CHARTER PETITION FOR FIVE-YEAR TERM (2015-2020)

SUBMITTED TO LOS ANGELES UNIFIED SCHOOL DISTRICT
November 19, 2014
LEAD PETITIONER
REGINALD GREENE
INTERIM VP OF CHARTER SCHOOLS
PARA LOS NIÑOS
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LOS ANGELES, CA 90017
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ASSURANCES AND AFFIRMATIONS

Para Los Niños – Evelyn T. Gratts Primary Center (also referred to herein as “PLN GPC” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

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1 This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.

2 This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.
Pursuant to the Public School Choice (PSC) Resolution, Charter School makes the following assurances:

- Charter School is a not for profit entity.

- Charter School shall maintain a record of financial solvency and sustainability.

- Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.

- In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Ed. Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of Ed. Code section 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

- While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, Charter School further agrees not to refuse any resident students unless the resident enrollment exceeds the District’s established maximum operational enrollment for the school. Charter School understands and agrees that the attendance boundary configuration is subject to change at the sole discretion of the Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on District norms.

- Charter School agrees to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the “opt out” procedures set forth in “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” A parent’s “opt-out” decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

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

NOTE: Charter School currently participates in, and operates on a District campus under the auspices of, the District’s Public School Choice program. In the event that Charter School no longer participates in the PSC program, the PSC-specific provisions of the DRL included in this Charter will become inapplicable and inoperative; all provisions of the standard DRL will apply.
ELEMENT 1: THE EDUCATIONAL PROGRAM

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

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

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

**ENGLISH LEARNERS**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan or implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the 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 EL program assessment. 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 ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding 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.

**Public School Choice Service Plan for Students with Disabilities**

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, Charter School agrees to sign the Public School Choice Service Plan for Students with Disabilities Assurance Form (“Assurance Form”). The Assurance Form assures that the awarded PSC
Charter School will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree. Signing the Assurance Form also assures that Charter School, which has been selected to operate a PSC school, agrees to use positive behavioral interventions and supports to address the learning and behavioral needs of students with disabilities in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) and to comply with the District’s Discipline Foundation Policy. Charter School, selected to operate a PSC school, further agrees to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, Charter School agrees to participate in the Los Angeles Unified School District’s Special Education Local Plan Area (SELPA), as required by all public schools formed or approved by the District.

Special Education Program
Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools
District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that
students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

**Modified Consent Decree Requirements**

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

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**

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

- **Statewide Assessment Data (Including Charter Schools)**

  The usual file including District ID.

- **Norm day**

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

- **CBEDS (Including Charter Schools)**

  All Students enrolled as of December 1 of each school year

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

- **Dropout (Including Charter Schools)**

  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district.
Monthly SESAC and Suspension data (Including Charter Schools)

Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

I. **General Information**

<table>
<thead>
<tr>
<th>General Information</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>Dr. Mariana Robles</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>474 S. Hartford Ave. Los Angeles, CA 90017</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>213-481-3200</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>474 S. Hartford Ave. Los Angeles, CA 90017</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>2</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>East</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>TK-2nd</td>
</tr>
<tr>
<td>The number of students in the first renewal year will be:</td>
<td>360</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>TK-2nd</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School in its first renewal year:</td>
<td>August 10, 2015</td>
</tr>
<tr>
<td>The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).</td>
<td>360</td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>Traditional</td>
</tr>
<tr>
<td>The bell schedule for Charter School will be:</td>
<td>8:00am classes begin Dismissal: M, W, F: 2:55pm T, Th: 2:00pm</td>
</tr>
<tr>
<td>The term of this charter shall be from:</td>
<td>July 1, 2015 to June 30, 2020</td>
</tr>
</tbody>
</table>

II. **Community Need for Para Los Niños – Evelyn Thurman Gratts Primary Center**

The Para Los Niños – Evelyn Thurman Gratts Primary Center was founded by Para Los Niños (PLN, PLN GPC or PLN-Gratts Primary Center), which has been a leader in providing educational and social services to children and their families within the Pico-Union area for over 30 years. Para Los Niños 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 have therefore created an
approach to supporting children and families that addresses each child’s needs in the context of his/her family and community, providing comprehensive and accessible supports in places where children and families can best and most readily access them.

