when possible, to ensure that our students have access, build vocabulary, sentence stems, and conversations that will support them when engaging in content areas.

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

- Lev Vygotsky
“Social constructivism,” which emphasizes how understanding and making meaning grow 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, and resourceful.
The environment is 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:

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 student will become a productive and contributing member of society and facilitates the development of the tools necessary to do so.

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 careful attention is paid to the construction of a safe and stimulating school environment. Through our Safe School System and our PLN Rights, we are committed to providing all children a safe, nurturing, inclusive, 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. The learning environment should be fostering, promoting, and reflecting students’ critical thinking, communication, collaboration, creativity and communication.

Teachers carefully organize provocative and stimulating realia, 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.

STEAM Instruction and Integration

At PLN CS, STEAM instruction is integrated in all contents. In the 23/24 school year, PLN CS opened its STEAM Lab, which is available for use by all grade levels. The PLN CS STEAM Lab is a beautiful makerspace. The purpose of the STEAM Lab is to make creativity, science, technology, engineering, art, and math more accessible to all classrooms by consolidating the necessary materials, tools, and equipment in one place. Teachers bring their classrooms into the STEAM Lab to create representations of understanding using recycled materials, to model complicated concepts with innovative construction techniques, to engage in the scientific process to conducting investigations and experiments using scientific instruments, to create engineering solutions to problems with a variety of tools, to apply math concepts to robotics challenges, and to apply computational thinking to construct interactive projects using coding and electronics engineering.

School as a Professional Learning Community

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 assessment that teachers use to support student learning. Tuesdays from 2:15p.m.-4:00p.m. are used for Professional Development and teacher meetings, and Thursdays are dedicated for collaborative planning. Teachers have opportunities to discuss and further develop their pedagogical knowledge, together with content knowledge, as recommended by the National Research Council. Teachers have opportunities to work with Instructional Coaches and Lead Teachers who are mentors providing support when needed.

In conclusion, the integration of a rigorous academic program, a whole child approach, and a commitment to a safe, democratic learning environment collectively fosters the success of all students, including English Learners (EL) and Special Education (SpEd) students. By utilizing a high-quality, standards-aligned curriculum infused with inquiry, collaboration, and the arts, we ensure that every student is engaged and challenged. The comprehensive child development approach, supported by a multi-tiered system of support (MTSS), trauma-informed practices, and strong partnerships with parents, addresses the diverse needs of students, providing them with the necessary tools and support for holistic development. Furthermore, maintaining a safe and inclusive learning environment through explicit socio-emotional learning (SEL) instruction, restorative practices, and a strong sense of community ensures that all students feel valued, respected, and motivated to learn. Together, these strategies create a nurturing and stimulating educational ecosystem where every student can thrive academically, socially, and emotionally.

Curriculum and Instruction **Curriculum**

All of the curriculum utilized at PLN CS is aligned to CCSS and the state frameworks for instruction. Teachers work with the Director of Teaching and Learning to backwards map their yearlong plan around data cycles to ensure that students are on track to achieve proficiency on grade level standards. Teachers also collaborate to ensure that there is vertical alignment between grade levels and that specific areas of schoolwide focus, such as identity and socio-emotional learning, are woven into the content and daily learning. The PLN CS school administrators, coaches, and mentor teachers 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

Our approach at PLN CS has always been to support students through an interdisciplinary approach, experiential learning, and inquiry. We understand that students must make connections to real-life and real-world situations and that the curriculum must be relevant and purposeful for students. For these reasons, EL Education was chosen as our primary English Language Arts curriculum. The rigor in literacy is lifted through EL Education. This highly rated ELA program (ED Reports 2018) promotes mastery of knowledge and skills, character development, and high-quality student work. Through engaging grade level texts, close reading, standards-based lessons, students have access in developing strong literacy skills with a deeper purpose.

English Language Arts is at the core of our instruction. It focuses on students thinking critically as they analyze, evaluate and synthesize complex ideas presented through various textual resources. EL Education requires that students also transfer their knowledge and skills to meaningful tasks and that they write, speak and present their ideas about real world issues in a variety of different media. Through the use of EL Education in our classrooms, we have seen students engaged in higher order thinking tasks, that are at an appropriate level of rigor to maintain high engagement and interest.

Modules and units are connected to Next Generation Science Standards and to Social Studies themes. For example, students at 5th grade learn about the Universal Declaration of Human Rights and compare and relate this document to the events in the book *Esperanza Rising*. Other units of study include learning about non-fiction text and the importance of caring for our global environment, such as Brazil's Rain Forest. Some teachers are further personalizing the units to our contexts through enriching academic experiences that promote even greater relevance. As an example, students who studied Poetry also explored themselves as poets and connected with poetry that was relevant to Latine students. Students explored identity through SEL related activities taken from *Being the Change: Lessons and Strategies to Teach Social Comprehension* by Sarah K. Ahmed. From those experiences, students wrote poems using poetic devices that they learned through the Poetry Module in EL Education. As a component of going public, 4th graders held a Poetry Slam sharing their poems with other 4th graders and their families. The integration of the arts was clearly part of an inward experience as students created self-portraits furthering their sense of pride of self through their "I Am" poems.

In the second grade, students connected to experiences of a paleontologist and their writing piece was to imagine themselves as paleontologists. They engaged in narrative writing, exploring setting, descriptive words, and applied their knowledge about fossils to their story. Last year, our Learning Exhibition was a culmination of the experiences that students had with EL Education and the ties to Inquiry in Science and

Social Studies. Students also connected their learning to the Arts in different ways. 1st graders created three-dimensional bird pieces focusing on the diversity of the beaks and their function for survival. Students at the 3rd grade linked their learning about the diversity of frogs to adaptation to different ecosystems. Students studied artists' renderings from those ecosystems to be inspired in creating class murals. As teachers strengthen their skills in implementing EL Education, we continue to deepen the connection to NGSS, Social Studies standards, and Social Justice Standards to promote inquiry and project-based learning. Taking Action is a component of Inquiry that we are bringing to the forefront to plant the seeds of activism. Through the support of the STEAM Lead Teachers and our Instructional Coaches, we engage in PD throughout the year to deepen teachers' knowledge of inquiry based teaching and learning. We are revisiting and strengthening our roots in Inquiry in Science and Social Studies.

Developing Foundational Reading Skills and Reading Intervention

At PLN CS, we align our support system to MTSS as a comprehensive system of differentiated supports that includes evidence-based instruction, universal screening, progress monitoring, formative assessments, research-based interventions matched to students' needs, and educational decision-making using student outcome data. The 22/23 school year was our first full academic year of implementing the Wilson programs as we work to strengthen teaching and learning foundational skills in reading. The multi-sensory program called Foundations is taught 5 days a week from TK-3rd grade to support students in developing decoding and encoding skills. End of unit tests are given in which 80% of the class must attain a score of 80% to continue forward. Teachers then deliver differentiated instruction to students based on analyzing their test results to identify areas requiring additional practice. In addition, Tier II Reading Intervention is provided to students within the class while the teacher continues to progress monitor the student's learning of these foundational reading skills.

At the 4th and 5th grade levels, students are tested for foundational skills and those who need the additional support participate in the Wilson Just Words reading program. Just Words is a 2-year program that focuses on both decoding and encoding using multi-sensory and research-based strategies. Teachers provide unit tests and differentiate instruction when students are not meeting the unit test criteria.

English Language Development

At the PLN CS, students participate in an integrated ELD program and a designated ELD Program. All instruction includes the state adopted ELD standards being taught in tandem with the state adopted content standards. Students receive any necessary language support, such as visuals, simplified directions, basic translation of directions and vocabulary, word walls, sentence stems for writing and discourse, and more, to access the grade level curriculum in their classes.

Listening and speaking skills, in alignment with CCSS, are embedded throughout the integrated ELD program at PLN CS. 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.

Mathematics

At Para Los Niños, we believe that all students can develop a deep understanding of the hows and whys of mathematics through access to: culturally-relevant, rigorous, and standards-based instruction of the highest-quality; relevant, real-world application of mathematical concepts; and curricular materials that support teachers in facilitating meaningful engagement and differentiating for all types of learners.

We strive to build on the resources that students bring to the classroom to develop as mathematicians. We value participating in mathematical discussions, thinking flexibly, and providing opportunities for students to discover both how to solve problems and why those procedures work. In every classroom, teachers offer multiple opportunities for structured discourse around real life math problems. Each lesson offers students a chance to attempt problems using creative strategies and a variety of methods to deepen their conceptual understanding of the content. Additionally, students explore numbers in many contexts through ‘counting collections’ practices, on which teachers have received professional development throughout the year.

PLN CS utilizes Imagine Illustrative Mathematics in grades K through 5 for mathematics. Illustrative uses an inquiry based approach where students build conceptual understanding of math concepts through exploration and productive struggle. The curriculum centers on discourse, which is hugely beneficial for our large population of English learners. Illustrative’s approach to learning focuses on building inclusive instructional routines that support students as they develop their fluency, confidence, and reasoning in math. Illustrative Mathematics is also well aligned to the new California Math Framework and highly rated by Ed Reports in 2022.

Science

At PLN CS, we take an interdisciplinary, inquiry-based approach to science instruction. Our teams of teachers use a scope and sequence built around the Next Generation Science Standards that is arranged to align with the nonfiction science texts that students read in their EL Education language arts curriculum. Using this integrated approach, our science curriculum operates as a year-long inquiry study, where grade-level teachers collaboratively plan standards-based, engaging, and purposeful experiences for students. Although learning experiences and the scope and sequences are planned by teachers, students are given opportunities throughout the study to share their ideas, interests, and questions. In this way, these cycles of inquiry are guided by standards, but framed around student questions to engage their curiosity and make science meaningful.

Teachers begin investigations using anchoring phenomena to generate student questions. Then they use the questions to create research groups, plan experiments and research groups, supplement these experiences with lessons from Mystery Science and Generation Genius, and use both traditional assessments and assessments using multiple modalities to formatively assess student understanding. This kind of active participation often results in student-driven projects, in which they are able to present complex concepts and ideas, apply their knowledge and academic vocabulary, and “go public” by presenting their work to their peers, school community, and family. These projects are often interdisciplinary, integrate the arts, and give students an opportunity to apply their understanding in meaningful ways beyond traditional assessments.

Social Studies

The PLN CS social studies curriculum is based on the History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve, CCSS for English Language Arts and Literacy in History/Social

Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), and ELA/ELD Framework. The curriculum is concept-based, and provides in-depth study of big ideas/concepts using the same inquiry processes as in science. 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 of other aspects of learning (artistic, social, verbal, logical, and intuition). 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 perspectives 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 and students with IEPs, 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 Emilia inspired 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 Language acquisition; and
- to increase academic achievement.

Inspired by the Reggio-Emilia approach, art is integrated through purposeful planning across the curricula by teachers. 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. These types of experiences deepen students' knowledge of and connection with the subject matter.

Para Los Niños collaborates with Inner City Arts 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 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.

Each classroom 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.

Additionally, PLN CS added a full STEAM Lab in a large classroom space in the 23/24 school year. The STEAM Lab provides a larger workspace that classes can rotate into for STEAM instruction and to further the integration of arts into all classroom content.

Physical Education

The P.E. curriculum, Spark, 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 cardiovascular activity, such as running, are performed in each class to encourage fitness throughout the year. It is important for students to develop a love for physical activity, so they will continue to be active throughout their lives. Students focus on sharing and caring for each other through cooperative games and activities. Spark PE curriculum also aligns to the CASEL Competencies that students learn in our SEL curriculum.

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 physical education classes, 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 (ISTE) are seamlessly integrated into classroom instruction. These standards are applied at each grade level in alignment with grade-appropriate content and expectations. All teachers have access to mobile laptop/iPad carts, and each student has their own laptop. Every classroom is equipped with Smart Boards, and teachers receive professional development from the IT Coordinator to maximize the use of this technology. These tools are utilized throughout students' courses to provide access to information and multiple methods of expressing their understanding. Starting in Kindergarten, students learn to use educational software programs and tech resources to express thoughts and ideas. They master typing skills, play online educational games, demonstrate knowledge of school technology rules, and practice proper care of equipment. As students progress through grade levels, they learn to navigate virtual environments, such as digital books, software, and websites. For additional information about the use of technology, please see the section on "How the Instructional Program will Support Student Development of Technology-Related Skills and Student Use of Technology."

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

Enrichment is detailed in sections above: Arts, PE and Technology. Intervention and support for students are provided via the school's differentiated learning strategies, MTSS recommendations, and Wilson Reading Program. The MTSS process and other targeted supports for students are detailed in the Instructional Design section above.

At this time, independent study is not offered for PLN CS students.

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	Instructional Materials	Computer Based Resources
English Language Arts	Classroom Leveled Reading Libraries Wilson Reading Program, Wilson Foundations, Wilson Just Words EL Education	Get Epic! NewsELA IReady
Mathematics	Imagine Illustrative Curriculum	IM Online Platform IReady

Science	Generation Genius, Mystery Science, EL Education	Gimkit
Social Studies	Critical Thinking Institute Materials Social Studies trade books, reference books, expository text materials; primary resources Social Studies Alive	Gimkit
ELD	Get Ready! Soar! ELL Supportive Materials from EL Education	
Technology		Common Sense Media
P.E.	Spark	
SEL	Second Step Cool Tools	

Instructional Methods and Strategies

At PLN CS, we recognize the critical importance of both content knowledge and modes of instruction. The information students learn and the ways we facilitate learning opportunities are both vital. Utilizing a constructivist instructional framework, we scaffold students in setting goals, reflecting on their learning, and actively engaging in the learning process. Teachers model, guide, and collaborate with students to develop instructional opportunities for inquiry and open-ended questions, making learning meaningful by building on student strengths and interests.

Our teachers are trained to create educational environments that promote language and conceptual knowledge. They employ both direct and inquiry-based instruction strategies. Direct instruction includes lectures, explanations, demonstrations, and mini-lessons where students acquire concepts, instructions, and information, learn to take notes, ask questions, and clarify ideas in various formats. Inquiry-based instruction involves posing thoughtful questions for investigation through primary sources and scientific phenomena, teaching students investigative and research skills, and allowing them to draw inferences independently.

Using curriculum of inquiry is a cornerstone of our approach, exemplified by our EL Education, Mystery Science, and Illustrative Math curricula. These programs begin new units with engaging prompts, phenomena, or questions, rather than starting with direct information delivery. Once student interest and questions are generated from relevant, standards-aligned primary source documents and scientific phenomena, teachers use common structures like "Notice and Wonder," collaborative discussion, small group learning, mini-lessons, and student research groups to build understanding of key concepts and big ideas.

Grade-level teams engage in extensive planning to outline the provocations that spark questions, big ideas, learning goals, vocabulary, ELD support, and critical thinking. Discussion time is built into all lessons, and ideas for projects often arise from these discussions with students. Teachers thoughtfully integrate these ideas into the curriculum planning, considering necessary materials and involving parent and community support.

At PLN CS, we use a variety of instructional methods and strategies to deliver the curriculum, fostering a dynamic and engaging learning environment for students. Collaborative group work, both in large and small settings, is essential for enhancing cognitive development and promoting language acquisition, particularly for our English learners. Teachers meticulously plan collaborative experiences that encourage students to critique, compare, negotiate, hypothesize, and problem-solve. These experiences facilitate academic growth and nurture essential social and communication skills.

A fundamental aspect of our instructional approach is to empower students to undertake the cognitive heavy lifting themselves. Rather than passively receiving information, students are encouraged to construct their own understanding of concepts through active participation and discussion. This student-centered approach creates a more engaging classroom environment where learning is an interactive and collaborative process, ensuring that all students thrive academically and socially.

Diagnostic Assessment

Teachers use a variety of diagnostic assessments to evaluate both how and what students are learning. These assessments inform decisions about the curriculum, teaching strategies, and individual supports for students. One key component is the use of IABs in grades 3-5, which are standards-based assessments administered two times a year in reading, writing, and mathematics. The results, along with other formal and informal assessments, guide classroom instruction, individual student support, and teacher professional development.

At the beginning of the school year, iReady Diagnostic Assessments in Reading and Mathematics are administered to all students from Kindergarten through Grade 5. These assessments measure achievement in each subject, categorizing students' performance as Mid/Above Grade Level, Early On Grade Level, One Grade Level Below, Two Grade Levels Below, or Three or More Grade Levels Below. Additionally, they provide detailed insights into subject-specific domains. Reading data assesses proficiency in Phonological Awareness, Phonemic Awareness, High-Frequency Words, Vocabulary, and Reading Comprehension (Overall, Literature, and Informational Text). Mathematics data assesses proficiency in Numbers and Operations, Algebraic Thinking, Measurement and Data, and Geometry.

Formative Assessment

At Para Los Niños Charter School, teachers utilize both informal and formal formative assessments to gauge student understanding and adjust instruction accordingly. Informal assessments include strategies like fist of five, thumbs up/down, class participation, and turn and talks. Formal formative assessments, such as exit tickets, unit tests, and module projects, from Illustrative Mathematics (IM) and Expeditionary Learning Education (EL Education) curriculums are used multiple times per week to assess student mastery of the standards.

Administrators and mentor teachers meet monthly with all teachers to collaboratively analyze student work for ELA and math using a student work analysis protocol. Mentor teachers then guide their grade band teams through this protocol, helping teachers thoroughly analyze success criteria, strengths, needs,

trends, and strategies to support students in mastering the standards. Additionally, students are encouraged to demonstrate their understanding of class content in various modalities, allowing teachers to determine whether students need to express their mastery in different ways or require additional instruction.

Documentation

Documentation of children's work-in-progress is an important tool in the learning process for children, teachers, and parents. Photos of children engaged in experiences, their words describing their activities, and their interpretations through visual media are displayed as graphic presentations of the dynamics of learning. Documentation provides evidence of learning and growth in knowledge for the child, teacher, and community.

Making Learning Visible

At our school, making learning visible is a key strategy in supporting our students. Inspired by the educational philosophy from Reggio Emilia, Visible Learners offers research-based practices for fostering group learning through documentation. This approach, developed during a collaboration between researchers at Harvard's Project Zero and Reggio educators, makes learning a visible activity that enhances students' intellectual capacities and their identities as learners.

Visible classrooms are identified by five key principles: learning is purposeful, social, representational, empowering, and emotional. These principles are defined using learning portraits, quotes from students and teachers, pictures, reflections, and examples of student work. The authors provide practical ways to enhance learning by increasing collaboration and critical thinking across grade levels and subjects. Additionally, there are dozens of tools for making learners and learning visible, including guidelines for classrooms and staff rooms and ideas for engaging students' families. Observing and documenting learning changes its nature, encouraging teachers to understand who their students are, what they come to know, and how they come to know it.

Instructional Methodologies ensure student mastery of CCSS

At Para Los Niños Charter School, we believe that children learn best when they are offered an educational approach that builds on their prior knowledge with culturally relevant resources, offers a range of hands-on experiences with real world tasks, provides a variety of ways to show conceptual understanding, and encourages questioning and sense making throughout the process. Ultimately, students develop a range of skills such as critical thinking, creativity, collaboration and communication, which successfully prepare them to continue their education into the 21st century. To promote and foster these skills, our educational approach includes interdisciplinary planning and instruction, project and inquiry-based teaching and learning and the integration of the arts. Our teachers are expected to design engaging experiences for their students using the California Common Core State Standards (CCSS), Next Generation Standards, English Language Development Standards, and California content and performance standards as the basis for learning goals.

We also believe that children's learning opportunities are maximized when they are in a safe environment, where they are valued for who they are and what they bring to the learning context, and where questioning and inquiry are not only encouraged, but also expected. All teachers begin the school year by co-constructing classroom expectations with their students that center around creating and maintaining a democratic learning environment where all individuals have a voice and are inclusive of their peers. Teachers hold community circles and lead students in socio-emotional learning to continue to foster this sense of belonging throughout the school year. By creating a student-centered learning environment,

teachers instill their belief in students, which provides students the confidence and perseverance to tackle rigorous tasks and carry the cognitive load required for deep learning.