Accordingly, Para Los Niños aims to close the achievement gap and interrupt generational cycles of poverty that often plague the communities we serve, by integrating high quality education with family support and mental health services, and attending to children’s basic social, emotional, physical, and psychological needs in order to free them to concentrate on achieving their true and fullest potentials. Through the provision of high quality education coupled with family and mental health support services offered on or near our educational sites, children and families will be afforded greater opportunities to reach their academic and social potentials, and develop in healthy ways.

Para Los Niños is an independent 501(c) (3) organization, founded in 1980 as a single child development center on Los Angeles’ Skid Row. Para Los Niños is now a leader in providing educational, mental health and family support services to children and their families. In 2013-14, our combined direct and indirect services benefited 7,500 children, youth, and their families across some of the most economically challenged neighborhoods in Los Angeles. PLN’s current programs include:

- The Para Los Niños Charter Elementary School;
- The Para Los Niños Middle School;
- Ten early education centers, including four newly opened Head Start facilities;
- School-based and community mental health services through a contract with the Los Angeles County Department of Mental Health;
- Family support services, including concrete supports, case management, home visitation, psycho-social and psycho-educational family and child support groups (parenting, substance abuse, domestic violence, social skills, financial literacy, etc.), funded by the Los Angeles County Department of Children and Family Services, First 5 LA, and a variety of other public and private funders;
- Youth workforce services, including comprehensive academic, workforce and post-secondary education preparation and training, basic skills training, computer literacy, funded by City of Los Angeles Economic and Workforce Development Department; and
- Community engagement and capacity building services building parent leadership and community knowledge through funding from First 5 LA, the Department of Public Health and community and school partnerships.

Para Los Niños opened its Charter Elementary School in 2002 to serve 398 children in grades K-5, and its Charter Middle School in 2008 to serve 167 students in grades 6-8. These schools serve some of the most densely populated, underserved communities in Los Angeles. The decision to expand our academic program to the Pico-Union area was based on our track record of success at the PLN Charter Elementary School. Thus, in 2010, the Public School Choice (PSC) resolution established the Para Los Niños – Evelyn Thurman Gratts Primary Center at 474 S. Hartford Avenue, Los Angeles 90017, in partnership with the Los Angeles Unified School District (LAUSD), to provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

PLN GPC strives to cultivate and to celebrate the potential within each child and equip students with the skills, knowledge and confidence necessary to pursue excellence and succeed in a multi-cultural world. PLN GPC provides a nurturing, safe environment that inspires critical thinking, imagination, self-reliance and respect for others. We are deeply committed to supporting the academic achievement and overall wellness of the children and families in our school community. Our approach to urban education fulfills
this mission, ensuring that high quality education is coordinated with the support services necessary to reduce learning barriers, enhance strengths and resiliency, and close the achievement gap that plagues many urban communities in Los Angeles.

A. School Performance Over the Last Four Years

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

Performance Indicator #1: Serving the Resident Student Population
Since September 2010, PLN GPC has served the community need for a school that serves kindergarten and first grade. Prior to the creation of PLN GPC, our neighboring school, Gratts Learning Academy for Young Scholars (GLAYS), did not have the space to serve students in those grades within our community. The facility that PLN GPC currently occupies was created to serve students in kindergarten through second grade. In PLN GPC’s current charter term, PLN – Gratts Primary Center was to serve up to 272 resident K-2 students, and in the current year its resident enrollment surpassed that number by 26 students, approximately an 8.5% increase over and above the District requirement. The following record of resident and non-resident attendance exhibits the need for our primary center to serve 272 TK-1 resident students, annually. In each year, except the first year of operation, the number of resident students has exceeded the number required by LAUSD, which underscores the need for PLN - Gratts Primary Center.

Note: All figures below are based on the Month 2 report in each school year as well as from the SIS reporting system based off of total students enrolled.

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<tr>
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<tbody>
<tr>
<td>Resident</td>
<td>270</td>
<td>276</td>
<td>290</td>
<td>300</td>
<td>298</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>52</td>
<td>74</td>
<td>59</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>322</td>
<td>350</td>
<td>349</td>
<td>333</td>
<td>332</td>
</tr>
</tbody>
</table>

*Month two reporting period

Performance Indicator #2: Consistent Ratings of “Proficient” on Annual Performance-Based Oversight Visits by the LAUSD Charter Schools Division
PLN - Gratts Primary Center has been evaluated as proficient (a score of 3) in every year of operation in the Student Achievement and Educational Performance category of the Charter School Division (CSD) annual oversight visit. This evaluation is based on the internal data collected by PLN GPC and reviewed by the CSD.