In order for our teachers to plan high quality learning experiences and successfully implement our rigorous standards aligned curriculum, teachers are provided with an hour and a half of professional development time every Tuesday and with an hour and a half of dedicated, collaborative planning time every Thursday. The Tuesday professional development time includes presentations and modeling of best practices from our Mentor Teachers and Instructional Coaches. The collaborative Thursday planning time is hosted by grade level mentor teachers and includes opportunities for teachers to align on pacing, complete unit launch protocols, and compare student progress consistently with a student work analysis protocol.

Additionally, all teachers follow a scope and sequence for each content that was written and designed by veteran teachers in alignment with curricular recommendations, so that all standards can be covered and spiraled back to throughout the school year. The scope and sequence includes all formative and summative assessments, and teachers regularly and collectively analyze student progress toward standards mastery and make adjustments in instruction as necessary. PLN CS has also implemented Standards Based Grading across all grades, and teachers regularly confer with students about their progress toward mastery of the standards. Student progress on the standards is also regularly reported to parents, and teachers engage in frequent data dives to better understand how to support their students. School leaders use the data from assessments and observations to monitor the effectiveness of teachers and to provide additional support and PD as needed.

Teachers use the ELD standards during designated ELD instruction time and as focal points for integrated ELD instruction. Teachers are strategic in offering ways that multi language learners can engage in productive discourse and leverage various meaning-making resources that align with the ELD and CCSS standards. Additionally, teachers use their knowledge of students' ELPAC levels to tactically group students to target instruction to their greatest areas of need in English Language Development.

Structures of IM that lead to Mastery

At PLN CS, we utilize Illustrative Mathematics, a curriculum that adheres to the Common Core State Standards (CCSS) and is in accordance with the revised California Mathematics Framework endorsed in 2023. Moreover, it aligns with the National Council of Teachers of Mathematics (NCTM) Principles to Action from 2014, which emphasizes eight effective teaching practices: establishing mathematics goals for focused learning, implementing tasks that foster reasoning and problem-solving, using and connecting mathematical representations, facilitating meaningful mathematical discourse, posing purposeful questions, fostering procedural fluency from conceptual understanding, supporting productive struggle in learning mathematics, and eliciting and utilizing evidence of student thinking.

The Illustrative Mathematics curriculum is designed with a coherent progression of essential concepts, ensuring that each builds upon the preceding one. This sequential approach cultivates students' conceptual understanding of mathematical principles rather than simple procedural memorization. Its instructional design offers a logical sequence of learning experiences, encouraging students to take ownership of their learning through sensemaking, problem-solving, engagement in rich tasks, and collaboration as they listen to, respond to, and value each other's thinking. Additionally, the curriculum is committed to cultural relevance, incorporating diverse perspectives and contexts to make math meaningful and accessible to all students. Furthermore, the curriculum provides opportunities for differentiated instruction, enabling teachers to accommodate diverse student needs with additional support or extension activities. Formative

assessment tools are integrated to aid teachers in monitoring student progress and adjusting instruction accordingly, ensuring mastery of standards and targeted support. To continuously enhance our teachers' capacity to support students in achieving mastery of standards, they receive ongoing professional learning opportunities, and a detailed scope and sequence centered on key concepts, supporting them in guiding students to achieve mastery within the academic year. Through these integrated structures and our utilization of Illustrative Mathematics, we aim to support and empower teachers in guiding students towards proficiency in elementary math standards.

Structures of EL Education that lead to Mastery

At PLN CS, Expeditionary Learning Education (EL Education) curriculum was implemented in the fall of 2019. EL Education is a grade level standards aligned curriculum that builds students' capacity for high achievement through mastery of knowledge and skills, character building, and the generation of high quality student work. EL Education builds deep knowledge by using content-rich, authentic texts on real-world topics in social studies, STEM, and literature. Students leverage their learning for social justice and environmental stewardship while building habits of character that help them contribute to a better world. The teachers implement collaborative protocols to support students in building meaning from texts, such as chalk talks, jigsaws, interactive word walls, back to back and face to face sharing, say something, and more, which are interwoven in the EL content. EL Education aligns to the school's desire for a culturally and historically responsive curriculum, which is important because when learning humanizes our students' stories, they are more engaged and able to see themselves as the authors, scientists, and artists of the future.

In the summer of 2023, a group of experienced teachers wrote comprehensive scope and sequences for each grade level using EL Education. These included formative and summative assessments strategically placed throughout the year, which provide teachers data to make informed instructional decisions. The teachers use the assessments to gauge students' progress on mastery of ELA standards and have frequent conferences with students about where they are in their progress on the standards and where they need to go. Additionally, teachers help students develop a strong foundation of grammar, language, and literacy by explicitly teaching these skills in small groups and during ELD time. Students consistently read aloud, read along with the teacher, and read independently in all grade levels, which helps them to become more familiar with varied language conventions, storytelling techniques, and effective communication strategies. Finally, writing is incorporated across all contents with an emphasis on using critical thinking skills to analyze and write about real world situations and non-fiction texts.

Structures in Science that lead to Mastery of NGSS

PLN CS uses a combination of the EL Education curriculum and Mystery Science to address the three dimensions of the NGSS. EL Education curriculum uses inquiry-driven science texts to teach non-fiction reading and writing strategies while simultaneously conveying scientific concepts. Mystery Science is a fully NGSS-aligned science curriculum that engages learners with real-world phenomena, hands-on investigations, discussions to build background knowledge, vocabulary-building activities, and both formative and summative assessments. It takes a 5-Es approach of Engage, Explore, Explain, Elaborate, and Evaluate to teaching the NGSS through inquiry. PLN CS teachers developed a scope and sequence that ties together the scientific concepts introduced by the EL Education curriculum and complements it with our Mystery Science curriculum to ensure that the three dimensions of the NGSS are addressed in each

grade level. Additionally, students engage in hands-on learning in our STEAM Lab where they use a variety of materials and tools to represent their understanding, construct models, and prototype engineering solutions.

Structures in Social Science that lead to Mastery

At PLN CS, we strive to support our students in becoming effective learners and ethical people with agency in building a better world. We promote thoughtful citizenship and active engagement through learning about self, family, our community, and city with connections across our state, country and our world. We believe in our students' capacity to understand the concepts and develop the skills of the History and Social Science Content Standards through an inquiry approach using primary sources, and engaging in research through careful analysis of nonfiction texts and the use of resources aligned with grade level content of historical events and their geographical context. Critical thinking skills are also developed in alignment with the building of understandings and skills of the Social Justice Standards. In addition, through EL Education (our ELA adopted curriculum), students engage in close reading to analyze nonfiction and historical fiction texts through the lenses of social justice. For example, in the fifth grade, students study the Universal Declaration of Human Rights. Students compare these rights with the events in *Esperanza Rising* by Pam Muñoz Ryan and engage in an analysis of how the rights of farm workers were violated. Fifth grade students can then make connections to current national, state events or local occurrences using the lenses of the Universal Declaration of Human Rights. We strive to develop students who become "social scientists" who begin to understand the complexities of our world and the need to promote a more equitable and just world.

ELD Standard Mastery

At Para Los Niños Charter School, our approach effectively supports mastery of English Language Development (ELD) standards. We build on students' prior knowledge using culturally relevant resources and hands-on experiences, making learning meaningful and engaging. Through interdisciplinary planning, project-based learning, and integration of the arts, we create a rich educational environment that fosters active participation.

We utilize standards-aligned curricula and a variety of assessments to monitor student progress and tailor instruction. Teachers strategically employ ELD standards and consider students' English Language Proficiency Assessments for California (ELPAC) levels to customize instruction, ensuring it meets ELLs' specific needs. This includes dedicated ELD instruction and integrating ELD strategies within the general curriculum. Our teachers can access all of their ELL students' data on the platform ELLevation and use it to build specific small groups to target instruction on the areas where students need the most support.

Differentiated instruction, formative assessments, and thorough documentation of student progress ensure that ELLs receive the targeted support necessary for academic achievement. By fostering a student-centered learning environment and providing continuous professional development for teachers, we effectively support ELLs in mastering ELD standards.

Additionally, we began using Ready, Set, Soar! Curriculum in the 23/24 school year to supplement our Designated ELD instruction, which is done in small groups in classes. This curriculum is meant to offer focused instruction on the basics of English for our Newcomer students. As our population of

Newcomers has increased in the past couple years, it has become necessary for us to find additional ways to support them as they acclimate to our school. Along with this new curriculum, we also partner them with a class buddy who helps them learn the class routines, make friends, and find their way around.

Technology related skills

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.

Additionally, 3rd through 5th grade students engage in FIABs and IABs from the CAASPP website on their personal computers, which supports them in utilizing the universal tools that are available to statewide testing. Through the use of these practice tests, teachers gather valuable data about student proficiency levels, and students gain valuable skills so that technology is not a barrier at test time.

Transitional Kindergarten

Description of TK

PLN CS offers a full-day Transitional Kindergarten program that creates a caring and equitable community of engaged learners and their families. Using research-based curriculum designed specifically for TK-aged students, teachers offer meaningful, relevant, and appropriately challenging activities across all interests and abilities. All children and their families see themselves, their languages, and their cultures reflected in a warm and inviting learning environment. During the 2023/2024 school year, teachers received specialized training from the Cesar Chavez Foundation to build their practice of inclusive classrooms that honor children's identities. Teachers will continue this work into the 2024/2025 school year. Also, our use of TK Creative Curriculum actively involves students, their families, and the community in the design and implementation of learning activities that recognize each child's unique strengths and supports the full inclusion of all children.

Strong and caring teacher-child relationships and interactions are foundational to the learning that happens at PLN CS TK. By building strong relationships with students and families, teachers are better able to understand and empathetically respond to behavior challenges, language, and academic needs. The TK students are also part of the school-wide MTSS system. A multi-tiered

system of support is an integral part of our program, because the earlier that barriers are identified that impact students at school, the earlier they can be mitigated. We collaborate with health professionals, disability services, mental health supports, social workers, and other educators to foster success and maximize potential.

Children's progress and development is tracked by teachers throughout the year. "Evidence" of progress is collected in the Fall, Winter, and Spring through teacher observation and documentation and children's work samples. Teachers share progress with parents throughout the year and develop learning goals collaboratively so that parents can support developmental progress at home, while teachers use this data daily and weekly to create individual learning goals to inform lesson planning and environmental design in the classroom. This way, children and families feel more connected to the learning happening at school, and teachers feel confident in offering open-ended opportunities for learning that encourage children to work together to solve problems to support learning across all areas of development.

Academic Calendar and Schedules

Academic Calendar for 2024-2025

August 12 First Day of Instruction 30 Admissions Day	AUGUST 2025 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>3</td></tr><tr><td>4</td><td></td><td></td><td></td><td></td><td></td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr></table> 14 instructional days	S	M	T	W	Th	F	S							3	4						10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		February 17 Presidents Day 24-28 Middle School Parent Conferences	FEBRUARY 2026 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td></tr></table> 19 instructional days	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								
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September 2 Labor Day 23 Professional Development Day for Teachers – No School for Students 30 Middle Parent Conferences	SEPTEMBER 2025 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr><tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr><tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr></table> 19 instructional days	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						March 3 Professional Development Day for Teachers – No School for Students 17-21 Elementary Parent Conferences 31 Cesar E. Chavez Birthday Observed	MARCH 2026 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr><tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr></table> 19 instructional days	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					
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October 1-4 Middle School Parent Conferences	OCTOBER 2025 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr></table> 23 Instructional days	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			April 14-18 Spring Break	APRIL 2026 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>13</td><td></td><td></td><td></td><td></td><td></td><td>19</td></tr><tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr></table> 17 instructional days	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13						19	20	21	22	23	24	25	26	27	28	29	30										
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November 11 Veteran's Day 12-15 Elementary Parent Conferences 25-29 Thanksgiving Break	NOVEMBER 2025 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td></td><td></td><td></td><td>28</td><td>29</td><td>30</td></tr></table> 15 instructional days	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				28	29	30	May 26 Memorial Day	MAY 2026 <table><tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr></table> 21 instructional days	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							
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December

Dec. 16-Jan 3 Winter Break

DECEMBER 2025

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15						21
22			25			28
29						

10 instructional days

January

6 Professional Development Day for Teachers – No School for Students

7 Classes Resume

20 Dr. Martin L. King Jr's Birthday

JANUARY 2026

S	M	T	W	Th	F	S
			1			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	

18 instructional days

June

6 Last Day of Instruction

9 Last Day for Teachers

JUNE 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8						14
15						21
22						28
29						

5 instructional days

Sample Daily Schedule

PLN CS 23-24 GRADE 4 SCHEDULE					
	M	T	W	TH	F
8:00:00 AM	SEL 8:00-8:20	SEW Time 8:00-8:20	SEL 8:00-8:20	SEW Time 8:00-8:20	SEL 8:00-8:20
8:15:00 AM					
8:30:00 AM	ELD: Designated 8:20-8:50	ELD: Designated 8:20-8:50	ELD: Designated 8:20-8:50	ELD: Designated 8:20-8:50	P.E. 8:30-9:20
8:45:00 AM					
9:00:00 AM	ELA: Core (EL Education)	ELA: Core (EL Education)	ELA: Core (EL Education)	ELA: Core (EL Education)	
9:15:00 AM					
9:30:00 AM	8:50-9:50	8:50-9:50	8:50-9:50	8:50-9:50	ELA: Core

9:45:00 AM					(EL Education) 9:20-10:00
10:00:00 AM	ELA: Differentiate d (Just Words) 9:50-10:20	ELA: Differentiate d - Just Words 9:50-10:20	ELA: Differentiate d (Just Words) 9:50-10:20	ELA: Differentiate d - Just Words 9:50-10:20	ELA: Differentiate d - Just Words 10:00-10:20
10:15:00 AM	Recess, 4th (10:20-10:40)	Recess, 4th (10:20-10:40)	Recess, 4th (10:20-10:40)	Recess, 4th (10:20-10:40)	Recess, 4th (10:20-10:40)
10:30:00 AM					
10:45:00 AM	Mathematics: Core (Illustrative Math) + Fluency (Stenhouse) 10:40-11:55am	Mathematics: Core (Illustrative Math) + Fluency (Stenhouse) 10:40-11:55am	Mathematics: Core (Illustrative Math) + Fluency (Stenhouse) 10:40-11:55am	Mathematics: Core (Illustrative Math) + Fluency (Stenhouse) 10:40-11:55am	Mathematics: Core (Illustrative Math) + Fluency (Stenhouse) 10:40-11:55am
11:00:00 AM					
11:15:00 AM					
11:30:00 AM					
12:00:00 PM	Interactive Read Aloud (11:55-12:10)	Interactive Read Aloud (11:55-12:10)	Interactive Read Aloud (11:55-12:10)	Interactive Read Aloud (11:55-12:10)	Interactive Read Aloud (11:55-12:10)
12:15:00 PM					
12:30:00 PM	LUNCH (12:10-12:50)	LUNCH (12:10-12:50)	LUNCH (12:10-12:50)	LUNCH (12:10-12:50)	LUNCH (12:10-12:50)
12:45:00 PM					
1:00:00 PM	Independent Reading / iReady 12:50-1:20	Independent Reading / iReady 12:50-1:10	Independent Reading / iReady 12:50-1:20	Independent Reading / iReady 12:50-1:20	Independent Reading / iReady 12:50-1:20
1:15:00 PM					
1:30:00 PM	Science History /	P.E. 1:10-2:00	Science History /	Differentiated Instruction /	Science History /

1:45:00 PM	Social Science 1:20-2:20		Social Science 1:20-2:20	Independent Work / Inquiry 1:20-1:50	Social Science 1:20-2:20
2:00:00 PM		DISMISSAL 2:00		DISMISSAL 2:00	
2:15:00 PM					
2:30:00 PM	Differentiated Instruction / Independent Work / Inquiry 2:20-2:50		Differentiated Instruction / Independent Work / Inquiry 2:20-2:50		Differentiated Instruction / Independent Work / Inquiry 2:20-2:50
2:45:00 PM					
3:00:00 PM	DISMISSAL 3:00		DISMISSAL 3:00		DISMISSAL 3:00

- Table of Instructional Days and Minutes

Grades	Grades Offered	Num. of Regular Days	Num. of Instr. Minutes Per Regular Day	Num. of Early Dismissal Days	Num. of Instr. Minutes Per Early Dismissal Day	Num. 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	Num. of Instr. Minutes Above/Below State Req'd.
TK/K	X	103	400	77	340	0	0	0	0	180	36000	67380	31380
1	X	103	400	77	340	0	0	0	0	180	50400	67380	13380
2	X	103	400	77	340	0	0	0	0	180	50400	67380	13380
3	X	103	400	77	340	0	0	0	0	180	50400	67380	13380
4	X	103	400	77	340	0	0	0	0	180	54000	67380	9780
5	X	103	400	77	340	0	0	0	0	180	54000	67380	9780

Professional Development

PD for Teachers

Professional development is essential for the successful delivery of our mission. The principal, in

collaboration with PLN's Home Office Instructional Support Team, organizes and conducts ongoing professional development. Our schedule allows the principal to meet regularly with individual faculty members (e.g., during P.E. or recess) 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.

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 2:15 to 4:00pm. These regular professional development times include guest speakers and trainers, grade level planning meetings, whole faculty planning meetings and small group planning. Tuesdays are primarily devoted to whole group professional learning cycles that last one to two months. Thursdays are used for collaborative planning across grade levels with support from the instructional coaches or administrators as needed.

PLN CS 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.

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 three 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 PLN Board to create or approve new policies and/or structures that support teaching and learning. PLN CS 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 consideration 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 CS 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 CS students create goals with their teachers at the beginning of the school year that support their needs as learners.

PLN CS staff also benefit 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 year-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 focus in alignment with our LCAP goals will be on

supporting our Multilingual learners, best practices for supporting our SPED students, and increasing student proficiency in ELA and Mathematics. The following topics comprise a list of topics for the 2024/2025 school year:

- SEL/Restorative Practices
- Building Classroom Culture
- Data and student work analysis
- Curriculum implementation and best practices for IM and EL Education
- Inquiry based instruction and discourse
- STEAM Lab usage and integration
- Grade-level culminating project collaboration
- Strategies for English Learners, monitoring EL proficiency levels, reclassification (NTC)
- MTSS (Swift)
- Mandatory safety trainings (e.g. child abuse, sexual harassment, bloodborne pathogens, emergency response)

In addition to the schoolwide professional development opportunities, PLN CS also has a teacher leadership program that includes STEAM Leads, Culture Leads, Family and Community Engagement Leads, and Mentor Teachers. These teachers receive professional development throughout the school year from the Director of Teaching and Learning, the Instructional Coaches, the Social Justice Manager, and the Director of Family and Community Engagement. They bring their learning back to their school community to support the development of their peers. Additionally, they provide a teacher voice on the school's ILT and offer their expertise in professional learning communities.

Coaching

All teachers receive coaching in their practice from a combination of administrators and PLN coaches. Administrators work with each teacher to set focus CSTPs for their own growth and development which are aligned to the school's Call to Action and LCAP. Teachers then meet one on one with their coach to refine lesson plans, debrief observations, and engage in "text talks" focused on identifying supports and questions to engage all students in analyzing complex texts during language arts.

The PLN instructional coaches support teachers in implementing the Illustrative Mathematics curriculum with integrity as well as differentiating instruction for English learners and students receiving special education services. The coaching cycle consists of three steps 1) a co-planning session, 2) observation, demonstration, or co-teaching, and 3) a post-lesson debrief involving analysis of student work, debriefing, and identifying next steps. All of these steps are tracked and recorded in the coaching platform Bullseye. The California Standards of the Teaching Profession are the indicators on which teachers rate themselves. The school identifies two school wide areas of growth and teachers choose a third for themselves to grow in for the school year.

Beginning teachers also receive intensive one-on-one support from veteran mentor teachers. Mentor teachers (who are part of our teacher leadership program) co-plan with their newer peers and provide coaching services such as observations and debriefs, and co-teaching real-time coaching. Mentors guide

new teachers to set goals related to building a positive classroom community, establishing routines and procedures, facilitating group work and academic discourse, and implementing the curriculum. In addition, mentor teachers provide their mentees with technical support in areas such as using the student information system (Infinite Campus) to document grades and get information, presenting student work on learning walls, holding effective parent conferences, and completing report cards.