The following table summarizes the CSD Annual Performance-Based Oversight Visit Notes and Ratings:

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Student Achievement and Educational Performance Rating</td>
<td>3 Proficient</td>
<td>3 Proficient</td>
<td>3 Proficient</td>
<td>3 Proficient</td>
</tr>
<tr>
<td>Identified Strengths in</td>
<td>This school is a new school and</td>
<td>School reports that they identify English</td>
<td>School Performance Framework rating: N/A</td>
<td>Over 75% of students in First</td>
</tr>
<tr>
<td>CSD Annual Oversight Visit</td>
<td>began operation in fall 2010. No academic performance data is available from the CDE.</td>
<td></td>
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<tr>
<td>----------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Data: This school utilizes a nationally-normed assessment, AIMSweb, to measure their academic performance and growth particularly in light of the fact that they do not administer the STAR since they are a K-1 school. School leadership is very data cognizant and has analyzed internal benchmark assessment by individual measures; data are also regularly shared and thoroughly analyzed by teachers. Data for the first two benchmarks were thoroughly analyzed by grade level after which areas of concern and specific actions were established.</td>
<td>learners in a timely manner; reclassification rate is 0% which is comparable to the District average (This is a K-1 school.) On all 7 kindergarten measures used in Fall and Winter, the percentage of students scoring in Tier 1 and 2 increased, while those scoring in Tier 3 decreased. Among the bilingual kindergarten classes, 47% of students scored in Tier 3 in the fall, while 1% scored in Tier 3 in the spring. Among kindergartners, the percentage of students scoring in Tier 3 was reduced by half on 2 math measures. On all 9/10 first grade measures used in Fall and Winter, the percentage of students scoring in Tier 1 increased or stayed the same. English Grade 1 classrooms experienced significant growth on the Phoneme Segmentation Fluency (PSF) measure, increasing Tier 1 students by 25%. Bilingual grade 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AYP criteria met: N/A (though CDE indicates 1 of 3 AYP criteria met through the Pair and Share method described below) School-wide API: N/A (K-1 school; CDE also reports no API for school) CST ELA and Math proficiency results exceed those of resident schools- Cannot be officially determined as this school is not renewing and this is a K-1 school. However, the CDE indicates 43% in ELA and 60.5% in math proficiency based on Pair and Share method; one of which exceeds that of LAUSD (50.1% in ELA and 53.5% in math). Reclassifies English Learners at a rate higher than District average which is 20.5% in 2012 and consistent with applicable District and State reporting policies</td>
<td>Grade met their grade level targets in AIMSweb across math and reading assessments. In 6 out of 8 areas, there was a 10% or higher increase in mathematics and reading from Fall to Spring in both Kindergarten and First Grade. 75.5% of students met the annual ELD growth which it describes as a 20% percentage points more than the District.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
classrooms have more than 90% of students scoring in Tiers 1 and 2 on ELA measures.

Among first grade, 93% of students scored in Tier 1 or 2 on the Oral Counting Measure (OCM).

CELDT data, as reported by school leadership reflect the following:

87% of students who were administered the CELDT in kindergarten and as first graders achieved the target goal of advancing one ELD level.

45% of students who were administered the CELDT in kindergarten and as first graders exceeded the target goal of advancing one ELD level.

PLN’s Assessment on Performance Indicator #3: PLN - Gratts Primary Center Meets the Minimum Standard for Charter Renewal

Pursuant to EC Section 47607(a)(3)(A), the most important factor in determining whether to grant a charter renewal is the increase in pupil academic achievement for all groups of pupils served by the charter school. PLN GPC meets the minimum standard for renewal as stated in EC Section 47607(b)(4)(A):

“The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

PLN’s determination is made pursuant to documented and clear and convincing data from assessments for demographically similar pupil populations in comparison schools.
PLN GPC has served grades K-1 during the term of its charter. Due to the lack of state assessment data (STAR testing begins at 2nd grade in California and the SBAC begins in 3rd grade), it is particularly difficult to obtain data that is directly correlated to pupil populations in schools PLN GPC students would otherwise attend. Despite these challenges, we can nevertheless use nationally norm-referenced tests to compare our students’ performance to those of their same-age peers from the test's norm group. This comparison permits a more meaningful interpretation of our students’ individual scores, and helps us provide documented and clear, convincing data.