Credentialed Teacher Recruiting

At PLN CS, we are interested in educators representing the diversity of our city, so 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. We require all teachers to hold a valid California Multiple Subject Teaching Credential with authorization to teach English Learners. 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, and Indeed).

Additionally, PLN joined a consortium with several other Los Angeles Charter Schools in 2022 to design a teacher residency program. The program, Avance, launched in 2023, and the Charter School hosted two residents. The residents spend an entire year working alongside a veteran teacher while taking LMU courses and earning their teaching credential. The benefit of this program is that it provides PLN a pipeline to recruit internal talent from IAs and ASP staff who have a strong desire to serve our community and become teachers at our schools. It also helps PLN to retain highly qualified teachers by allowing them an opportunity to grow and mentor a new teacher for a full year.

Meeting the Needs of All Students

ELLs

PLN CS is committed to meeting the needs of all English Language Learners. PLN CS implements the LAUSD English Learner Master Plan.

Process for Identifying ELs

All parents or guardians seeking to enroll students at PLN CS 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. 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. Students whose survey indicates a home language other than English take 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 coordinator'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 ELPAC test, according to the guidelines set forth in the student's IEP.

The 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 ELPAC testing and will inform parents of ELPAC test results within 30 calendar days following receipt of test results from the test coordinator. This notification also confirms the student's instructional program placement, EL level, and reclassification criteria.

Educational Program for English Language Acquisition

As described above in the Curriculum and Instruction section, children receive Designated and Integrated ELD instruction on a daily basis 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. Some examples of this 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 explicitly taught
- Key vocabulary in Spanish and English with visuals
- Structured language practice, or student talk with sentence stems provided
- Engaging topics and instructional practices.

Some of PLN CS's 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 as to how well students are doing relative to a particular language learning goal so that they can improve their performance. Informal assessments not only provide this feedback, but also inform instruction so that the teacher can adjust “on the spot” as necessary (ASCD, 2006).
4. *Progress Monitoring and Intervention:* Researchers from the *What Works Clearinghouse* published a practice guide entitled “Effective Literacy and English Language Instruction for English Learners in the Elementary Grades” suggest that an effective program for ELs includes well-developed assessments for identifying student needs (IES, 2007). We assess our students' progress frequently and use the results of the assessments to drive overall instruction as well as identify students in need of individual intervention. For example, we use data from formative assessments with ELs using English language measures of phonological processing, letter knowledge, and word and text reading to identify ELs who require additional instructional support and to monitor their reading progress over time.

GLAD Strategies: 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.

How The Program Will Use the results of the ELPAC to Support and Accelerate Student Progress

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

- Receive differentiated supports during the instructional day and, if the parent consents, after school tutoring during our ASP
- 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
- Engage in frequent structured speaking and listening activities

We are undertaking a formal curriculum adoption process for ELD at CES. We began using Ready Set Soar! To support Newcomer students in 23/24, but we will formally adopt a designated ELD curriculum by the end of the 24/25 school year. Teachers currently use the many structured ELD activities that are

built into our high-quality ELA curriculum, EL Education. Additionally, teachers use ELlevation to analyze student ELPAC data, group students based on their needs, and provide tailored instruction based on student ELPAC scores in each domain. ELlevation also provides strategies and activities for teachers to use for both integrated and designated ELD time that can easily be adapted to align with all content instruction.

Provide Proficiency Levels with Meaningful Access For English Learners, Including Instructional Strategies And Intervention

See Section (b) above. Each day a minimum of 30 minutes of time is dedicated to ELD for Multilingual learners. All of the teachers at PLN CS are authorized to teach English Learners through certification by the California Commission on Teacher Credentialing (CCTC). All teachers are fully credentialed. All teachers are required to hold a multiple subject teaching credential with an English Learners authorization. The teachers have intimate knowledge of their students' varying abilities through formal test data, regular communication with former teachers, and informal weekly assessments. Teachers work closely with each other across all grade levels to ensure they meet the needs of their Multilingual 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 use of ELlevation, and structures to practice language to ensure quality implementation of the instructional model.

Process For Annual Evaluation Of The School's English Learner Program

Teachers review ELL student 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. 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 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 ELPAC until the student is reclassified.

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

Process And Specific Criteria For Reclassification

ELLs participate in the annual administration of the 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 CS includes multiple criteria and is consistent with guidelines approved by the State Board of Education including:

- Language proficiency will be assessed by the 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 Language Arts curriculum as assessed by the classroom teacher. Student mastery is based on classroom level assessments aligned to the CCSS for English 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 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 must demonstrate that they are not more than one grade level behind on the iReady Diagnostic. Students meeting benchmarks for the grade and time of year that the test is administered will be considered for reclassification.

The reclassification process begins each spring, after ELPAC scores become available. The reclassification team (which includes the teacher, the Principal and ELPAC 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 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.

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

The ELPAC Coordinator 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). ELLs and RFEPs are monitored on an ongoing basis by the classroom teacher, through the platform ELlevation, where they can document classroom observations and the collection of anecdotal data. Classroom teachers administer iReady three times each year to ascertain each student's exact reading level. As needed, ELLs and RFEPs are provided additional intervention and supports as detailed throughout this petition. This comprehensive progress monitoring system ensures that both English Language Learners and Reclassified students are on track for academic success.

Process for monitoring progress and supports for Long Term English Learners (LTELs)

PLN CS will make students and their parents/guardians aware of the possibility of moving into 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 prior to exiting elementary school.

GATE

All students are challenged by differentiated education in the classroom, additional enriching activities in each subject, and the opportunity to explore subjects at a higher grade level. Due to the nature of PLN CS's curriculum and methodology, children are able to explore concepts in great 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 the Director of Exceptional Scholars by the principal to begin the GATE testing process. Students in the second semester of kindergarten and in first grade may qualify under the category

of intellectual ability.

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, curriculum 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, and iReady assessments in fall, winter and spring of each year.

Below Grade Level

PLN CS uses the MTSS approach to identify students scoring below grade level on the iReady diagnostic benchmark assessments. Our intervention model is designed to ensure all students receive the individualized support and scaffolding they need to meet standards. In the MTSS/RTI 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 SSPT team for additional academic support.

PLN CS Teachers use iReady diagnostic benchmark data as baseline data to screen students further for strategic and structured literacy intervention. Grade 3-5 students are screened using the Test of Silent Word Reading Fluency (TOSWRF) and Word Identification and Spelling Test (WIST) to identify students for tier 3 reading interventions for the Wilson Reading System program. Students in grades 4-5 are identified for Tier 2 classroom interventions for the Wilson Just Words Program. The intervention team works collaboratively to design strategic reading intervention groups.

PLN CS identifies and meets the educational needs of students achieving below grade level using research-based curriculum programs through small group instruction in the classroom and through pull-out instruction. Students identified for grades 1-2 tier 3 reading intervention program use Heggerty Phonemic Awareness program and Foundations Intervention program components to target foundational literacy skills. Students identified for the grades 3-5 tier 3 reading intervention program participate in the Wilson Reading System program. Tier 3 intervention programs are delivered in a small-group, pull-out model. Students identified for the grades 4-5 Just Words Tier 2 program model receive small group instruction in the classroom delivered by the teacher.

PLN CS administrators monitor student progress through the support of the RSP teachers and classroom teachers. The progress of grades 1-2 students achieving below grade level is done using the Quick Phonics Screener (QPS) to monitor foundational skill progress and student growth after the winter and spring benchmark testing. The progress of grades 3-5 students achieving below grade level is done using the Wilson Assessment of Decoding and Encoding (WADE) after the winter and spring benchmark testing. Additionally, Grades 1-5 students achieving below grade level participate in on-going assessments to monitor progress and growth of sound-symbol recognition, oral dictation of nonsense words, high-

frequency words, phrases and sentences by the classroom teacher and reading specialist. Just Words students receive progress monitoring by the classroom teacher.

Socioeconomically Disadvantaged

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. Parents are asked to update this information on a yearly basis with the office manager. Then the School Support Services team provides case management as needed. Onsite family specialists work with the family to identify areas of need, including school uniforms, shoes, backpacks and school supplies. By completing a family needs assessment with these families, Family Specialists are also able to provide information on local resources for families who express housing and food insecurity. Furthermore, The Family Specialist works closely with on-site School Social Workers when a socio emotional or behavioral concern has been identified. In-school individual and group counseling can be offered to the child in order to support their development. Furthermore, the School Support Services team helps identify families who may be struggling with traumatic experiences and helps link them to long-term mental health services.

These students are monitored on a bi-monthly basis during the School Support Services meeting. This interdisciplinary meeting allows PLN CS staff to highlight ongoing needs for students and families in order to identify appropriate interventions that could be offered in support.

Foster Youth and students experiencing homelessness

The PLN CS Universal Screener intake survey, which occurs during registration and 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. In addition, a Family Needs Assessment is administered by one of our staff members on the School Support Services Team. Within the first week of enrollment, our Family Specialist will meet with the family to discuss any case management needs. This includes providing a new backpack, school supplies, and a uniform. Hygiene products and extra clothing are also available at the family's request. We also understand the social-emotional needs of our Foster and McKinney-Vento youth. Within the first month, a school social worker will meet with the student at least twice to assess their transition into the school climate and culture. If the school social worker deems that more support is needed, they can recommend daily check-in/out, individual counseling, group counseling and/or an outpatient mental health referral. The School Support Services Team collaborates with teachers and staff on an ongoing basis to better understand the strengths and needs of these students in and out of the classroom. Furthermore, we monitor the progress of these students by analyzing student achievement data for this subgroup during each trimester reporting period; as well as monitoring influential factors such as daily attendance and behavior interventions.

“A Typical Day”

Sample Regular Day Schedule (4th Grade)

Time	Subject	Minutes
8:00-8:20	Morning Meeting/SEW/ Community Circle	20 minutes

8:20- 8:50	Designated English Language Development	30 minutes
8:50-9:50	English Language Arts Core Lesson	60 minutes
9:50-10:20	English Language Arts Differentiated (iReady, Wilson: Just Words)	30 minutes
10:20-10:40	4th Grade Recess	20 minutes
10:40-11:55	Mathematics Core Lesson	75 minutes
11:55-12:10	Differentiated Instruction	15 minutes
12:10-12:50	Lunch	
12:50-1:20	Independent Reading	30 minutes
1:20-2:00	Science 2X week / History Social Science 2X week	40 minutes
2:00-2:30	Differentiated Instruction/ Independent Work/Inquiry	30 minutes
2:00-2:50	PE	2x/week 50 minutes
2:30-2:50	Interactive Read Aloud	20 minutes
2:50-3:00	Closing Reflections for the Day/Homework	10 minutes

	Total Instructional Minutes	360
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Sample of A Typical Day for a 4th Grader

7:00 Marisa took the Metro bus with her mother to arrive at school early. Marisa and her mother are greeted at the gate by the carpool attendants. Marisa gives a hug to her mother, enters the school, and watches her mother depart to work in the downtown area. Marisa sees her friend arriving to school by car, and they walk together into the cafetorium—a multipurpose space that serves as either a cafeteria or a small auditorium. Marisa and her friend are greeted by campus aides for morning care and supervision. Students are gathered watching educational videos.

7:25 Marisa lines up for breakfast and is greeted by Teresa (Food Server Staff) with words of encouragement as breakfast is served. Marisa carries her milk, juice and breakfast sandwich and walks with her friends to the pavilion eating area by the playground. They join other upper grade students and socialize.

7:50 The bell rings. Marisa finishes her breakfast, throws the trash away, and lines up on the playground with other upper students. Students are welcomed by campus assistants and their IAs.

7:55 Teachers arrive and greet students by name, giving high fives, and they begin walking to class.

8:00 Morning Meeting/SEW/ Community Circle -20 minutes

Marisa and classmates arrive in class and begin the Morning Message and Community Circle. Students connect with one another by responding to a prompt in pairs then watch a BrainPop video on growth mindset. The teacher talks about their new studies in fractions and introduces the word, “yet.” “I don’t know how to add fractions, yet. But I am going to learn.”

8:20-8:50 Designated English Language Development -30 minutes

Marisa knows she is an English Learner whose goal is to develop a broader vocabulary this year. During ELD (English Language Development), she builds word banks with classmates using verbs and verb endings. Today’s lesson focuses on verbs that describe animal movement. The teacher introduces the word “jet” and says that the word has multiple meanings. Marisa makes a prediction as to what it means, “to fly away.” They then read a paragraph from a text and make predictions as to what jet means now. Then the teacher shows a video showing a jellyfish. The narrator uses the word “jet” to show the movement of the jellyfish. Students add the word and continue to look for words in the text that are verbs that describe the movement of animals. Students work collaboratively and share their excitement as they add vocabulary to the ELD word wall with verbs showing animal movement. Students learn how to use verbs with multiple endings.

8:50-9:50 English Language Arts Core Lesson -60 minutes

Marisa's class transitions to English Language Arts and the core lesson titled, "Researching to Build Knowledge and Teach Others: Animal Defense Mechanisms." Today, students are participating in a close reading of passages from the book *Animal Behavior: Animal Defenses* by Christina Wilsdon. Every student has a copy of the book and a graphic organizer to capture inferences about several animals including a monarch butterfly, a gazelle, a cheetah, and an armadillo. Students read closely to practice drawing inferences as they begin their research before adding the graphic organizer to their research notebook to make observations and synthesize information. Students will continue to use the research notebook, using the puffer fish as a whole class model which they will connect to science later in the day. Marisa is excited to engage in collaborative research with peers during science when she will learn more about the defense mechanisms of squid.

9:50-10:20 English Language Arts Differentiated (iReady, Wilson: Just Words) -30 minutes

During differentiated instruction, Marisa participates in WIN Time (What I Need Time) to receive Tier 2 support in word study and vocabulary. The teacher uses lessons from the Just Words program from Wilson. There are a group of 8 students focusing on word endings. Using her multi-modal magnetic journal with letter tiles, Marisa forms new words by adding the suffix -ful to root words. Using the text displayed and read aloud, she can work with partners and determine the meaning of the suffix.

10:20-10:40 Recess

Marisa and her classmates walk downstairs to the playground for recess with their Instructional Assistant. While some of her classmates have 2nd chance breakfast, she goes straight to play. The PE Coach is leading a volleyball game which Marisa and a friend join. Students have been practicing skills in the Volleyball unit during PE and had a choice to play in a game during recess. She has fun and receives encouraging words from the coach.

10:40-11:55 Core Mathematics Lesson -75 minutes

The teacher picks up the class on the playground and checks in on them as they wait in line. She walks with them upstairs and as soon as they enter class, the entire class engages in two minutes of mindfulness and breathwork. Afterwards, the teacher asks, "Does anyone have a put-up for a classmate?" Marisa shares that she had fun playing volleyball at recess. She is excited that her teammates passed the ball to her, and she gave them a put-up for including her and helping her to get better at volleyball. The teacher praises the group for showing teamwork.

Marisa's teacher reminds the class about the Growth Mindset Lesson from that morning. "Let's think about Growth Mindset as we are learning about equivalent fractions," she says. "We'll begin with a sorting activity. Look at the cards that you have. Sort them and prepare to describe why you sorted the cards that way."

Marisa works to sort and group the cards. The teacher asks her to explain why she sorted the cards the way she did. Marisa shares that one group has wholes that are divided into equal parts, but the wholes in the second group are not divided into equal parts. Then the teacher asks students to create a second sort

and prepare to explain their rationale in a pair-share. Marisa ponders and struggles with this. This time she makes three groups. She explains to her partner, “The first group has partitions that are not equal; the other two groups are connected, but different. One group has halves, in four parts, then eight parts. They look like they are being cut again and again. And the third group has three parts, then six parts, then twelve parts. These start with three parts then they are cut again and again.” The teacher hears this and recognizes that as an English Learner, Marisa needs support in learning the content vocabulary of fractional parts (e.g. fourths, eighths, and halves). The teacher praises the pairs for sharing and explaining how they sorted their cards.

Marisa and her classmates see the learning target and success criteria displayed on the Smartboard by the teacher. Students read in unison, “I will be able to use an area model and multiplication to show the equivalence of two fractions.”

Marisa and her peers move into the lesson and partition wholes into equal parts using either digital or analog tools. Marisa begins to label the partitions using a Chromebook app. Other students fold paper to represent equal parts. Students learn that they can write fractions by including a numerator and denominator. Marisa adds the denominators of the fractions, instead of the numerators, which leads to frustration. However, she takes a few deep breaths and works through it with the help of a partner. The teacher commends Marisa for successfully regulating her frustration and getting back to work.

11:55-12:10 Differentiated Instruction- 30 minutes

Students work independently on iReady Pathway lessons, either in Reading or Mathematics. During this time, the teacher pulls a small group, which includes Marisa, to review content-specific, math vocabulary (numerator, denominator, unit, etc.) 15 minutes

12:10-12:50 Lunch

12:50-1:20 Independent Reading -30 minutes

During Independent Reading, Marisa is excited to continue reading her current book, “The Last Kids on Earth: June’s Wild Flight” by Max Brallier. She found this book in the classroom library (which has the entire series) and as the fourth book in the series, she decided to read; it is also at her independent reading level. Today, she is excited about conferencing with the teacher to talk about June's character traits, particularly her courage.

1:20-2:00 Science 2X week /History Social Science 2X week -40 minutes

During science, Marisa begins an inquiry unit on marine biology, specifically, the study of an ecosystem. The teacher leads a lesson about valid and reliable web sources then provides students with four websites to use as they conducted research. Students explore the websites and imagine the endless possibilities of where this inquiry might lead. Marisa enjoys finding images of diverse types of squid; with the permission of the teacher, she prints the images from her Chromebook which is connected to the general school copier. Her group decides that first, they would sketch and label the parts of a squid as marine biologists.

Next, they would read about the functions and systems of the squid from the text. They have a plan. They organize their research notebook with the following tabs: articles; vocabulary; sketches; research notes; research paper. Time flies by!

2:00-2:30 Differentiated Instruction/ Independent Work/Inquiry-

During this time, some students continued their work independently while the teacher supported other groups of students in completing assignments. Using formative assessment data, the teacher groups students with similar needs so she can strategically provide the appropriate scaffold. Marisa independently accesses lessons in her iReady Pathway while the teacher supports a small group in creating a research plan.

2:00-2:50 Physical Education- 2x 50 minutes – Volleyball skills unit taught by PE Coach

2:30-2:50 Interactive Read Aloud-20 minutes

The teacher led an Interactive Read Aloud with *Island of the Blue Dolphin*. Marisa was fascinated by Karana's perseverance and her determination to survive no matter what. The book made her think about what Santa Barbara and the islands might look like. Marisa was looking forward to their field trip to Santa Barbara.

2:50-3:00 Closing- Reflections for the Day/Homework- 10 minutes

The teacher had students reflect on Growth Mindset. She prompted them: "How does this mindset support you in being successful?"

Marisa thought for a bit. "Ah. I did struggle, and I persevered. That shows my Growth Mindset. I didn't give up on the fractions."

[REDACTED]

[REDACTED]

“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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Measurable Goals of the Educational Program

Please refer to the LCFF State Priorities Table in Element I.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Please refer to the LCFF State Priorities Table in Element I.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Students will be regularly assessed in the academic core skills through means such as observation of their activities, production of meaningful work, classroom examinations from curriculum, IABs and FIABs, and diagnostic tools. The matrix below outlines the PLN CS assessments that are utilized to assess student progress during the school year:

Summative / Benchmark Assessment	What is Assessed / Performance Expectations	Students Assessed	Frequency of Administration
CAASPP Smarter Balanced Summative Assessment in English Language Arts and Mathematics (VERIFIED)	Progress toward mastery of grade level standards in English Language Arts and Mathematics Performance Expectations: Students who achieve in the “Standard Met” or “Standard Exceeded” categories are considered to be making sufficient progress.	Students in Grades 3-5	Annually
California Science Test (CAST)	Progress toward mastery of Next Generation Science Standards	Students in Grade 5	Annually
English Language Proficiency Assessments for California (ELPAC)	English Language proficiency overall; proficiency in Listening, Reading, Writing and Speaking Performance Expectations: Students who achieve a score of ‘4’ in the performance level descriptors are considered to be making sufficient progress.	English Learners in Grades TK-5	Annually -Summative ELPAC (students identified as English Learners) -Initial (students who have not taken prior language proficiency assessment)
iReady Diagnostic / Benchmark Assessment (VERIFIED)	Progress toward mastery of grade level standards in English Language Arts (Reading) and Mathematics Performance Expectations: Students who achieve in the “Early/On Grade Level” or “Above Grade Level” are considered to be making sufficient progress.	Students in Grades K-5	Three times per year (Beginning, Middle, and End)
English Language Arts curricular module/unit assessments	Progress toward mastery of grade level standards in English Language Arts taught during the module/unit	Students in Grades K-5	Multiple times throughout the year (end of each module/unit)

Mathematics curricular module/unit assessments	Progress toward mastery of grade level standards in Mathematics taught during the module/unit	Students in Grades K-5	Multiple times throughout the year (end of each module/unit)
Formative Assessment	What is Assessed / Performance Expectations	Students Assessed	Frequency of Administration
CAASPP Smarter Balanced Assessment (IABs); CAST IAB for science	Progress toward grade level standards in English Language Arts, and Mathematics, and Science for grade 5	All students in grades 3-5	Twice per year (standardized administration); as many times as teachers want (non-standardized administration)
English Language Development - constructive conversations	Progress toward mastery of English Language Development standards; how students interact in meaningful ways; students' understanding of how English works; and how they use foundational literacy	Students in grades TK-5	Daily
iReady progress - Personal Pathway	Individual student progress towards mastery of grade-level standards/annual typical and stretch growth goals	Students in grades TK-5	Multiple times per week
Mathematics fluency and warm-up activities	Prior knowledge in specific domains; gaps in understanding of currently-taught content; strengths and stretches in strategy usage; application of mathematical practices	Students in grades TK-5	Daily
Mathematics - counting collections	Strengths/stretchers in strategy usage; precursor skills to performing the four operations; application of mathematical practices	Students in grades TK-5	Periodically throughout unit of study

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.

Data Analysis and Reporting

PLN CS's plan for data

PLN CS is committed to using data to help guide instruction and 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 ELlevation and Panorama data systems help

drive the instructional program and determine student needs for our MTSS program. ELLevation is used to monitor the data and progress of our English Language Learners. We use Panorama to monitor students' socio-emotional well-being, attendance, behavior, and grades and offer wrap-around support as necessary. As educators, we recognize the importance of balancing formative assessment along with summative. PLN CS 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
- Differentiate within a curriculum
- Identify and implement more effective teaching strategies
- Create alternative assessments or ways students can demonstrate mastery

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 school budgets. The Board reviews student achievement data at its regular meetings. The principal provides progress reports to the Para Los Niños Vice President of Student Success three times per year.

As noted above, throughout the school year, teachers analyze data from iReady assessments in Reading and Math, SBAC scores, ELPAC scores, and their own formative and summative assessment data. The data is discussed during whole- staff meetings to ensure continuity and building of skills as students move from one grade level to the next. Instructional leadership teams, including teacher leaders, school leaders, and home office support staff, analyze data collected during classroom observations, teacher surveys, family surveys, and student surveys to determine areas of growth for continued professional learning.

Grading Progress Reporting and Promotion/Retention

Grading and progress reporting system

Students in grades TK-5 receive report cards three times during the school year and are graded on performance in all content areas. Students are graded on a scale of 1 through 4 in English Language Arts, Mathematics, History and Social Sciences, Science, and Physical Education. Technology and art are not graded as independent subjects but rather integrated in various content areas. The following are the evaluation codes used on the PLN CS Report Card: 4 -Consistently Meets Standard, 3-Meets Standard, 2-Approaches Standard, 1-Insufficient Progress to Standard, which are aligned to the CCSS. The report card also includes the Academic performance level for citizenship and math practices. These are O for Often, S for Sometimes, and R for Rarely. Academic performance for ELD is shown through the indicators BR for Bridging, EX for Expanding, and EN for Emerging. Finally, the report card shows academic performance levels for ELPAC overall, with scores such as 4 - Well Developed, 3 - Moderately Developed, 2 - Somewhat Developed, and 1 - Beginning to Develop. 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.

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

GENERAL PROVISIONS

As 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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

LEGAL AND POLICY COMPLIANCE

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

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

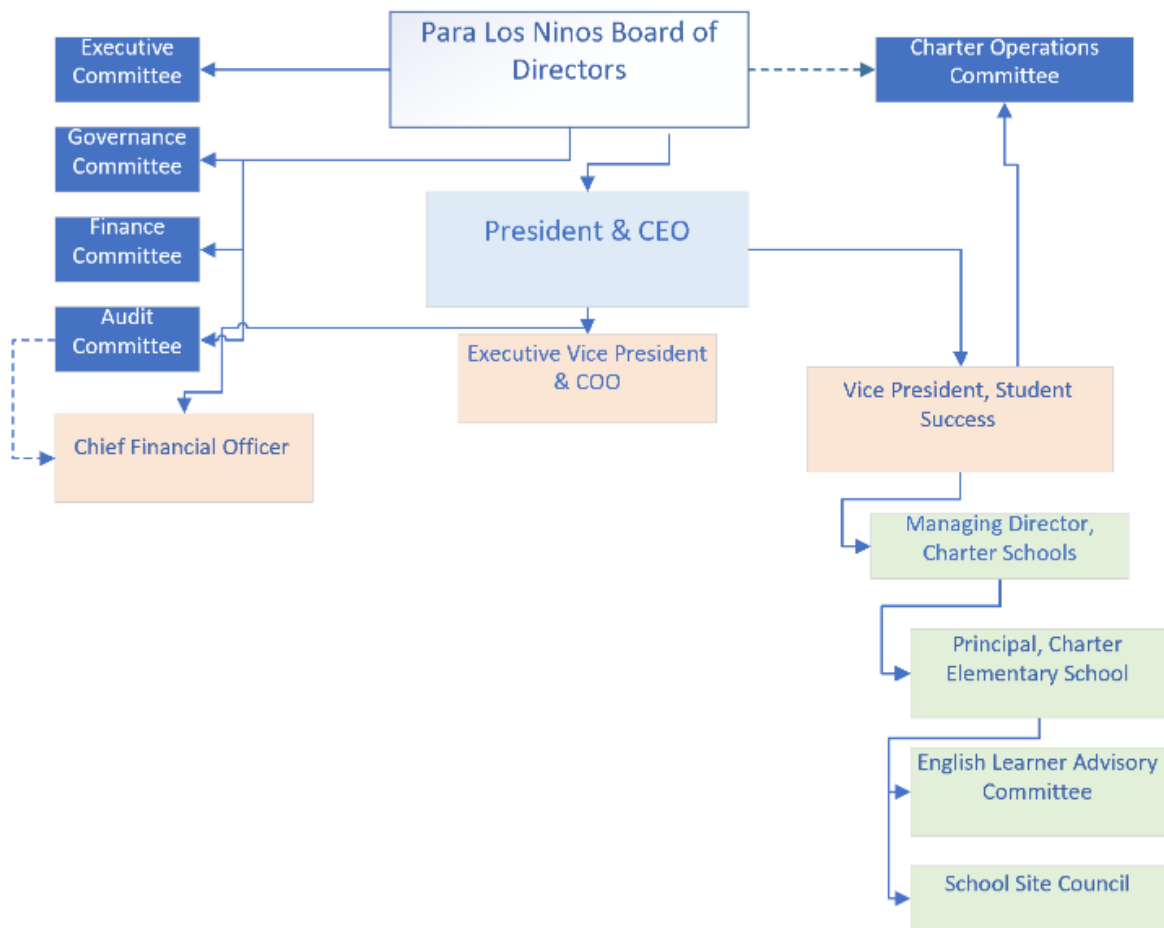
FEDERAL PROGRAM COMPLIANCE

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 Nonprofit Public Benefit Corporation with a 501(c)(3) tax exempt designation from the IRS. PLN CS 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.

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.



Major Roles and Responsibilities

Para Los Ninos' governing Board is the Board of Directors. The Board of Directors is sometimes referred to herein as "the Board", the "governing board" or the "Board of Directors."

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 in alignment with PLN's Fiscal Policies
- Approves and monitors the implementation of general policies of the Charter School;
- Approves and monitors the Charter School's annual budget and budget revisions;
- Provides fiscal oversight
- 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;

- 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 submits 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.

- The Executive Committee is comprised of the Board Chair, Vice Chair, Secretary, and Chairs of every committee (Finance, Audit, Governance, Early Education, and Charter School Operations) and shall have all the powers of the Board between Board meetings except as provided in the bylaws. The Executive Committee shall nominate, interview, and make recommendations to the Board for any prospective new President and Chief Executive Officer. Any prospective board member recommended by the Governance Committee must be approved by the Executive Committee prior to being presented for election to the full board.
- The Governance Committee. The Governance Committee shall advise the Board on succession planning for Board directors and Committee chairs. The Governance Committee shall develop a process for and prepare recommendations of candidates to be presented to the Executive Committee for approval. After the approval from the Executive Committee, the Governance Committee shall be responsible for introducing the prospective board member to the complete board and nominating their election. The Governance Committee shall advise the board on methods to strengthen board engagement and promote ways to foster and develop personal relationships among board members. The Committee shall assess the board's makeup annually, as well as board member attendance and participation and provide recommendations as needed.
- 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 at approved scheduled dates at key points during the school year and reviews the finances, enrollment, attendance, academic performance, staffing and other operations of the charter schools and extended learning programs. The Committee also reviews the LCAP and other charter school compliance requirements in order to recommend approval by the full board.

The Chief Executive Officer (CEO) is responsible for:

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

The Executive Vice President & Chief Operating Officer is responsible for:

- Serve as a critical strategic and operational partner to the CEO, including oversight and coordination of strategy across all programs, acting as proxy (as needed) for operational, financial and strategic decision-making
- Work with the CEO to ensure that all functions at PLN align with organizational vision, mission, values, strategic priorities, and policies.
- Represent PLN and its programmatic work in both public and private settings, including when the CEO is unavailable.
- Lead organization wide work on improving existing and building new systems and processes for integration.
- Lead development of internal capacity to expand and scale impact through new partnerships and new workstreams.

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 Vice President of Student Success is responsible for:

- Leadership and direction of the PLN educational offerings, including the PLN Charter Schools Supervision of the Managing Director of Charter Schools, Managing Director of Expanded Learning, and Managing Director of Early Education
- Reporting to the PLN board on school data and status
- Pedagogy, educational vision, and instructional leadership

The Managing Director of Charter Schools is responsible for:

- Instructional Leadership for the school leaders
- Supervision of the Charter School Principals, Director of Exceptional Scholars, Director of Data and Operations, Director of Community Schools
- Ensuring school compliance and educational excellence
- Team management and culture building
- Financial management of the charter school budget
- Oversight of day-to-day program operations
- Community relations

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.

The Para Los Niños governing board shall have no less than ten (10) directors or more than twenty-five (25), with the exact authorized number of directors to be fixed from time to time by resolution of the Board of Directors. The board currently has 23 directors. Each director is prominent in his/her respective fields and lends that expertise to Para Los Niños through this role (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.

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 onboarding 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.

Governance Procedures and Operations

The Board approves a meeting calendar annually with a set number of meetings. The Board's Charter School Operations Committee meets at approved scheduled dates at key points during the school year. Meetings of the Board of Directors with respect to the corporation's charter school activities shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (Government Code Sections 54950, et seq.) ("Brown Act") and the Charter Schools Act. All Board and Board committee meetings are held within the boundaries of LAUSD, rotating at different charter school sites or the administrative offices, with telephonic or electronic conference 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 on the school's website, and in a location easily visible to the general public for viewing at least 72 hours in advance of scheduled 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 in accordance with Brown Act requirements. Minutes of each meeting will be kept in the corporate records and available for review by the public upon request.

PLN has adopted a conflict-of-interest code that complies with the Political Reform Act and is approved by the Los Angeles County Board of Supervisors. 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 execute any powers delegated by law to it and shall discharge any duty imposed by law upon it. All powers and activities of Para Los Ninos shall be exercised and managed by the Board of

Directors of this corporation directly or, if delegated, under the ultimate direction of the Board. One-half of the total number of directors serving on the Board constitutes a quorum of the Board. 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.

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

- Each director participating in the meeting can communicate with all of the other directors concurrently and;
- 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.
- 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 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/community members 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.

PLN CS has more than 21 English learners and thus has an English Learner Advisory Committee (ELAC). The composition of the ELAC is parents or guardians of English learners that constitutes at least the same percentage of the ELAC membership as their children represent of the student body.

In addition to the formal councils, parents have other opportunities to engage, through regular parent meetings such as: Town Halls, monthly Café de Padres (parent coffees led by the principal), parent education seminars, Back-to-School nights, and parent-teacher conferences. Meetings are held during non-traditional hours (before school, evenings, etc.) to accommodate various parents' work schedules and encourage attendance.

LCAP Feedback Process

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

Specific stakeholder groups included:

- Parents
- Teachers and other staff members
- Students

Throughout the 2023-2024 school year, school achievement data, including data for all subgroups, was reviewed and shared at Café de Padres meetings, LCAP-specific meetings, and other parent meetings as well as teacher and staff meetings. An informational presentation 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 and alignment to the school's LCAP goals.

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(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 PLN 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.
- Attends all committee meetings or appoints a designated attendee.
- Maintains full “General Management” responsibility. Provides 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 PLN

- organization.
- 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 the PLN 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 PLN organization to ensure a high performing and outcome-oriented performance management approach
- Ensures that the PLN organization 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 PLN organization 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 administering fundraising records and documentation.
- To ensure the development of marketing plans to increase new revenue sources.
- Serves as the chief spokesperson for the PLN organization.
- 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.

- An advanced degree from an accredited college or university in a field related to the PLN 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
- 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.
- Expertise in multimillion-dollar budget management.
- Ability to effectively work with a non-profit Board of Directors.

EXECUTIVE VICE PRESIDENT & CHIEF OPERATING OFFICER

Essential Duties/Responsibilities

Leadership and Strategy

- Serve as a critical strategic and operational partner to the CEO, including oversight and coordination of strategy across all programs, acting as proxy (as needed) for operational, financial and strategic decision-making
- Work with the CEO to ensure that all functions at PLN align with organizational vision, mission, values, strategic priorities, and policies.
- Represent PLN and its programmatic work in both public and private settings, including when the CEO is unavailable.
- Lead organization wide work on improving existing and building new systems and processes for integration.
- Lead development of internal capacity to expand and scale impact through new partnerships and new workstreams.

Board Relations

- Present to and work directly with the Board of Directors and its committees as requested by the CEO and board chair.

Management and Talent Development

- Provide leadership for all relevant teams.
- Co-lead and serve as a member of the Executive Team.
- Lead the development and implementation of a talent development function to define and support PLN approach to people operations/development.

Employee Engagement & Experience

Growth and Development

Professional Learning

- Promote a culture of high performance, respectful candor, and continuous improvement that values learning and a commitment to excellence.
- Partner with CEO to provide oversight and guidance on areas of program, practice and policy related to PLN's Diversity, Equity, Inclusion, Justice and Belonging (DEIJB) priorities.
- Work with the executive and others to continue to build a strong organizational culture.
- Mentor and develop Managing Directors and other senior PLN staff.

Operations

- Develop, manage and monitor budget for the facilities and IT departments.
- Lead inter-departmental teams in identifying and addressing organization-wide concerns.
- Develop policies and procedures related to administration, IT and facilities.

- Develop and implement improved systems for PLN's knowledge management.
- Develop and implement evaluation processes to measure effectiveness of PLN's programs.

Implementation of PLN Strategy

- Work with the Board, CEO and Executive team to establish and execute organizational priorities within PLN's adopted strategy.
- Convene senior leaders around strategy, finding synergies across the teams, identifying adjustments in strategic direction as needed, etc.
- Troubleshoot and provide strategic direction to address departmental and organizational challenges.
- In consultation with the VPs and CEO, make decisions regarding the overall program strategy.

QUALIFICATIONS

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

- Bachelor's degree from an accredited four-year college or university (or suitable experience) is required.
- Master's Degree and/or extensive experience in program development and implementation or strongly preferred.
- Ten to Fifteen years of professional and program management experience associated with educational services, social services, family development, and operational programs including at least five years of management and supervisory experience.
- Experience/knowledge of a wide breadth of social services and educational services required.
- Experience managing multiple budgets, sites, multiple contracts and programs required.
- Excellent verbal and written communication skills required. Bilingual (Spanish/English) preferred.
- Knowledge of effective research-based programs and practices and knowledge management systems preferred.

CHIEF FINANCIAL OFFICER

Essential Duties/Responsibilities

Accounting & Administration

- Provide oversight for overall department functions to ensure proper maintenance of all accounting systems and functions; supervise PLN's finance staff.
- Lead the management and coordination of multiple complex revenue streams.
- Ensure maintenance of appropriate internal controls and financial procedures.
- Ensure timeliness, accuracy, and compliance of financial and management reporting for federal and state funders, foundations, and PLN's Board of Directors.
- Coordinate audits and proper filing of tax returns.
- Ensure legal and regulatory compliance regarding all contracts and financial functions.
- Build department/program leaders' capacity as budget owners.

Finance

- Oversee cash flow planning, cash investment and asset management, and banking relationships.

- Build relationships with Board and Finance Committee members, public agency representatives, auditors, lenders, and insurers.
- Oversee contract management, ensuring compliance and accuracy for all government and other contracts, and manages outsourcing of finance functions, as needed.
- Develop and implement financial policies and procedures to maintain compliance with state and federal regulations.
- Facilitate the preparation and presentation of monthly budget reporting and annual budget projections.
- Lead, in partnership with the Board Audit Committee, annual financial audits.

Strategic Leadership

- Oversee all fiscal and fiduciary responsibilities, in partnership with the CEO, Finance and Audit Committees of the Board of Directors.
- Set direction for the Board's Finance and Audit Committees.
- Lead the vision and effectively communicate on long-term financial planning, forecasting, modeling, and organizational asset management.
- Develop and utilize forward-looking, predictive models and activity-based financial analyses to provide insight into the organization's operations and business plans.
- Assess financial implications of potential strategic and growth opportunities.
- Develop and maintain PLN's annual budget and multi-year financial plan to ensure long-term financial health.
- Continuously improve the quality and effectiveness of PLN's financial operations and internal controls; develop, implement, and regularly monitor financial goals and track, analyze and report metrics.

People Management & Development

- Ensure that the Finance team members are equipped to excel in their roles, develop professionally, and have a positive Para Los Niños work experience.
- Oversee hiring, onboarding, coaching, performance management, and talent development of Finance team.
- Promote ongoing learning and development across the Finance team by identifying team areas for growth and collaboration.
- Foster a positive team culture and facilitate staff engagement by effectively connecting tasks to mission, impact, and promoting a team practice of feedback, accountability, and celebrating success.

Board Relations & Reporting

- Report on the financial performance of the organization to the Board of Directors, including regular updates on budget performance, forecasts, and financial risks and opportunities.
- Represent the organization at internal and external events and meetings, providing financial guidance and support as needed.

Planning, Policy & Funder Relations

- Working in partnership with schools, programs, and operations management, develops and monitors budgets, financial business plans and forecasts;
- Participate in policy development as a member of the executive team;
- Work with the CEO to engage the Board Finance Committee to develop short-, medium-, and long-term financial plans and projections;

- Lead, in partnership with the Board Audit Committee, annual financial audits;
- Represent the company to financial partners, including financial institutions, government funders, foundation executives, auditors, public officials, and finance and payroll outsourcing companies.

Risk Management

- Develop and maintain a comprehensive risk assessment framework.