PLN GPC has addressed this challenge using the AIMSweb assessment tool. Over the last four years, we have used this assessment to gauge our students’ learning. AIMSweb is a statistically valid and highly recognized, criterion-based and norm-referenced assessment provided by Pearson. It is tailored particularly for K-5 students and English Learners.3

The AIMSweb Success Probability targets directly address the question of most concern to educators: What is the probability that students scoring at this level on the AIMSweb measure will pass the state test? AIMSweb targets are based on the methodology that has been used most often in published research studies that correlate AIMSweb performance to success on state tests.4 According to AIMSweb researchers:

“AIMSweb offers two criterion-based default cut scores for reading and math measures at each grade and screening period, associated with 80% and 50% probability of passing the typical state assessment. AIMSweb screening reports also refer to a target, which is a score that you would ideally like all students to achieve. Generally, it is a score level that indicates that the student is on track for success. Targets may be either criterion-referenced or norm-referenced; an example of the former is the score indicating an 80% probability of passing the typical state test in reading or mathematics.”5

In other words, AIMSweb has the ability to predict how well a student will do on a typical state assessment.

Over the past four years, PLN GPC has used AIMSweb default cut scores and corresponding targets to inform grade-level growth targets using the Test for Early Literacy (TEL)6, Medidas incrementales de destrezas esenciales Test for Early Literacy (MIDE-TEL)7 and Test for Early Numeracy (TEN) measures8—the results of which are most predictive of success—in our Sheltered-English immersion program (SEI) and for students participating in our Dual Language/Transitional Bilingual program.

There are four tiers of students reported on the AIMSweb class reports:

**Well Above Average:** These students' probability of success on the typical state assessment is over 90%.
**Above Average:** Students who fall into this range have a greater than 80% probability of success on the typical state assessment.

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4 http://pearsonassessmentsupport.com/support/index.php?View=entry&EntryID=4334
6 TEL Skills for SEI – Letter Naming Frequency (LNF), Letter Sound Frequency (LSF), Phoneme Segmentation Frequency (PSF) and Nonsense Word Frequency (NWF)
7 TEL MIDE Skills for Spanish Speakers – Letter Naming Fluency (LNF), Letter Sound Fluency (LSF), Syllable Segmentation Fluency (SSF), Syllable Reading Fluency (SRF), Syllable and Word Spelling (Syll Spell and M-Spell), Oral Reading Fluency (R-SPAN)
8 TEN Skills for all – Oral Counting (OCM), Number Identification (NIM), Quantity Discrimination (QDM) and Missing Number (MNM)
**Average:** These students' probability of success on the typical state assessment is between 50% and 80%.

**Below Average:** These students have a less than 50% probability of success on the typical state assessment.

The following charts summarize the PLN GPC *AIMSWeb* results, disaggregated by class (bilingual or Sheltered English Instruction, or SEI), year and subject (math or ELA). Our English Learners, who represent a significant subgroup of our school, have made significant progress as it relates to English Language Development each year. Ninety-three percent of our students are Latino; more than 90% are socioeconomically disadvantaged; and approximately 80% are English Learners. Given the age of our students and the short time we have them in our care, we have focused our internal data analysis on the success of our students within our Sheltered English Immersion (SEI) and Transitional Bilingual program (TBP) as those have a direct impact on our students’ ELA and math achievement.

Each of the following charts shows the percentage of first grade students who would have an 80% or higher chance of success on a typical statewide assessment (Shepard, Kagan, & Wertz, 1998). Recognizing that reliability and validity of assessments increase with children’s age, we decided to include data from the first grade students; kindergarten student data shows similar trends.
According to the data above, our first grade students, most of whom are English Learners and socioeconomically disadvantaged, have shown increasing proficiency year after year in all measures (measures listed in the footnote on page 19) within AIMSweb. Even with general allocations of our students into the broad category of proficient and higher, without specifically detailing the number advanced and all other students distributed into basic, below basic and far below basic evenly, our school-wide percentage of students meeting grade level targets (i.e. proficiency) in Math and ELA measurements is well above 60% overall. The average three year API for surrounding elementary schools in our community is approximately 794, which equates to less than 60% of all students scoring proficient or higher on the ELA and mathematics on the STAR assessment. As a result, we can also conclude that if our students remained at PLN GPC through the second grade, their academic performance on the STAR assessment would be at least equal to the academic performance of the public schools that PLN GPC pupils would otherwise have been required to attend, as well as the academic performance of demographically similar LAUSD schools based on the average 3 year API scores for surrounding schools in our community. (Please see surrounding schools chart on page 26 for further detail).