QUALIFICATIONS

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

- Bachelor's degree in accounting, finance or related field required. MBA and/or CPA preferred.
- At least 10 years of experience in financial management or accounting for complex transactions, and 5 years in a senior finance role.
- Experience in finance or accounting for non-profit entities at CFO or senior management level strongly preferred.
- Strategic-minded individual with the operational background to execute and drive performance.
- A proven track record of successful financial management, including experience developing and implementing financial strategies, managing budgets, and overseeing financial reporting and compliance.
- Strong leadership and management skills with experience building and leading high-performing teams and a passionate interest in mentoring others.
- Exceptional attention to detail and quality control.
- Excellent analytical, problem-solving, and decision-making skills.
- Strong communication, interpersonal and negotiation skills.
- Passion for the mission and work of the organization.

VICE PRESIDENT OF STUDENT SUCCESS

Essential Duties/Responsibilities

Instructional and Programmatic Leadership

- Serve as PLN's senior educational leader, ensuring consistency of academic programming and developmental approach for students in early education and charter schools.
- Refine and articulate PLN's educational brand, specifically the interconnectedness of comprehensive student and family supports with consistent development and academic enrichment opportunities to support critical thinking skills and high academic achievement in an urban setting for children living in poverty
- Lead and coordinate the work of the Managing Directors of Early Education and Charter Schools, (and their respective leadership teams) to identify priorities, set goals, develop programming, evaluate services, and determine staffing and optimal organizational structure.
- Identify and clarify opportunities for articulation and alignment between and within the work of the early education and charter school teams.
- Work closely with the Vice President of Student and Community Services to leverage collaboration opportunities and to refine the approach to whole child and whole family

wellness

- Analyze student performance and development progress data and develop a data-driven decision-making culture to increase student achievement and kindergarten readiness.
- Communicate the educational vision and priorities effectively to staff, students, parents and community.
- Refine, articulate and lead the implementation of a vision for parent leadership and engagement in student learning, age-appropriate development, achievement and whole-child wellness.
- Prepare reports and recommendations to CEO, PLN board of directors and PLN Early Education Committee and Charter School Operations Committee about PLN educational programs and services.
- Lead the regular convening and functioning of the PLN Early Education Committee and Charter School Operations Committee

Team Management and Culture Building

- Set and implement a vision for the attraction, development and management of a high performing team of early education and charter school education professionals aligned to deliver transformational educational and developmental outcomes for PLN students
- Codify and communicate an educational approach, with core values, philosophy, and norms so the academic and operational practices are clear and consistently practiced throughout the organization
- Build and support a strong and aligned approach to student success that leads to an embedded educational identity throughout all levels of PLN education programming
- Collaborate with the Chief Operating Officer, Chief Financial Officer and VP of Human Resources to forecast and coordinate appropriate resources and operational support for school operations and facilities.
- Motivate, lead, guide, support and direct staff to implement the mission, vision, strategic plan and ensure appropriate consistency of all educational programs at PLN.
- Direct, supervise and evaluate Managing Directors Charter Schools and Early Education.

Program Operations

- Ensure the implementation of guidelines and procedures for staff and students to ensure compliance with Los Angeles Unified School District (LAUSD), Los Angeles County Office of Education (LACOE), California Department of Education (CDE) and Occupational Health and Safety (OHS) policies and any applicable state and federal laws and guidelines
- Collaborate with the Chief Operating Officer, Chief Financial Officer and VP of Human Resources to forecast and coordinate appropriate resources and operational support for school operations and facilities.

Financial Management

- Manage the development and approval of annual budgets for the Early Education Program and the three Charter Schools (and associated programming).
- Ensures that school leaders, staff and parents have appropriate insight into budgeting and financial performance.
- Work with Chief Financial Officer and external vendors as appropriate to maintain and evaluate procedures and effective financial controls.
- Ensure that all educational financial operations and purchasing are done within PLN policies and applicable state and federal laws and regulations.

- Lead the financial forecasting and long and short-term financial planning based on current and future funding expectations and plans.

Community Relations and Outreach

- Serve as the public face for PLN educational programs.
- Actively collaborate with Vice President of External Affairs and with PLN Development Team to work with existing and pursue new sources for public and private funding to support maintenance and improvement of programs and projects.
- Meet with donors and supporters to inform about progress, needs and areas for potential investment and support.
- Partner with External Affairs team to identify and build coalitions, relationships, and partnerships with key stakeholders in support of the organization's mission and goals.
- Integrate a systems- change approach to addressing inequities that impact PLN school communities.
- Utilize data analysis to ensure efficacy in PLN's educational models
- Actively interact with PLN families and stakeholders and ensure opportunities for meaningful interactions between parents, teachers and administrators.
- Represent PLN with outside partners, such as LAUSD, LACOE, Quality First LA, Department of Education,nd elected officials.
- Keep the PLN community informed about current educational practices, educational trends, and the policies, successes and challenges of early education, charter schools and PK-12 education more broadly.
- Participate in conferences, community outreach and legislative advocacy as appropriate.

QUALIFICATIONS

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

- Bachelor's degree from an accredited four-year college or university is required. A Master's degree in Education, Child Development, Public Administration or related field (and certification/credentials in education and administration) is required.
- Eight to ten years of professional and program management experience associated with educational services, social services, family development, and operational programs including at least five years of management and supervisory experience.
- Experience/knowledge of a wide breadth of educational services (Early Education and TK-12) required.
- Experience managing multiple budgets, sites, multiple contracts and programs required.
- Excellent verbal and written communication skills required. Bilingual (Spanish/English) preferred.
- Knowledge of effective research-based instructional practices with English Learner students.

MANAGING DIRECTOR OF CHARTER SCHOOLS

Essential Duties/Responsibilities

Instructional Leadership

- Collaboratively build a shared vision of instructional excellence for PLN Charter Schools,

while cultivating the interconnectedness of comprehensive student supports to ensure the development of the whole child.

- Provide direct support and coaching to principals that will improve leadership, operations, academic, culture and family systems in order to cultivate the genius in each child and dramatically accelerate student achievement.
- Facilitate professional learning experiences to support the growth and development of our Charter School Leadership team and others across our schools; including mentoring assistant principals and aspiring administrators.
- Collaborate with school leaders and directors to establish high-quality academic intervention services and social emotional systems of support.
- Develop and monitor instructional, operational and administrative systems to provide consistency across all sites.
- Lead a cross functional team to support principals in the development and annual revisions to the LCAP.
- Leverage the LCAP process as a cycle of continuous improvement to reflect on data, goals and actions to inform professional development, family engagement and data monitoring.
- Collaborate closely with the Student Success Team to ensure consistency of high quality academic and social-emotional development opportunities for all students.
- Lead a cross-functional team in the preparation and execution of the Annual Oversight visits from the LAUSD Charter Schools division.
- Lead a cross-functional team through the charter school renewal process.
- Partner with PLN Student and Community Services division to maintain and strengthen systems of service integration for students and families.

Team Management and Culture Building

- Attract, develop, and manage a high-performing team that is able to support schools as they strive to deliver transformational educational outcomes for students.
- Promote PLN Charter Schools' mission while also codifying and communicating the core values, philosophy, and norms so the academic and operational practices are clear and consistently practiced throughout the organization.
- Build and support a strong, cohesive culture that leads to an embedded and aligned organizational identity.
- Motivate, lead, guide, support and direct staff to implement the mission, vision, strategic plan and ensure appropriate consistency of all educational programs at PLN.
- Direct, supervise and evaluate Charter Schools Principals;; Director of Special Education and Charter School Central Office team.
- Provide opportunities for high quality professional development for educational leaders and staff

Financial Management

- Develop annual budget and monitor school/program budgets monthly. Ensure that school leaders, teachers and parents have appropriate insight into budgeting and financial performance, including LCFF and categorical funding.
- Ensure efficient implementation procedures and effective financial controls
- Partner with external contractors and vendors as appropriate to monitor expenses, complete compliance requirements, and maintain accurate fiscal systems
- Conduct all financial operations and purchasing within PLN policies and applicable state and federal laws and regulations
- Work with external partners to perform effective financial forecasting for long and short-term financial planning

- Collaborate and actively partner with External Affairs to apply for grant funding to support programs and projects

Program Operations

- Ensure implementation of operational guidelines and procedures for staff and students to ensure compliance with LAUSD policies, California Department of Education, and applicable state and federal laws and regulations
- Coordinate with the Operations, IT, Facilities, Finance and Human Resources departments to deploy appropriate resources and operational support for school operations and facilities
- Collaborate with Vice President of Student Success to establish the content and materials for PLN Charter School Operations Committee of the Board
- Represent PLN as the approver of school-based recommendations on Tier 3 actions
- Collaborate with Associate Director of HR on annual CalSAAS requirements
- Support a cross functional team to develop a comprehensive student recruitment plan to increase student enrollment

Community Relations

- Serve as the public face of the PLN Charter Schools
- Build coalitions, relationships, and partnerships with key stakeholders in support of the organization's mission and goals.
- Create opportunities for community members to express their views regarding school related matters.
- Keep 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.
- Regularly update executive team and PLN Board Members, as needed.

QUALIFICATIONS

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

- Ten+ years of professional experience
- At least 3 years of school leadership experience as a full-time principal
- At least 3 years of successful full-time teaching experience
- Experience managing and leading teams of people to equitable results
- Experience leading and managing multiple, complex projects with cross functional teams
- Experience designing and implementing comprehensive and innovative professional learning cycles
- A proven track record of success in driving equitable student achievement as a principal or systems leadership role; can provide data and evidence to illustrate success
- California Clear Administrative Credential preferred
- California Teaching Credential
- Master's Degree preferred.
- Excellent verbal and written communication skills required. Bilingual, Spanish/English preferred
- 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 manage crisis situations effectively
- Ability to work effectively with a board of directors

DIRECTOR OF TEACHING & LEARNING

Essential Duties/Responsibilities

- Co-construct and implement an instructional vision that is in support of the work of Community Schools, by ensuring that professional learning, teacher growth and leadership as well as the expansion of restorative practices, culturally relevant curricular materials and ethnic studies is centered on racially-just schools with a focus on multi-tiered systems of support in order to meet the needs of each and every scholar
- Build and facilitate a collaborative curriculum adoption process to determine a guaranteed viable curriculum for all core subject areas TK-8,
- Work with school leaders and instructional leadership teams to ensure that all teaching, learning and informal assessments are standards-aligned for the grade level
- Lead, develop, and/or monitor and revise the scope & sequences for ELA, Math, Science, Social-Emotional Learning, Social Studies, etc.
- Monitor the implementation of core curriculum at the appropriate standards-based level
- Determine the optimal assessment processes for each grade level so that individual student performance can be diagnosed and addressed and grade level performance can be used for teacher planning and instructional improvement
- Develop, monitor and lead the construction of PLN Charter School network formative and summative assessment plan, which will include common assessment windows, Verified Data Source: iReady BOY/MOY/EOY and SBAC Interim Assessments BOY /MOY and administration of CAASPP SBAC assessments
- Lead, guide and monitor the development and implementation of effective programming for English Language Learners, which will include the data management and use of ELLEVATION and the identification of designated ELD curriculum for the UTK -8 program
- Support the continuous improvement of teachers by identifying professional development needs, differentiating teacher support and evaluating the efficacy of all professional development.
- Co-design, facilitate and lead various types of professional development alongside school leaders, teacher leaders, Director of School Transformation, Instructional Coaches and Science of Reading & Intervention Coordinator that are in alignment with key LCAP priority areas and/or school based Call to Action Plans
- Collaborate with charter schools administrators to plan and facilitate/co-facilitate professional learning cycles, which include classroom observations and data analysis, in support of teacher practice and a guaranteed and viable curriculum, which aligns to site based Call to Action goals
- Collaborate with School Leaders to Identify gaps in instruction and the strategies needed to

- close the gaps, providing differentiated training and support for teachers as needed
- Manage and provide regular support and professional development to the PLN Charter School Instructional Coaches focused on a student-centered approach, as well as create and maintain resources on best practices and tools for instructional coaching, including high quality video exemplars of effective coaching cycles for educators to access
- Collaborate to develop a comprehensive plan that supports teacher development at each site including administrators, teacher leaders, and home office supports
- Lead our Teacher Leader program to design, train, and support the structures and processes necessary for all teachers to implement robust data-driven practices, as well as instructional planning and delivery
- Lead the identification of a Teacher Growth & Development platform focused on continuous improvement of teacher practice which will enhance and grow teachers knowledge of content and pedagogy
- Leads, plans, and coordinates the development of the Charter petition for the Charter Renewal process: Elements 1-4 and the Oversight Organizational Management & Programs 01-05
- Maintain relationships with key educational partners in support of beginning teachers, which includes Avance, induction (LACOE), and collaborates with Human Resources for information sharing
- Maintains relationships and support with curriculum needs for teachers and vendors
- Manage and directly support Instructional Coaches and Coordinators
- Other duties as assigned by the Managing Director, Charter Schools

QUALIFICATIONS

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

- A Master's degree in education administration, curriculum or related field
- A valid California Teaching credential. A valid California Administrative Services Credential highly preferred
- At least three years of demonstrable success as a building principal or system-level instructional coach
- Track record of success working with UTK-8th grade student populations, particularly those classified as English Learners, Students with Disabilities, High-Poverty or other potential risk factors
- Demonstrated ability to work collaboratively with other educational leaders
- Demonstrated ability to analyze data and lead teams through a meaning-making process that leads to improvement
- Demonstrated ability to conduct evidence-based review of curriculum and assessment options
- Ability to effectively handle challenging situations with students, parents, and faculty

DIRECTOR OF EXCEPTIONAL SCHOLARS (FORMERLY DIRECTOR OF SPECIAL EDUCATION)

Essential Duties/Responsibilities

1. Work collaboratively with school Principals and Assistant Principals to deliver a legally defensible Special Education Program.
2. Develop, participate and ensure that appropriate pre-referral to special education processes and procedures such as the implementation, documentation and monitoring of

interventions (Rtl²) for academics/behavior and problem-solving teams (i.e. COST, SST) are maintained at PLN schools.

3. 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.
 - 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 organization 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.

- Master's 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.
- 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.

Essential Duties/Responsibilities

Instructional Leadership

- Work collaboratively with school Principals and Assistant Principals to deliver a high quality and legally sound Special Education Program.
- Oversee the development of all special education assessments (initial, triennials, re-evaluations), IEP goals and objectives to ensure they are legally defensible and compliant.
- Own professional development to teaching staff about implementing appropriate strategies, accommodations, and modifications to meet the needs of students with IEPs in the least restrictive environment.
- Collaborate with the Director of Teaching & Learning to plan intentional integration of Special Education educators into school-based professional development opportunities.
- Analyze data, plan activities, monitor programs/services and provide professional development to teaching staff about special education services.
- 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.
- Owns Extended School Year (ESY) activities as needed and other programs as assigned.

Program Operations

- Maintain compliance of all timelines for IEPs and IEP related services at each school.
- Coordinate training and professional development for all special education staff, including Non-violent Crisis Intervention (NCI) training.
- Develop, participate, and train PLN staff on ensuring appropriate pre-referral supports to special education processes and procedures such as the implementation, documentation and monitoring of interventions (RtI) for academics/behavior and problem-solving teams (e.g. SSPT, SSS) are maintained at PLN schools
- 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

Team Management and Culture

- Supervision of all teaching, instructional assistants and service provider staff allocated to SPED services within the SPED department, including but not limited to Resource Specialists, Special Education Instructional Assistants, School Psychologists, Speech Pathologists.
- Maintain knowledge of current Special Education regulations and best practices

QUALIFICATIONS

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

- Bachelor's Degree, Master's Degree in Special Education highly preferred
- Experience teaching in an urban, K-8, public school setting
- At least five (5) years of successful Special Education teaching experience
- At least one (1) year of school-based leadership experience, such as Teach Mentor, Instructional Coach, Professional Development lead or similar experiences
- 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.

INSTRUCTIONAL COACH

Essential Duties/Responsibilities

Support school leadership teams to implement a strong, equity driven instructional cycles

- Develop strong relationships with school leaders (e.g., Principals, Assistant Principals, and Teacher Leaders) at school sites to support effective collaboration;
- Participate in regular observations with school leaders to collect high level data on student engagement, school culture, and classroom instruction.
- Use qualitative and quantitative data to identify opportunities to improve instruction in schools, develop and monitor strategy plans, and execute supports at a high level;
- Actively engage in observation and coaching cycles to provide teachers feedback and support on their instruction and classroom culture;
- Maintain a record of instructional coaching sessions and teacher goals and document development in alignment with California Standards for the Teaching Profession (CSTP).
- Support instructional leaders' ability to provide effective feedback on lesson preparation

- and execution using high-quality, aligned instructional materials;
- Support the implementation of an instructional vision across both schools and align practices accordingly
- Guide school leadership teams and teacher leaders to lead their teams in analyzing student work from daily lessons and formative assessments to understand student learning and strategically adjust teacher coaching and supports;
- Facilitate professional learning for teacher leaders to support their growth as educators and as model teachers.
- Analyze student achievement data (work samples and assessments) to deeply understand progress and gaps in learning and use that information to inform strategy plans;
- Collaborate with instructional leaders and teachers to write and revise scope and sequences for core content, including intentionally placing IABs and FIABs in grades 3-8.
- Regularly design and/or facilitate professional development sessions for both schools.

Contribute to Para Los Niños Charter Schools Equity Driven Instructional Strategy

- Identify and share trends in instructional practice across schools to inform network-wide and grade-band specific professional development opportunities for leaders and teachers
- Contribute perspective and expertise to strategy planning to inform network-wide school supports;
- Support school leadership teams with their ability to ensure instruction is aligned to state standards and support teachers in aligning their assessments to grade-level standards;
- Continuously engage in professional learning opportunities, both inside and out of PLN, to further develop expertise in instruction;

Management of resources, grants, time

- Creating, submitting and managing a budget for resources related to role.
- Support development with the writing of and reporting on applicable grants.
- Support with academic initiatives for Community Schools and After School Program
- Supporting community engagement around academics
- Maintain relationships with curriculum providers and offer teachers support with curriculum implementation.

QUALIFICATIONS

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

- Bachelor's Degree
- Experience teaching in an urban, K-8, public school setting
- At least five (5) years of successful teaching experience
- At least one (1) year of school-based leadership experience, such as Teach Mentor, Instructional Coach, Professional Development lead or similar experiences
- Holds and maintains a valid California Teaching Credential

INSTRUCTIONAL TECHNOLOGY COORDINATOR

Essential Duties/Responsibilities

- Develop and implement a strategic vision for the use of technology in academic and learning systems throughout the District.
- Collaborate with school leaders on the integration of new technology initiatives to ensure staff buy-in and user confidence.
- Partner with school leaders to provide professional development and support (formal and informal) to staff on the integration of technology into the curriculum.
- Support Educational Technology use through daily advising, collaborating, and training of teachers both in and out of the classroom.
- Champion changes in curriculum design and delivery.
- Design materials for classroom instruction which support the integration of technology.

OPERATIONS

- Collaborate with Information Technology Department to maintain hardware and software inventory; Develop rollout strategies for new devices, etc.
- Work alongside and in collaboration with the Information Technology division to ensure a successful environment for all stakeholders.
- Coordinate the selection of technology equipment and software; bidding process, purchase, distribution, maintenance, and installation of hardware, software, and other technological equipment and materials within instructional programs
- Work with school leaders to ensure that instructional technology approach is cost-effective and funds are managed prudently.
- Compile budget and cost estimates for future planning.
- Per program requirements or as directed by leadership, attends/participates in: 1) professional development activities and 2) supervision. Remain current on child development practices through classes, workshops, and membership in professional organizations.
- Other duties as assigned.

PROCESS AND IMPLEMENTATION

- Assist in the development of policies and procedures regarding technology issues.
- Develop and implement a continuing evaluation of the instructional technology program and implement changes based on the findings.
- Serve as a state-of-the-art expert in the field of instructional technology and information literacy.
- Provide current, cutting-edge data to support decision-making on academic and administrative technology matters.
- Actively seek partnerships for technology in the community.

QUALIFICATIONS

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

- Bachelor's degree in a related field, Master's preferred
- Valid and current California Multiple Subject Teaching Credential
- Three to five years of related experience in education, with 3 years in the classroom

- preferred, or any equivalent combination of training and experience
- Experience working with diverse learners
- Bilingual English/Spanish preferred. English proficiency supporting professional-level verbal and written communication to children, parents and other staff members required.
- Knowledge of computer hardware and software applications
- Knowledge of technologies available for use in instructional setting
- Knowledge of curriculum design and implementation
- Ability to develop and deliver technology training to adult learners
- Strong interest and experience in pedagogy and innovation
- Expertise in Microsoft Windows, Apple hardware, Mac OS and iOS software, and G Suite for Education
- Exceptional project management and execution skills

DIRECTOR OF COMMUNITY SCHOOLS

Essential Duties/Responsibilities

Leadership and Supervision

- Supervise and support community school coordinators in their daily operations and professional development.
- Conduct regular meetings with coordinators to discuss progress, challenges, and best practices.
- Evaluate the performance of community school coordinators and provide constructive feedback.

Program Development and Implementation

- Monitor and revise the California Community Schools Partnership Program (CCSPP) implementation plan in collaboration with all educational partners based on an ongoing assets and needs assessment.
- Ensure the integration of academic, health, and social services to support student success, leveraging resources within and outside of Para Los Niños.
- Monitor and evaluate program effectiveness, making adjustments as necessary to meet goals and objectives.
- Build an integrated system of supports for all students in collaboration with diverse partners.

Partnership and Collaboration

- Establish strong, productive, and trusting relationships with school administrators, staff, students, families and community partners.
- Foster and maintain relationships with community organizations, government agencies, and other partners in order to provide comprehensive supports to students and families
- Coordinate and plan with Para Los Niños Extended Learning program, Mental Health Services, Family services and other internal teams to align resources and maximize impact to students and their families.

Resource Management

- Oversee the budget for the CCSPP Implementation Grant and ensure effective allocation of resources.
- Seek and manage grants and other funding opportunities to support community school activities.

- Ensure compliance with district, state, and federal regulations regarding community school operations.

Data and Reporting

- Collect, analyze, and report data on program outcomes and impact; engage in continuous improvement cycles
- Develop, manage, and coordinate documents needed for internal and external program audits and compliance requirements.
- Prepare reports and presentations for the Board of Directors and Charter School Leadership Team.

Communication

- Organize and attend various school meetings and other outreach and grant-related events (program culminations, media events, open houses, community events, etc).
- Effectively communicate program vision, goals, requirements to diverse groups

QUALIFICATIONS

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

- Master's degree in Education, Public Administration or a related field, required
- Valid California teaching credential, required
- At least 7 years of school and/or organizational management and leadership experience; with a focus on underrepresented populations
- A minimum of 3 years experience in capacity building / coaching / consultancy role
- A minimum of 3 years experience in grant management
- A minimum of 3 years experience in supervision roles
- Commitment to assets-driven and strength-based practices; racially just and restorative school climates; shared decision making and participatory practices; powerful, culturally proficient and relevant instruction
- Knowledge of the California Community Schools Partnership Program, including its goals, requirements, and best practices
- In-depth understanding of the community schools strategy and its implementation
- Excellent verbal and written communication skills
- Strong analytical skills and experience with data-driven decision making
- Detail-oriented with excellent organization skills
- Strong interpersonal skills with the ability to motivate and support staff
- Ability to build and maintain effective partnerships

FAMILY AND COMMUNITY ENGAGEMENT COORDINATOR

Essential Duties/Responsibilities

Family Engagement:

- Develop and implement strategies to increase family involvement in school activities and decision-making processes.

- In partnership with families, co-construct a powerful and authentic family and community engagement strategy.
- Organize workshops, meetings, and events (e.g. Math Nights, Literacy Nights, etc.) with other staff as necessary that support family engagement and provide resources to assist families in supporting their children's education.
- Co-lead (with the Community School Coordinator) monthly meetings with the Community School Team at each school, which consists of diverse educational partners including students, parents, teachers, administrators, community partners and other staff.
- Develop strong relationships with parents, students, and teachers, and ensure that they understand what a community school is and how it supports student achievement.

Community Partnership:

- Identify, develop, and maintain partnerships with local organizations, businesses, and community leaders to support school initiatives and student success.
- Coordinate community events and programs that promote school and community collaboration.
- Leverage community resources to provide additional support and opportunities for students and families.

Communication:

- Maintain regular communication with families and community partners through newsletters, social media, and other communication channels (e.g. ClassDojo).
- Provide regular updates to school leadership on family engagement activities and community partnerships.

Program Development:

- Work collaboratively to develop and implement programs that address the needs and interests of students and families.
- Evaluate the effectiveness of engagement programs and initiatives, making recommendations for improvement.
- Assist in securing funding and resources for family and community engagement activities through grants and partnerships.

Support Services:

- Collaborate with other PLN departments to connect families with necessary support services, including mental health, healthcare, and social services.
- Provide resources to school staff on best practices for family and community engagement.

QUALIFICATIONS

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

- Bachelor's degree
- At least one year of experience working in a school setting
- Spanish-speaking, preferred
- Commitment to supporting the whole child

- Commitment to assets-driven and strength-based practices; racially just and restorative school climates; shared decision making and participatory practices; powerful, culturally proficient and relevant instruction
- Excellent communication and media skills, both verbal and written
- Strong data collection, entry and analysis skills, in platforms such as Excel, Google Sheets, and/or other data systems
- Orientation to detail with excellent organization and project management skills
- Ability to build relationships and collaborate with others toward outcomes

STUDENT SUCCESS MANAGER

Essential Duties/Responsibilities

Operational Capacity & Support

- Provide direct support and coaching, to office managers as it pertains to a welcoming and inclusive school office.
- Provide technical guidance regarding various compliance requirements to compliance with federal and state requirements and best practices.
- Support PLN campuses with day-to-day operations by creating, refining, and implementing policies and systems across all sites.
- Establish and annually update the operations manual for the charter schools to establish organizational wide policies and procedures to optimize effectiveness of school operations
- Support student success department with new hire onboarding and training for campus operations staff.

Compliance

- Regularly reconcile data between CALPADS and PLN's SIS (Infinite Campus)
- Maintain current knowledge of District (LAUSD), state and federal reporting requirements, including data needs and reporting timelines
- Support with ensuring student records are reviewed and have all necessary documentation
- Lead annual standardized testing coordination, including ELPAC, CAASPP, and Physical Fitness Test
- Lead the coordination of LAUSD annual oversight visit process and charter petition renewals.
- Collaborate with PLN's finance team to ensure fiscal compliance and best practices are being followed at PLN campuses.
- Ensure that annual Los Angeles County of Education Parent Notifications are updated and reflected in the Annual Parent Handbook
- Work alongside the Director of Risk Management to ensure that all required documents are publicly posted, in addition collaborate with the Director of Communications to ensure appropriate and required documentation is publicly posted on the school websites.

Facilities and Safety

- Work alongside Director Data & Operations to ensure school facilities meet Williams Act expectations that the school sites continually assess the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.
- Safety and Security: Ensuring the safety and security of students, staff, and school facilities is paramount. Work alongside school leaders to develop and implement safety protocols,

emergency preparedness plans, and security measures to mitigate risks and respond effectively to emergencies. In addition, ensure the Director of Risk Management is informed and all incident reports are appropriately completed.

- Facilities Management: support site principals in submitting work orders for school facilities, including maintenance, repairs, and safety protocols. This involves coordinating with maintenance staff, vendors, and contractors to ensure a safe and conducive learning environment for students and staff.

Recruitment and Enrollment:

- Co-create recruitment strategy and enrollment targets.
- Monitor the effective implementation of the recruitment and marketing strategy.
- Report enrollment progress through weekly dashboards.
- Collaborate with Coordinator, Family & Community Engagement to support recruitment targets through the implementation of high quality family and community engagement events and activities
- Collaborate with Communications Department to implement and ensure that strategic communications plan is implemented
- Manage and oversee SchoolMint Platform and the lottery system for enrollment for all PLN Charter Schools
- Lead and facilitate monthly charter schools team Office Manager meetings with a focus on enrollment support, tracking of enrollment targets and ensuring that actual enrollment targets are being met.
- Lead and facilitate monthly Enrollment Taskforce for PLN Charter Schools in collaboration with other Student Success Teams

Transportation Services & Support:

- Work directly with principals on student behavior and bus stop problems, answers parent inquiries and complaints
- Participate along with school officials in parent/student conferences in an effort to resolve or prevent misconduct and unsafe conditions, which involve the transportation system;
- Provides for safety at all bus stops; and rides with drivers and suggests improvements
- Provides instruction in behavior management of all students;
- Communicates to families regarding delayed or late Busses
- Provide teachers with list of bus riders in their classes and ensure that data and information is updated and appropriately tracked
- Monitor Transportation Applications and Transportation Waitlist

QUALIFICATIONS

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

- Track record of success working with K-8th grade student populations, particularly those classified as English Learners, Students with Disabilities, High-Poverty or other potential risk factors
- Demonstrated ability to work collaboratively with other educators & educational leaders.
- Ability to effectively handle challenging situations with students, parents, and faculty.

ASSOCIATE DIRECTOR OF SCHOOL SOCIAL WORK

Essential Duties/Responsibilities

Administrative duties/Supervision

- Oversees service delivery (case management, counseling, crisis intervention, coordination of team meetings) at 3 charter sites as well 5 Key Charter School, provided by the School Social Work Program Coordinator, Family Specialists, School Social Workers and PPS Social Work Interns.
- Oversees the implementation of School Based Mental Health grant including data gathering and report writing for Department of Education.
- Provide ongoing, weekly one-on-one supervision to School Support Services (SSS) Program Coordinator, Family Specialists and School Social Workers.
- Oversees the development and refinement of the TIERed Levels of Interventions and Supports for the Charter Schools including the School Support Services meetings at each charter school.
- Supports, develops and collaborates with school administrators regarding integration of social emotional wellness strategies (TIER 1) through different trainings, intervention strategies, including the development and maintenance of SEW resources available for all school staff.
- Supports the SSS Program Coordinator with the development and administration of small group interventions, check-ins with students and families, individual counseling (TIER 2) interventions at all Charters.
- Identifies the supports and interventions associated with Intensive Supports for TIER 3 students including gathering of data to show effectiveness of interventions.
- Supports the SSS Program Coordinator with the recruitment and training process of master-level PPSC interns; provides weekly supervision and completes all university required documentation
- Monitor supervisees caseloads – ensures all required reports are maintained and submitted; assist with high-needs cases as needed.
- Oversees the administration of attendance and SART protocols including coordination of meetings, phone calls, home-visits, progress monitoring, incentive programs, and interventions related to students who are chronically truant/absent.
- Conducts new hire orientation, training and workshops for PPS interns and any new staff to the School Support Services team.
- Responsible for developing trainings for the Educator's Institute in first two weeks of August.
- Responsible for the completion and oversight of any HR and Dayforce requirements for supervisees.
- Works with the Development Team, upon request, in order to secure funding sources.
- Maintains current knowledge of federal and state laws and regulations and abides by said laws and regulations with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and student and parent rights.
- Able to articulate the details of Mandated Reporting to staff in order to ensure that instances of suspected abuse and/or neglect are handled appropriately. Support school staff with child abuse reporting when needed.

- Per program requirements or as directed by leadership, participates in case conferences, professional consultation and professional development activities.
- Follows state laws regarding mental health concerns and confidentiality.
- Prepares correspondence and reports in connection with case requirements by legal and contracting entities i.e., child protective services, probation, courts, Department of Mental Health, etc.

Direct Service

- Conducts risk assessments for students who present with safety concerns including aggressive behaviors, self-harm behaviors, and/or suicidal ideations; Refers to emergency services as needed; Completes documentation for assessments.
- Provides an array of clinical services to clients including: assessments; crisis intervention; individual, family, and collateral counseling.
- Collaborates with community health and mental health service providers and facilitates student access to these services through the referral process.
- Maintains client files to level of requirements mandated by organization policy and completes documentation according to program expectations

Service Coordination & Implementation

- Works directly with administration during strategic planning in order to support with Tier 1-3 interventions throughout the year; maintains consistent communication with Principals to ensure proper service delivery from team.
- Training, oversight of all crisis management situations that occur during school day and afterschool. This includes training school staff, ensuring documentation is completed and submitted to appropriate departments/agencies. This includes suicide prevention and protocols as mandated by AB2246
- Facilitate site specific case management meetings to ensure appropriate interventions are being implemented.
- Works with team to provide various parent engagement opportunities including informative workshops, parent support groups, on-going trainings, etc.
- Coordinates with the Director of Special Education and School Psychologist to ensure mandated counseling services are being met
- Works with the team to improve student attendance
- Develops, facilitates and/or oversees intervention opportunities, both individually and in groups, to maintain a positive and safe school environment for students.
- Provides trainings to school personnel that can strengthen understanding of students' social-emotional wellness and appropriate interventions that can be implemented.
- Must be able to maintain positive working collaborative relationships with staff within the organization as well as with external agencies.
- Performs other job-related duties as directed by supervisor or director.

QUALIFICATIONS

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

- Masters in Social Work, currently registered as an Associate Clinical Social Worker
- Licensed Clinical Social Worker (LCSW) *preferred*.
- Pupil Personnel Services Credential – Social Work
- Bilingual (English and Spanish)
- Minimum five years of experience providing direct services to school-age children as well as two years experience supervising School Social Work staff.
- Two years experience coordinating School Support Services program.
- Understanding of the IEP process and Special Education programs.
- Knowledge of current state law/regulations regarding school proficiency standards.
- Direct service skills in working with students, parents and groups.
- Ability to prepare social and family histories and cooperate on the formulation of committee reports.
- Social work case reporting and writing skills.
- Strong knowledge in conducting socio-environmental analysis and diagnosis.
- In-depth knowledge of child abuse/crisis intervention techniques

SCHOOL SOCIAL WORK COORDINATOR

Essential Duties/Responsibilities

Administrative duties/Supervision Duties

- Oversees service delivery (case management, counseling, crisis intervention, coordination of team meetings) at 2 charter sites provided by the Family Specialists, School Social worker and PPS Social Work Interns.
- Provide ongoing supervision to master level interns; maintains positive relationships with university liaisons; completes all required documentation.
- Participates in the recruitment and onboarding process of school support services team; including ongoing trainings and workshops.
- Monitor supervisees caseloads – ensures all required reports are maintained and submitted; assist with high-needs cases as needed.
- Responsible for the completion and oversight of any HR/Dayforce requirements for supervisees.
- Works with the Development Team, upon request, in order to secure funding sources; oversees the coordination and submission of reports to funders.
- Supports, develops and collaborates with school administrators regarding integration of social emotional wellness strategies through different trainings, intervention strategies, including the development and maintenance of SEW resources available for all school staff.
- Maintains current knowledge of federal and state laws and regulations and abides by said laws and regulations with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and student and parent rights.
- Able to articulate the details of Mandated Reporting to staff in order to ensure that instances of suspected abuse and/or neglect are handled appropriately. Support school staff with child abuse reporting when needed.

- Per program requirements or as directed by leadership, participates in case conferences, professional consultation and professional development activities.
- Prepares correspondence and reports in connection with case requirements by legal and contracting entities (i.e., child protective services, probation, courts, Department of Mental Health, etc.).

Direct Service Duties

- Provide Educationally Related Interventions Counseling Services (ERICS) to students with IEP, as needed; document those services in Welligent.
- Conducts risk assessments for students who present with safety concerns including aggressive behaviors, self-harm behaviors, and/or suicidal ideations; Refers to emergency services as needed; Completes documentation for assessments.
- Provides an array of clinical services to clients including: assessments; crisis intervention; individual, family, and collateral counseling.
- Facilitates Tier 1 and Tier 2 group interventions to foster social-emotional development.
- Develops and maintains relationship with external agencies, like the Union Rescue Mission (URM), to better support students.
- Collaborates with community health and mental health service providers and facilitates student access to these services through the referral process.
- Maintains client files to level of requirements mandated by organization policy and completes documentation according to program expectations.

Service Coordination & Implementation Duties

- Works directly with administration during strategic planning in order to support with Tier 1-3 interventions throughout the year; maintains consistent communication with Principals.
- Oversight of all crisis management situations that occur during school day and afterschool. This includes training school staff, ensuring documentation is completed and submitted to appropriate departments/agencies. This includes suicide prevention and protocols as mandated by AB2246.
- Facilitate site specific case management meetings to ensure appropriate interventions are being implemented; determine needs and refer to Integrated Services as needed.
- Works with Associate Director to organize and facilitate School Support Services meetings.
- Works with team to provide various parent engagement opportunities including informative workshops, parent support groups, on-going trainings, etc.
- Coordinates with the Director of Special Education and School Psychologist to ensure mandated counseling services are being met.
- Works with the team to improve student attendance.
- Works with Innovation II, Director of Clinical Services, Principal, and Assistant Principal in supporting teachers with strategies for students with challenging behaviors including promotion of relationship-based approach.

- Must be able to maintain positive working collaborative relationships with staff within the organization as well as with external agencies.
- Performs other job related duties as directed by supervisor or director.

QUALIFICATIONS

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

- Master's in Social Work, currently registered as an Associate Clinical Social Worker.
- Licensed Clinical Social Worker (LCSW) *preferred*.
- Pupil Personnel Services Credential – required.
- Child Welfare & Attendance Credential – required.
- Minimum of 2 years post-graduate degree.
- Master-level, Field Instructor training – preferred.
- Successfully pass all post offer, pre-employment screening requirements, including criminal background check, drug test and provide proof of eligibility to work in the United States.
- Bilingual English/Spanish preferred. English proficiency supporting professional-level verbal and written communication to children, parents and other staff members required.
- Understanding of the IEP process and Special Education programs.
- Knowledge of current state law/regulations regarding school proficiency standards.
- Direct service skills in working with students, parents and groups.
- Ability to prepare social and family histories and cooperate on the formulation of committee reports.
- Social work case reporting and writing skills.
- Strong knowledge in conducting socio-environmental analysis and diagnosis.
- Depth in knowledge of child abuse/crisis intervention techniques

DIRECTOR OF DATA AND OPERATIONS

Essential Duties/Responsibilities

Operational Capacity & Support

- Support the Student Success Manager to provide coaching, professional development and support to office managers and Operations Leads at each school site.
- Manage the National School Lunch Program and the School Breakfast Program (NSLP, SBP), including monthly claims, procurement, and all auditing areas necessary for compliance.
- Provide technical guidance regarding various nutrition activities to ensure compliance with federal and state requirements and best practices.
- Support PLN campuses with day-to-day operations by creating, refining, and implementing policies and systems across all sites.
- Establish and annually update the operations manual for the charter schools to establish organizational wide policies and procedures to optimize effectiveness of school operations.
- In partnership with the Managing Director, Charter Schools, ensure that expenditures for PLN school-wide programs are in line with budget and priorities and within contractual requirements.
- Track and manage school-related contracts and MOU's.
- Support the student success department with new hire onboarding and training for campus operations staff.

Compliance

- In partnership with the Managing Director, Charter Schools, ensure compliance requirements are effectively communicated to all constituents within PLN charter schools.
- Lead annual compliance and reporting cycle, including state and local data reporting such as attendance and discipline, and student demographic data.
- Regularly reconcile data between CALPADS and PLN's SIS (Infinite Campus).
- Maintain current knowledge of District (LAUSD), state and federal reporting requirements, including data needs and reporting timelines.
- Lead annual standardized testing coordination, including ELPAC, CAASPP, and Physical Fitness Testing.
- Lead the coordination of LAUSD annual oversight visit process and charter petition renewals.
- Collaborate with PLN's finance team to ensure fiscal compliance and best practices are being followed at PLN campuses.

Facilities and Safety

- Work alongside Managing Director Operations to ensure school facilities are in compliance with local and state regulations, that the school sites continually assess the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.
- Safety and Security: Ensuring the safety and security of students, staff, and school facilities is paramount. Work alongside school leaders to develop and implement safety protocols, emergency preparedness plans, and security measures to mitigate risks and respond effectively to emergencies. In addition, regularly collaborating with the Director of Risk Management on incident reporting and risk identification.