PLN GPC not only uses annual summative data from AIMSweb, but also administers AIMSweb throughout the year to serve as a formative assessment tool. Instructional leaders and teachers then analyze this data via a tiered intervention approach to guide instruction three times during the school year.

We are very confident that PLN GPC provides an exceptional education to the primary-aged students who reside in our immediate Pico-Union neighborhood. These results evidence that PLN GPC has not only shown high achievement in terms of student outcomes, but also strong growth. This synthesized analysis therefore points to the fact that PLN GPC offers a high quality education program. The following reflection highlights our successes to date, transparently calls attention to our challenges, and discusses ways in which PLN GPC aims to continuously improve in this next charter term.

2. **Success of the Innovative Features of the Educational Program**

Each innovative feature below is at the heart of the successful results presented in section 1. Throughout this section you will learn how these areas lead to the success already highlighted, but particularly for English learners and disadvantaged youth.

- **Services for Students and Families at School Sites**
- **Parent Engagement and Skill-Building**
- **Instructional Model**

There are several unique features of the PLN GPC instructional program that are tailored to our specific community and support the positive student outcomes cited above. The PLN responsive educational model builds on best practices, fosters academic achievement as well as critical thinking and inquiry, and is tailored to respond to the circumstances and needs of our students and their families. Our model attends to the “whole child” as well as his/her family, coordinating and integrating effective educational services with social support services in a way that engages families and holds high expectations for children and their communities.
Our responsive educational model is summed up in the following graphic:

**Services for Kids and Families at School Sites**

Children living in poverty face significant challenges to academic achievement. Even the finest educational programs are threatened in economically disadvantaged communities by harmful and pervasive social issues, such as lack of basic necessities, homelessness, violent crime, child abuse and neglect, chaotic or unstable homes, inadequate access to health care, poor nutrition, and mental illness.

PLN GPC recognizes that these social issues must be addressed within the context of a high-quality education in order for students to achieve their maximum academic potential. Our Integrated Service Delivery Model brings critical and targeted social, clinical, and family services supports, provided by PLN professionals to families and students at the school site and in their homes. By co-locating services on the school’s campus, we improve accessibility and timeliness of interventions for students, families, and referring school staff. Additionally, Para Los Niños plays a critical role not only scaffolding children in the classroom, but also serving their parents through supportive services, parent education and community leadership and capacity building.

PLN GPC staff benefit from the expertise and resources provided by mental health services and family supportive services. These service providers work closely with teachers to understand the factors that may impact students’ academic performance, support teachers with classroom interventions, and provide them with resources for struggling students and families.

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

Another innovative feature of our integrated service model is the PLN Universal Screener, which we implemented in full this year. The Universal Screener is a questionnaire for all parents, new and returning, which identifies family needs and strengths and enables us to provide services in a timely way. The importance of early access to mental health services at the primary level is paramount to our preventative and responsive approach.

**Parent Engagement and Skill-Building**

Deep parent engagement and skill-building are essential to our educational model. Since PLN GPC’s initial charter petition, we have received funding year after year to develop parent and community leaders within the PLN GPC school community. For example, our Senderos (Pathways) program, which began in 2012, develops parent leadership skills and creates collaborative spaces where parents, school staff, and community residents work together to improve the lives of children and families living in the area. Together, the group has established its own governance procedures, including membership criteria, roles and responsibilities, and voting procedures. It has also self-assessed the assets and resources as well as the needs and areas for change, then voted on projects that would improve those priority areas. Parents have implement projects that include a school-based community garden, a community chalkboard to share announcements and resources, and a semi-annual neighborhood cleanup. Parents participate in a variety of capacity-building activities, from governance and leadership opportunities to workshops on a range of issues such as financial literacy, communication, advocacy, and leadership.

At PLN GPC, parents not only lead projects, but also engage peers and other stakeholders such as local elected officials. For example, parents integrate garden activities into the curriculum, partnering with teachers to update the garden, recruiting parents to volunteer to help maintain the garden, and engaging students in the garden project. More than 95% of Senderos (more than 20 members), consist of parents from PLN GPC and from the Pico-Union community. In a recent survey, pre- and post-test evaluation results indicate that Senderos participants experienced an increase in self-efficacy as well as sense of community. Baseline data showed that 22% of participants reported low community engagement, 37% reported moderate engagement, and 41% reported high engagement. After a year of engaging in the Senderos program, where parents collectively prioritized community needs and created processes for co-decision making, post-test data showed that 0% reported low engagement, 12% moderate engagement, and 88% high engagement. Qualitative analysis reveals that the fundamental elements of the Senderos approach to community (self-determination, experiential learning, and accountability) were most regarded by parents as the reasons for continuing to participate. Since the implementation of the Senderos program two years ago, we have seen an increase in our parent participation in parent conferences, afterschool events and assemblies among members of the Senderos program. During this time, PLN GPC has maintained ADA (average daily attendance) from 94% to 96%.