Recruitment and Enrollment

- Co-create recruitment strategy and enrollment targets.
- Monitor the effective implementation of the recruitment and marketing strategy.
- Work with Coordinator of Enrollment Services to report enrollment progress through weekly dashboards.
- Manage and collaborate with Coordinator of Enrollment Services, as well as collaborate with the Family and Community Engagement Manager to support recruitment targets.
- Engage with the recruitment team and in community recruitment events.
- Supervise the Recruitment and Enrollment team.

Data & Instructional Technology:

Directly supervise the Instructional Technology Coordinator to support the management of all state-wide and local platforms, assessments and

- o Train/monitor tech leads
- o Manage all education software/budget
- o Train on software/hardware
- o Order all technology.

Support Services

- Co-create a comprehensive strategy for nutritional services, nursing and wellness, enrollment and transportation.

- Secure and evaluate vendor relations and effectiveness.
- Maintain state and local permits, certifications, and compliance for nutritional services, aftercare, and transportation.
- Inspect and provide ongoing reports on nutritional services, aftercare, and transportation.
- Collaborate on school traffic patterns and school crossing guards.
- Develop consistent systems, policies, and procedures for vendor management.

Systems Development

- Set the bar of excellence for operations culture and customer service.
- Build strong relationships with school leaders, across network departments, and with community partners.
- Develop, monitor, and oversee budget and forecasting for the Operations Department.
- Meet regularly with school leaders to understand operational needs.
- Ensure frequent support and ongoing communication with all stakeholders.
- Develop and implement a suite of tools and resources to be used to operationalize that vision. Examples of tools would include codifying comprehensive daily school systems, rubrics for assessing the overall health of school operations as well as the effectiveness of individual systems, project plan templates for important, recurring school events, and other tools and resources of the like.
- Promote cohesion and connectedness among our network and school operations teams.
- Facilitate practical, collaborative professional experiences such as problem-solving exercises, school operations walkthroughs, and robust professional development.

QUALIFICATIONS

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

- A Bachelor's degree in a related field or equivalent.
- At least 5 years experience in a related field and a minimum of 3 years supervisory experience
- Track record of success working with K-8th grade student populations, particularly those classified as English Learners, Students with Disabilities, High-Poverty or other potential risk factors
- Demonstrated ability to work collaboratively with other educational leaders.
- Demonstrated ability to analyze data and lead teams through a meaning-making process that leads to improvement.
- Demonstrated ability to conduct evidence-based review of curriculum and assessment options
- Ability to effectively handle challenging situations with students, parents, and faculty.

SCHOOL SITE STAFF:

PRINCIPAL

Essential Duties/Responsibilities

- 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

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

- 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

Essential Duties/Responsibilities

- 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 education 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.

- 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.
- 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

Essential Duties/Responsibilities

- 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

Essential Duties/Responsibilities

- 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 Individualized 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.

- Possess valid California Special Education Teaching credential
- Teaching or therapy experience with Special Education students preferred.
- 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

INSTRUCTIONAL ASSISTANT

Essential Duties/Responsibilities

Curriculum and Instructional Support

- Support the Strategic Plan through the implementation phases
- Supports the Multi-Tiered Systems of Support for academics through small group instruction in the areas of in reading, math, and/or writing under the supervision of the classroom teacher assigned
- Uses data to monitor academic progress of students
- Prepares and implements academic activities
- Works cooperatively with teaching staff to review student progress and co-plan weekly academic activities
- Works with classroom teachers to develop and document student progress toward clearly identifiable academic and learning goals (language goals)
- Assists teacher with reviewing student work to inform instruction and enhance student achievement
- Supports the teacher with the implementation of innovative content-focused teaching
- Assists the teacher with developing lesson plans that are based on student needs, observing and reflecting on feedback of classroom instruction
- Supports the teacher with the integration of technology (in all content areas)
- Assists in implementing modifications and adaptations of environments and curriculum per teacher recommendation
- Assists with a variety of activities to enhance student learning; assist children in developing appropriate strategies for learning, provide emotional support, have a positive attitude, perform behavior reinforcement functions and guidance

Classroom Climate and Culture

- Assists the teacher on creating an environment for learning
- Works with teachers and school staff to build and support positive behavior expectations by reinforcing school-wide rules and expectations in classrooms and elsewhere on campus
- Reinforces school-wide rules and expectations throughout the campus
- Provides a nurturing environment, which supports the individual development of each child
- Assists teacher in maintaining an environment conducive for student learning and encouraging appropriate behavior by the students using a consistent team approach
- Assists teacher on field trips by helping students with physical needs, maintaining discipline, and reinforcing learning situations

Professional Growth

- Participates regularly in Multi-Tiered Systems of Support professional development opportunities
- Participates regularly in English Language Development professional development opportunities
- Participates regularly in professional development opportunities that pertain to specific grade and subject specific collaborative meetings, faculty meetings, and both on-and off-site training

Supervision and Other Duties

- Assists in record keeping as assigned
- Participates in special activities and functions as needed
- Performs other duties as assigned by teacher or administrator

QUALIFICATIONS

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

- Behavior Safety-Care Emergency Training (B-SET) trained
- AA degree or 60 semester units preferred in a major aligned to education (e.g. Child Development, Child Psychology, Reading Specialist)
- Bilingual (Spanish/English) preferred
- Experience working with children for a minimum of three years

OFFICE MANAGER

Essential Duties/Responsibilities

- 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.

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

Operations Lead

Essential Duties/Responsibilities

Event Planning & Coordination

- Collaborate with school staff to provide logistical support for school events and activities as needed.

Operations

- Support front office school operations.
- Acts as the manager of daily core systems, ensuring processes and procedures are successfully executed daily:
 - o Student arrival.
 - o Daily student attendance.
 - o Student transitions.
 - o Student lunch/recess.
 - o Student dismissal.

School Climate and Culture

- Assists teachers' cultivation of positive classroom climates by delivering developmentally appropriate lessons, such as “Cool Tools”, that promote positive social skills development.
- Provides Tier 2 support for students that are still developing appropriate strategies for addressing conflict and addressing harm.
- Collaborates with the Social Worker to design and manage implementation of Tier 2 behavior intervention plans, as needed.
- Consults on schoolwide plan for incentivizing positive social skills behaviors from students.
- Facilitates opportunities for students to successfully reintegrate into the classroom.
- Inputs documents and data, related reports, and student records into the student information system for the purpose of ongoing behavior intervention service planning and review.
- Participates in team meetings as needed, including School Support Services Team, Student Success and Progress Team, and Individualized Education Plan (IEP) meetings.
- Initiates referrals to the School Support Services Team and collaborates with the team to identify programming adjustments that support students exhibiting challenges meeting behavioral expectations.
- Communicates with students, family members, school staff and organization personnel for the purpose of sharing information pertaining to behavioral strategies and interventions.
- Supports the training needs of staff, students and family members to facilitate smooth and successful transitions.
- May perform other duties as assigned by supervisor.

Student and Family Communication Management

- Collaborate with principal to design agendas for “Coffee with the Principal”, ELAC, and SSC meetings.
- Positively interface with students and families daily.

Supervision and Evaluation

- Directs, supervises and evaluates school personnel; including Instructional Assistants and Campus Aides.

- Collaborates on the planning, development, and implementation of effective professional learning opportunities for Instructional Assistants and Campus Aid.

QUALIFICATIONS

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

- BA/BS Degree or equivalency.
- Minimum of 4 - 7 years relevant work experience.
- Prior experience within a school setting and/or working with students is preferred.
- Bilingual English/Spanish preferred. English proficiency supporting professional-level verbal and written communication to children, parents and other staff members required.

FAMILY SPECIALIST

Essential Duties/Responsibilities

- Works directly with School Support Services team; collaborating with supervisor, School Social Worker, Pupil Personnel Services (PPS) Interns and other school personnel as needed.
- Identifies additional resources within the community to serve students and families; works directly with team to complete case management duties.
- Establishes ongoing communication with Union Rescue Mission staff to better support homeless students and families supporting them with gathering basic necessities & making appropriate linkages.
- Supports school with attendance issues including outreach calls, home visits, family meetings and/or ongoing 1:1 check-in's with families and students to better support student achievement.
- Follows crisis intervention protocol to ensure the safety of all students.
- Nurtures respectful relationships with students and demonstrates sensitivity to the students' background; facilitate small group for students (i.e. social skills, anti-bullying, etc.).
- Engages and facilitates parenting groups as well as topic specific workshops (i.e., bullying, child development, etc.).
- Develops and/ or promotes opportunities for parents to engage in the school community; distributes school newsletters and school flyers.
- Co-facilitate Integrated Services meetings with School Social Work Coordinator (SSWC); gather information from various departments (afterschool, special education, teachers, etc.) and creating agenda.
- Initiates and completes referrals to mental health and other services as needed; maintain positive & collaborative relationships with clinical services staff.
- Proactively works to coordinate information sharing and resource alignment with colleagues at other sites.
- Follows state laws regarding mental health issues and confidentiality.
- Documents case management services; track progress for students and families on caseload.
- Performs other job-related duties as directed by supervisor, principal or director.

QUALIFICATIONS

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

- Bachelor's Degree in related field (i.e Social Work, Sociology, Psychology, Child Development) Preferred. Candidates with or;
- Minimum seven years of experience providing direct services to school-age children and their families; previous job duties should include case management, parent/family engagement, intervention implementation, etc.
- Minimum three years of experience providing direct services to school-age children and their families.
- Must be able to produce documentation in Standard English which is legible and coherent. Must be adept at the use of computer software programs (MS Outlook/Word/Excel) and database driven documentation program (i.e. Exym, Illuminate, etc.).
- Strong communication and interpersonal skills.
- Must have reliable transportation and State required automobile insurance coverage and valid Class C California driver's license (mileage to be reimbursed).
- Bilingual (English/Spanish) required.

COMMUNITY SCHOOLS COORDINATOR

Essential Duties/Responsibilities

Collaborative Leadership & Practice

- Support the ongoing development and refinement of the school's Community School Implementation Plan in accordance with CCSPP, the school's Local Control and Accountability Plan (LCAP).
- Conduct an ongoing needs assessment to identify barriers to learning, available resources (internal and external), and gaps in services.
- Continue the development and convene monthly meetings of the Community School Team, which consists of diverse educational partners including students, parents, teachers, administrators, community partners and other staff.
- Develop strong relationships with parents, students, and teachers, and ensure that they understand what a community school is and how it supports student achievement.
- Help develop a school-level budget from the Community Schools Implementation Grant based on school priorities and needs.

Extended Learning Time

- Work with teachers, administrators, and PLN's After School Program (ASP) to integrate extended learning and enrichment activities before, during or after the school day.
- Identify external partners to bring in additional extended learning opportunities, as necessary.

Integrated Student Supports

- Help build a Multi-Tiered System of Supports that provide personalized resources within and beyond the classroom
- Work with school administrators to develop strategies for reducing chronic absenteeism.

- Develop and maintain a directory of partnerships that serve the students and families at the school.
- Establish structures for shared accountability toward student and school outcomes among community partners.
- Work with other PLN divisions and teams such as Mental Health Services, Youth Workforce Services, Family Services, Early Education, etc. to connect students and families to additional resources.

Family and Community Engagement

- Establish strong, trusting relationships with the families of students.
- In partnership with families, co-construct a powerful and authentic family and community engagement strategy.
- Help coordinate family learning nights (e.g. Math Nights, Literacy Nights, etc.).
- Identify local community resources and broker new partnerships that are aligned with school goals and needs.

QUALIFICATIONS

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

- Bachelor's degree
- At least three years of experience working in a school setting
- Spanish-speaking preferred
- Commitment to supporting the whole child
- Commitment to assets-driven and strength-based practices; racially just and restorative school climates; shared decision making and participatory practices; powerful, culturally proficient and relevant instruction
- Excellent communication and media skills, both verbal and written
- Strong data collection, entry and analysis skills, in platforms such as Excel, Google Sheets, and/or other data systems
- Orientation to detail with excellent organization and project management skills
- Ability to build relationships and collaborate with others toward outcomes

SCHOOL SOCIAL WORKER

Essential Duties/Responsibilities

- Works directly with School Support Services team; collaborating with SSWM, Family Specialists, MSW Interns, School Counselor and other school personnel as needed.
- Develops and supports school wide preventative approaches to create a safe school environment that promotes positive culture and climate (i.e. anti-bullying, suicide prevention, mental health awareness).
- Provides a variety of student interventions including individual and group counseling for students needing Tier 2/3 support.
- Conducts risk assessments/crisis interventions for students who present with safety concerns; complete necessary documentation for assessments.

- Supports families in understanding school interventions related to social, emotional or behavioral incidents; conduct necessary follow ups (i.e. check-in's, home visits, conflict resolutions).
- Able to build collaborative relationships with teachers to better address in-class behaviors.
- Supports SSWM by facilitating staff trainings to advance staff's understanding of social-emotional wellness and its effect on learning.
- Participates in Integrated Service meetings; assisting in establishing appropriate case plan and tracking student progress.
- Participates in the Individual Education Plan (IEP) process as required; Provides Educationally Related Interventions Counseling Services (ERICS); completes necessary documentation in Welligent.
- Works with Family Specialist to facilitates parent workshops/groups based on community needs; able to implement innovated strategies to enhance family engagement.
- Develop and maintain relationship with Union Rescue Mission (URM) to better support homeless students and families; Develop systems of support for new students.
- Takes active steps to improve student attendance via parent conferencing, home visits, progress monitoring, attendance incentive programs, and assists families in addressing contributing factors.
- Participates in the recruitment and interviewing process of PPS interns as well as the onboarding and training; acts as a preceptor as needed.
- Participates in staff meetings, case conferences and professional consultation as necessary.
- Promotes collaboration among external service providers and facilitates student access to these services.
- Conducts individual and/or system-wide surveys to assess the school and/or community needs.
- Maintains accurate case records and documentation.
- Maintains current knowledge of federal and state laws and regulations and abides by said laws and regulations with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and student and parent rights.
- Able to articulate the details of Mandated Reporting to staff in order to ensure that instances of suspected abuse and/or neglect are handled appropriately. Support school staff with child abuse reporting when needed.

QUALIFICATIONS

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

- Master's in Social Work, currently registered as an Associate Clinical Social Worker or Masters in Marriage and Family Therapy, currently registered as an MFT Intern, or Masters in School Counseling who is registered as a Licensed Professional Clinical Counselor (LPCC).
- Pupil Personnel Services Credential - required.
- At least two years of experience providing direct services to school-age children; experience working within schools preferred.
- An understanding of the IEP process and Special Education programs.
- Knowledge of current state law/regulations regarding school proficiency standards.
- Direct service skills in working with students, parents and groups.

- Ability to prepare social and family histories and cooperate on the formulation of committee reports.
- Social work case reporting and writing skills.
- Ability to demonstrate effective liaison relationships with parents, schools, and agencies.
- Ability to counsel students, parents and staff individually and in groups.
- Ability to conduct effective meetings and conferences.
- Strong knowledge in conducting socio-environmental analysis and diagnosis on problem students.
- Depth in knowledge of child abuse/crisis intervention techniques.
- Good communication and interpersonal skills.
- Must have ability to nurture respectful relationship with clients, children and must be sensitive to the cultural and socioeconomic characteristics.
- Bilingual (English/Spanish) required.

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

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

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

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

Charter School shall 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.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status

of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

Child abuse reporting procedures

- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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 Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. 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.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external

defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, et seq.

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

[REDACTED]

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

COURT-ORDERED INTEGRATION

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

Charter School 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.

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(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 will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

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 material is in English and Spanish and highlights the work we do, resources we provide, information on the enrollment process, and contact information.

An enrollment recruitment plan is developed annually by the Managing Director or the Director of Data and Operations, which includes distributing flyers throughout the community, to local businesses, residential areas, and public locations such as parks, recreation centers, and libraries. The recruitment plan also includes attending health fairs, resource fairs, events hosted by the Los Angeles Department of Parks and Recreation, and other family events that typically happen at the start of spring and well through the summer; however, there are opportunities during the fall and winter seasons. The Managing Director or Director of Data and Operation works with the principal to create a team made up of school staff to support the recruitment plan. In addition, other PLN departments provide support by sharing the enrollment flyer with their employees, clients and network of collaborative organizations. PLN CS also hosts events that provide an opportunity for the community to visit the campus, take a tour and learn more about their program. Enrollment information is also posted on the PLN main website and social media sites (Instagram, Facebook). 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.

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(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 will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

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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 and 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).

Student Recruitment

PLN CS staff work year around to implement and execute strategic marketing efforts. Efforts include distributing flyers to local businesses, posting flyers within the school community, and communities where our families live, attending community events, and asking currently enrolled families to share our information. On-site events such as school tours and meet and greets are scheduled around the open enrollment period for families who have expressed interest in our school and are open to anyone else that wants to learn more about our school and meet staff. In addition, we post information on our social media pages and organization’s website. We do outreach with partner organizations and other departments within PLN so they may share with their families and other stakeholders.

Lottery Preferences and Procedures

The open enrollment timeline period commences October 1st of the preceding school year, with interested families notified to submit a Lottery Application form 1 week before the selected lottery date. PLN CS notifies the public of open enrollment by posting banners on all of its existing school facilities and updating its website. The lottery application form is available hard-copy and on the website, and only includes requests for the following information:

- ☐ Scholar Name, Requested Grade and Date of Birth
- ☐ Parent Name, Phone Number, Email and Home Address
- ☐ Name of any siblings who currently attend Para Los Ninos Charter School

Following the open enrollment period, applications are counted to determine if any number of applications exceed available seats. If the number of scholars who have applied exceed capacity as of the date of the application deadline, the school holds a public random lottery to determine admissions. The date of the lottery will be selected between February 1 and April 1 and will be communicated to all interested parties. Lottery rules and deadlines will be communicated via the Lottery Application Form, flyers/posters, and the school website. Public notice is posted at the Charter School site and on the website regarding the date and time of the public drawing once the lottery application form submission deadline date has passed. Notice includes an explanation that parents/guardians do not need to be present at the lottery but may attend if they choose to do so.

The lottery is conducted by a non-interested volunteer that draws the pupil names and verifies lottery procedures are fairly executed. The lottery will be held at the location of the Charter School and is held at 5:00 PM to ensure parent and interested parties are able to attend. The lottery is open to the public.

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.

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

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 are readily available in the school's main office for inspection upon request. Each applicant's Lottery Application Form is 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.

Prior to the start of the lottery, all participants will be communicated of the lottery and waitlist procedures. This information will also be posted on the PLN Charter School's website and at the entrance of the school where it is visible by the public.

Immediately following the lottery, families will receive an email and/or text sent through the SchoolMint application system notifying them that they are being offered a space for the new school year. At this time, families must login to their SchoolMint account and accept or decline the offer. If families accept the offer, they will receive another notification via email and/or text sent through SchoolMint with instructions on next steps to complete the enrollment process. If families do not respond to the enrollment offer within 5 school days, someone within the school staff will contact them directly for a response and either ask them to login to accept or decline or update their status on their behalf with their verbal permission. If the offer is accepted, the parent/legal guardian will be provided with information on the next steps to complete enrollment.

Families that accept the offer will be provided with a link to complete the enrollment process through the Online Registration (OLR) system within Infinite Campus, the school's Student Information System. During this time, families will enter the necessary data schools collect for school enrollment in addition to all original required documents. School staff will be available to assist families in completing this, if needed.

Those who apply after the lottery deadline are added to the lottery waitlist according to the preferences previously stated above. If no preferences apply, they will be added to the end of the lottery waitlist in the order they are received.. Openings that occur during the school year are filled according to the wait list order determined during the lottery drawing. When an offer occurs during the school year, families are contacted by the school office staff in the order of the wait list and are given 48 hours to decide whether or not to verbally 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.

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

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)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

In addition:

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

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

The Para Los Niños Board Audit Committee recommends to the Para Los Niños Board of Directors an independent certified public accountant to serve as the auditor. The Para Los Niños Board of Directors votes to approve the auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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

The independent financial audit of the Charter School is a public record to be provided to the public upon request. The audited financial statements are also available on the school website.

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.”
(Ed. Code § 47605(c)(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. 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein,

"involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, 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.

RESTORATIVE DISCIPLINE & SUSPENSION AND EXPULSION POLICY AND PROCEDURES

Discipline Philosophy

This policy reflects Para Los Niños' ("PLN" or "Charter School") vision and philosophy to provide a comprehensive approach to education to meet individual students' educational, social and psychological needs. Furthermore, these policies reflect our goals of assisting at-risk students and their families in developing the competencies needed to overcome their challenging living environments. This policy shall apply to Para Los Niños Charter School.

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

of due process.

Upon enrollment and just before the beginning of each school year, Para Los Niños families will each receive a copy of the Student/Family Handbook, which contains a summary version of the Suspension and Expulsion Policy.

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

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

Prevention of inappropriate behaviors and the development of appropriate behaviors will be taught throughout the school and in individual classrooms, with class lessons delivered as a response to inappropriate behaviors. Students will learn how problems are initiated and how problems escalate. Students, guided by the teacher, will learn appropriate “replacement behaviors” to resolve future problematic situations. Other strategies to support student behavior may include working with younger groups of students to model appropriate behaviors while tutoring and participating in school community service. Our Positive Behavior Plan, will include teaching school rules and social emotional skills; reinforcing appropriate student behavior; establishing supportive relationship with students; using effective classroom management and positive behavior strategies. Positive Behavior topics will be addressed during Professional Development and monthly Positive Plan assemblies will provide model/non model visuals for students of expected behaviors.

What are Restorative Communities?

Restorative Communities are spaces that are physically, psychologically and emotionally safe, trauma-informed and committed to racial and social justice. They are characterized by a mindset that promotes positive interactions, builds on the collective assets of students and school communities, working towards an effective solution-focused approach with excellence and equity at the core. Restorative Communities cultivate the overall wellness of all its members by focusing on maximizing student learning within every interaction. Restorative Communities intentionally promote a positive and healthy school culture by building, strengthening, and (when harm occurs-including institutional and historical harm) repairing relationships through social-emotional learning, circle practice and restorative dialogue, while honoring diversity, identity, and human rights. Reducing the racial outcomes in how we address student behaviors is the primary goal in building Restorative Communities. Historically, exclusionary practices have disproportionately impacted students of color. Black and Latinx, and students, in particular, are more likely to be suspended, expelled, and arrested than their White peers, even for the same behavior.

What is Restorative Justice (or Discipline) in Schools?

Rooted in the restorative justice model of some international criminal and juvenile justice systems, restorative justice in schools is an approach to heal harm. In schools, restorative “justice” can also be understood as restorative “discipline”, the intervention tiers of restorative practices.

Traditional Discipline	Restorative Discipline
• Who broke the rule? • What rule was broken? • What punishment does the offender deserve? • The person harmed (victim) is not involved • Rules, fault and punishment are key	• Who was involved and how? • Which relationships have been harmed? • What do participants (particularly those harmed) need? • Everyone impacted has an opportunity to create an agreement to heal and prevent future harm • Relationships, respect and responsibility are key

What are Restorative Practices?

Restorative practices are a collection of actions that aim to build, maintain, and when necessary, repair relationships. At a universal and preventative level (Tier 1), all staff and students can build and maintain relationships through community building and circles, social-emotional learning, affective statements, and non-violent communication. At a level of targeted intervention (Tier 2), when harm or significant challenges occur, restorative practices may include active listening, motivational interviewing, conflict circles, circles of support, or individual restorative conferencing and dialogue. For the most severe harms (Tier 3), typically after a student has been removed from class or school, the highest level of support may include a re-entry circle or restorative community conference and on-going circles of support to re-integrate the student into the school community.

Para Los Niños Restorative Approach

Para Los Niños will eliminate racist discipline practices and policies by acknowledging and dismantling systemic structures that contribute to any form of racism or racist outcomes that disproportionately affect our students of color.

The intervention Matrix included in this policy will provide schools with equitable and supportive responses to behavior practices. The levels of the *Restorative Response Matrix* are predicated on the belief that schools should be supportive environments that will engage our children in a process of learning while maintaining open, collaborative and inclusive communication practices with students and families. We will achieve this by implementing the following policies and practices:

- Instructional Leadership Teams will routinely examine discipline data, attendance data, and staff participation in anti-bias or restorative justice training to identify disproportionalities and determine action steps for revising site discipline practices. Culture Leads and/or school leaders will facilitate data driven sessions in order to develop and monitor school- wide goals and strategies aimed at improving school culture. The team will determine and lead activities, including professional development, and communications to support the school mission, vision, core values/principles, and common expectations.

- Culture goals are SMARTIE (specific, measurable, ambitious, realistic/relevant, time-bound, inclusive and equity-focused) goals, milestones, and strategies aimed at improving a school's culture. Culture goals are recorded and tracked with data in Call to Action (CTA) documents.
- Expulsion review panel members will be provided Diversity, Equity, Inclusion, Justice & Belonging Learning Sessions
- Culture Lead(s) (CL) is a certificated school-based staff member, whether in-classroom or out-of-classroom, who has applied and been accepted to the PLN Teacher Leader program to cultivate his/her own restorative practice expertise, develop leadership skills by coaching others, and support school culture and classroom climate by elevating to the Instructional Leadership Team and facilitating school-wide culture efforts. Through this role, educators will have the opportunity to cultivate leadership skills while positively impacting school culture and classroom climate in order to transform student outcomes. At PLN, Culture Leads participate in several days of professional development and coaching and receive a stipend for their additional contributions to the school community.
- Sites will use the *Restorative Response Matrix* in section 3 to address student behaviors with fidelity and will consistently document interventions and disciplinary actions.
- Re-entry procedures will be utilized for students returning from suspension, expulsions or extended leave due to court school proceedings that will include a restorative conference with student, family, administration, counseling, and other trusted adults.

Suspension and Expulsion Procedures

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Para Los Niños. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this 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.

The Charter School administration shall ensure that students and their parents/guardians¹ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

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 ("IDEA") 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 requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

¹ The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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

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

B. Enumerated Offenses

- I. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “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 their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

- t) 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 their age, or for a person of their 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 their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.

- (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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, Assistant Principal, or Managing Director’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 student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, Assistant Principal, or Managing Director’s concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “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 their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - l) “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 their age, or for a person of their 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 their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (I) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (I) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (I) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (I). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual

recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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, Assistant Principal, or Managing Director’s concurrence.

Prior to exercising discretion to expel a student, the site Principal, Assistant Principal, or Managing Director must demonstrate that:

- ☐ Available interventions have been attempted and a record of supports provided for the student has been documented in Infinite Campus with an ongoing process of communication with families;
- ☐ An out-of-school suspension has been implemented in the past and appropriate supports have been provided to student;
- ☐ The student intervention history and/or behavior are severe in nature and represent a risk to the safety of the student, safety of other students and/or safety of adults.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal, Assistant Principal, or Managing Director’s concurrence.
- b) Brandished a knife at another person.

- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

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 destructive 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 student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

When a student or non-student commits any of the non-discretionary expellable offenses listed above, the Principal, Assistant Principal, or Managing Director shall report the act to School Police and/or local law enforcement. local law enforcement.

C. Suspension Procedures

Wherever possible and practicable, in lieu of in-school suspensions, sites will utilize alternative-to-suspension programs that provide students site-based interventions as well as an opportunity to repair the harm. Administrators shall consistently implement school preventative and restorative practices and exhaust all site interventions, including alternative-to-suspension programs, prior to issuing an out-of-school suspension for a discretionary suspendable offense per the list of enumerated offenses above. However, there may be instances where behavior is severe enough to warrant a discretionary recommendation for suspension for the first offense.

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Managing Director, Principal or Assistant Principal with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Managing Director, Principal or Assistant Principal.

The conference may be omitted if the Managing Director, Principal or Assistant 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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(j)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Principal, Assistant Principal or Managing Director shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. A school employee shall report the suspension, including the name of the student and the cause for the suspension in the PLN student information database under "behavior."

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Managing Director, Principal or Assistant Principal, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such

instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

A student may be suspended by the Managing Director, Principal or Assistant Principal for any of the discretionary suspension behaviors described above or any other violation of school policy or behavioral expectations. The Principal, Assistant Principal, or Managing Director shall determine whether to suspend the student from school (out-of-school suspension) or to allow the student to remain on campus to serve an in-school suspension, depending on the specific circumstances and which enumerated offense(s) the student violated. Upon determining a student has violated one or more of the enumerated offenses listed above, the Managing Director, Principal, or Assistant Principal shall, as soon as possible, commence the procedures listed above and request the student's parents/guardians to attend the conference previously mentioned, at which other school administrators and Family Services personnel and /or Clinical Services personnel may also be present. In lieu of or in addition to suspending a student, the Managing Director, Principal, or Assistant Principal may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

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

In-School Suspension

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

Out-of-School Suspension

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

Length of Suspension

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

While serving an out-of-school suspension, students shall be provided the opportunity to earn equivalent grades and academic credits as other students. They must also be provided the opportunity to make-up tests, final examinations, and complete class and homework assignments without penalty while on suspension or within a reasonable time following the completion of the suspension. The intent of this provision is to not doubly punish students with suspensions and academic sanctions, while also providing an opportunity for the student to reintegrate into the educational program of the district following the suspension period.

Students who are suspended out-of-school during the administration of state or district assessments must be provided an opportunity to take the test(s) and may be allowed to participate in related test preparation activities. Administrators or school personnel will not deny students equitable access to test preparation, activities or materials.

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

5. Right to Appeal Suspension

During the parent conference required under due process procedures for suspension, the Principal, Assistant Principal, or Managing Director shall inform the student and parent/guardian of their right to appeal a suspension and advise the student or parent/guardian that they may pursue the appeal process by contacting the Principal, Assistant Principal, or Managing Director.

- a. The student or parent/guardian may initiate the appeal process by contacting the Principal, Assistant Principal, or Managing Director in writing within three weeks of the conference with the Principal, Assistant Principal, or Managing Director.
- b. The Principal, Assistant Principal, or Managing Director will mail the *Request for Suspension Appeal* to the student and parent/guardian with instructions that this form must be completed and returned so that it is received no later than three weeks after the date of the principal's decision.
- c. The Vice President of Student Success will determine from the information provided whether or not the Principal, Assistant Principal, or Managing Director suspended the student properly and followed all applicable procedures in regard to the suspension. The Vice President of Student Success as they may deem necessary, may contact either of the parties for the purpose of clarifying information provided.
- d. Based on the information submitted or requested, the Vice President of Student Success has the authority to make the following determinations regarding the suspension:
 - o Uphold the suspension.
 - o Uphold the suspension but expunge suspension records at the end of the semester in which the offense occurred if the student has no further discipline/behavior problems in the district.
 - o Determine that the suspension was not within district guidelines, overturn the suspension and order that all records and documents regarding the disciplinary proceedings and suspension be immediately destroyed. No information regarding the suspension shall be placed in the student's permanent record or file or communicated to any person not directly involved in the disciplinary proceedings.
 - o Determine that the penalty imposed was inappropriate for the violation, and order that all records and documentation concerning the suspension shall be revised to indicate only those facts leading to the penalty imposed by the school.
- e. The Vice President of Student Success will mail a copy of the decision to the student and/or parent/guardian within five days of issuing the decision. A copy of this decision will also be mailed to the school principal.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(j)(ii), students recommended for expulsion are

entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors, nor employed at the site where the student attends. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

At any time prior to the expulsion hearing for a student, the Managing Director, Principal or Assistant Principal may enter into a voluntary agreement with the parents/guardians of the student to stipulate to an expulsion or provide for an alternative to the expulsion of the student. Any such agreement must be approved by the PLN Board of Directors.

E. Expulsion Procedures

The Charter School's Expulsion Policy has been established in order to provide a safe learning environment for all students, staff, and stakeholders. The Charter School's rules and procedures governing an expulsion are consistent with state and federal laws and provide students their due process rights. The Managing Director of Charter Schools will work in collaboration with the Principal or Assistant Principal to monitor and maintain ongoing communication about students that are being recommended for expulsion.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Managing Director, Principal or Assistant Principal determines that the student has committed an expellable offense and recommends the student for expulsion. While pending an expulsion hearing, the student shall continue to receive access to his/her education. Charter School and student's teachers will provide parents/guardians with coursework to ensure student continues to receive access to his/her education. Additionally, charter school will work with student's district of residence to assist with an appropriate interim placement while student is pending an expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "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. The notice will be in the native language of the student/parent and will include information regarding reasonable accommodations and language support.

Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

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

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

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 their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 hearing officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The hearing officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting

the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness 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 entity 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 their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their 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 entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence 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 Board or 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 student, 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 their testimony heard in a session closed to the public.

Witness Statements

Witness statements are a form of evidence. In the incident investigation process, it is essential that they be obtained immediately from the following people:

- Alleged person responsible
- Alleged impacted party
- Witness(es)
- Staff involved in addressing the incident

Witness statements should provide the facts related to the incident that will assist with the investigative process and inform the appropriate administrative course of action. The goal of a witness statement is to create a clear picture of an incident. A statement should be written soon after the Principal, Assistant Principal, or Managing Director has conducted an interview. If there are multiple witnesses, they should be separated into different offices or rooms and not have the opportunity to speak with one another until all interviews are conducted and statements obtained. Witness statements should be reviewed by staff before releasing the witness. If there is an unavoidable reason as to why the district witness statement cannot be used, contact the Principal, Assistant Principal, or Managing Director.

Witness statements are to include the following:

- Location
- Date
- Time
- Description of incident in order of events what was experienced, witnessed or heard
- Names of other students, staff involved
- Evidence, if applicable
- Injuries sustained, if applicable

When students are too young or unable to write down their statements, these students can dictate their statements to staff. Statements should be read back to ensure accuracy.

Students who are not fluent in English should be allowed to write their statements in their native language and have them translated by staff.

A student who is removed from campus due to a serious injury or by school police may not have the opportunity to write a statement; therefore, it will be necessary to work with the family of the student to obtain a witness statement as soon as possible.

If a student refuses to write a statement, ask the student to indicate in writing that he/she/they does not wish to write a statement and sign and date the document. If the student refuses, staff may write “refuse” on the statement.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student’s previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School’s rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

When deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior.
2. The seriousness of the misconduct.
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

J. Written Notice to Expel

The Principal, Assistant Principal, or Managing Director, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors’ adopted findings of fact, to the student and student’s parent/guardian. This notice shall also include the following: (a) notice

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

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

K. 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 chartering authority upon request.

L. Appeal of Expulsion

A pupil may appeal the PLN Board of Director's decision to expel within ten (10) school days of the date of the PLN Board's written decision to expel in accordance with the following:

The parent/guardian of Pupil must submit the appeal in writing to the Principal, Assistant Principal, or Managing Director within ten (10) school days of the date of the PLN Board's written decision to expel the pupil. An Expulsion Appeal Panel shall convene an appeal hearing within thirty (30) school days of the receipt of the written appeal, at which time Pupil's parent/guardian must attend to present his/her appeal of the PLN Board's decision to expel, either verbally or in writing.

The Expulsion Appeal Panel members shall be designated by the PLN Board and consist of three (3) to five (5) members who are not employees of the PLN school at issue, have no familiarity of the incident or Pupil, and shall not be the same individuals who served on the Administrative Panel for pupil's expulsion hearing.

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

M. Expelled Students/Alternative Education

Parents/guardians of students 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.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan may include provisions designed to improve the pupil's behavior, attendance, and academic performance. The rehabilitation plan and expulsion order shall include a date not later than one (1) year from the date of expulsion designating when the pupil may reapply to the Charter School for readmission.

The rehabilitation plan for a student may include, but is not limited to, the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of schoolwork; academic success; participation in counseling programs; and obtaining community service hours. These provisions may be revised accordingly to each specific student to govern the student's rehabilitation during the term of his/her expulsion.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal, Assistant Principal, or Managing Director and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment.

The Managing Director or 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 shall then make the final determination regarding the pupil's readmission during the closed session of a public meeting, and then report out any action taken during closed session consistent with the requirements of the Brown Act and pupil confidentiality laws including FERPA. The pupil's readmission is further contingent upon the Charter School's capacity at the time the student seeks readmission.

These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. Charter School is responsible for facilitating pupil's reinstatement at the Charter School, upon the conclusion of pupil's expulsion period, if pupil is readmitted in accordance with the procedures described above.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

S. Maintenance of Records

Para Los Niños shall maintain a record of each suspension and expulsion, including its specific cause(s).

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school.

Principal, Assistant Principal, or Managing Director shall, within five working days, honor any other district's request for information about an expulsion from PLN.

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

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

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

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

CERTIFICATED EMPLOYEES

PLN certificated staff will participate in the California State Teachers’ Retirement System (CalSTRS) and will continue such participation for the duration of the charter school’s existence under the same CDE code. Certificated employees will contribute the required percentage of their salary and PLN will contribute the employer’s required amount. PLN’s Managing Director & Controller will submit the STRS report to Hess & Associates, and Hess & Associates will submit the report on behalf of PLN; payments are made directly to STRS by the Managing Director & Controller. PLN’s Vice President, Human Resources will be responsible for ensuring that appropriate arrangements for the aforementioned coverage have been made.

NON-CERTIFICATED EMPLOYEES

All non-certificated staff will participate in the Federal Social Security program. Social Security taxes will be deducted from employee salaries and PLN CS will contribute the required employer’s share. All non-certificated regular part-time and full-time employees who are 21 years of age or older and have completed at least 3 months of employment are eligible to participate in Para Los Niños’ 401(k) retirement savings plan on a voluntary basis.

OTHER EMPLOYEES

All other regular part-time and full-time employees who are 21 years of age or older and have completed at least 3 months of employment are eligible to participate in Para Los Niños’ 401(k)

retirement savings plan on a voluntary basis and will participate in the Federal Social Security program. Social Security taxes will be deducted from employee salaries, and PLN CS will contribute the required employer's share.

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

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.

As a school of choice, PLN CS does not have restrictive enrollment based on residence. Pupils who choose not to attend PLN CS 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. Families who reside within the LAUSD Boundaries will be referred to the LAUSD Resident School Identifier for information on their public-school attendance alternatives.

[REDACTED]

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

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.

[REDACTED]

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

[REDACTED]
Director
Charter Schools Division
Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Para Los Niños Charter School
1617 E. 7th Street, Los Angeles, CA 90021

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

NON-PROPOSITION 39 DISPUTES

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

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day

following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

Director/Principal
Para Los Niños Charter School
1617 E. 7th Street, Los Angeles, CA 90021

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

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

students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

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

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

Disposition of Liabilities and Assets

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

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

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

PLN's President/CEO shall be responsible for all closure actions pursuant to this charter, as designated by the Board of Directors.



FACILITIES

Para Los Niños Charter School (also referred to herein as “PLN CS,” and “Charter School”) shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services

Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding

any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

- I. 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 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. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents,

representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606

ADDENDUM

Assurances, Affirmations, and Declarations

Para Los Niños Charter School, (also referred to herein as “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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of 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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

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

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

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

Element I – The Educational Program

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

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

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be

considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).

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

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

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.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

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.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the

terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

LEGAL AND POLICY COMPLIANCE

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

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter

School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

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(c)(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 require all of the following:

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

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

Charter School shall 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.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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 Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. 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.

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, et seq.

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not

restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population

residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

Charter School 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 Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(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 will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

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

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)(c)(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 from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.”

(Ed. Code § 47605(c)(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.. 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein,

"involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

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

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

- 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 Section 504?

NOTIFICATION OF THE DISTRICT

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA 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 Section 504 Plan?

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

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, 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 II – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

- 6) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to

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

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

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

Director/Principal
Para Los Niños Charter School
1617 E. 7th Street, Los Angeles, CA 90021

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

NON-PROPOSITION 39 DISPUTES

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

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

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

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

Director/Principal
Para Los Niños Charter School
1617 E. 7th Street, Los Angeles, CA 90021

- 7) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 8) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 9) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date

as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 10) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” 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 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

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

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, 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 II 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 as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records

in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- 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

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval

of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and

inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (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 non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

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 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. 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
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 \$5,000,000 per occurrence and \$5,000,000 general aggregate.
12. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.
13. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
14. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District’s and Its Board of Education’s status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

mismanagement.

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

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