**Instructional Model**

The success of PLN GPC is also based on our instructional model, which comprises several innovative components. The student achievement data we’ve presented in the previous sections are dependent upon the implementation of each of the bulleted items below. First, we employ a constructivist approach, in which learning develops from a range of firsthand experiences through which students are able to ask questions, investigate solutions, solve problems and build conceptual understanding. Next, PLN GPC provides both a Structured English Immersion (SEI) and a Transitional Bilingual Education Program (TBE) that value the students’ home language and culture by building their capacity in both
Spanish and English. STEAM instruction engages 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. Finally, PLN GPC uses a variety of strategies to provide students with early and responsive academic intervention.

- **Constructivist Approach.** Our educational program is founded on contemporary socio-cultural research, which tells us that knowledge is constructed as students and more capable others, in this case, teachers, work together toward common goals.\(^9\) Rooted in the discourse of L.S. Vygotsky, the constructivist theory of education holds that development occurs when the learner uses the tools of learning (e.g., language and skills) toward a meaningful outcome.\(^10\) With this as the core of our understanding of how all people learn, our curriculum and instructional practice is strongly influenced by recommendations from the National Research Council and the schools for young children in Reggio Emilia, Italy.

- **Constructing Environment.** Teacher’s view teaching and learning through a constructivist lens, whereby students 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. At PLN GPC, the environment in which students learn is considered a critical element of the instructional program, and is called the “third teacher.” Teachers carefully organize provoking and stimulating objects, books, and other materials in the classroom for children to wonder and question, explore and discuss. The environment extends to all areas of the facility and includes displays, public documentation, and visual representation of students participating in our programs. Common areas become the vehicle for creating a stimulating community environment that reflects expectations, standards, and celebrates achievement.

- **Vigorous Teaching and Learning.** At the core of each teacher’s interactions with students and families at PLN GPC 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. PLN GPC places students, with their ideas, conversations, and goals at the center of all learning. Teachers act as guides, facilitating the acquisition of skills necessary to achieve rigorous goals. We strive to have classroom dialogue that has at least a 50/50 ratio between adult and student talk which is important for teachers instructing through a curriculum of inquiry. PLN GPC assumes that every one of our students will become a productive and contributing member of society and facilitates the development of the tools necessary to do so.

- **Looping.** Over the past four years, entire grade level teams of teachers loop with students at PLN GPC through Kindergarten and 1st grade. Students, families, and an entire team of nurturing professionals work together for a two to three-year period (including TK) toward the same objective, building a foundation for academic success. Teams looping allow teachers to track, build on, and celebrate student progress over time; develop relationships with families where honest conversations can take place; and, in the event of staff turnover, allows for continuity in service to students and their families.

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

• **Language Development and Literacy.** Our instructional programs are further influenced by research showing that most children acquire greater fluency in literacy when taught to read in their primary language. All work at PLN GPC is framed best practice designed to meet the needs of predominantly economically disadvantaged students and English Language Learners modeled off of our Charter Elementary School, which has had a Transitional bilingual program for nearly 12 years using similar instructional practices with a similar student population. We know that for most children, literacy acquisition is most effective when literacy skills are initially introduced in a child’s first language and then transferred in a systematic and supportive fashion into a second language. For that reason, PLN GPC offers families a choice of a Transition Bilingual Education (TBE) and Structured English Immersion Programs (SEI) for all students. Students enrolled in the TBE are offered instruction in English Language Arts in Spanish and English.

• **Response to Intervention and Instruction Strategies.** PLN GPC uses a modified Response to Intervention and Instruction (RtI2) strategy to ensure that all students and their families are supported with appropriate services in our educational and social service programs. RtI2 uses a tiered strategy for identifying the service needs of a student. The first stage in applying an RtI2 model is documentation and school-based assessments. Based on well-articulated outcomes school-staff will assess student capacity in academic achievement, social skills, home environment, and mental health. Students in need of intervention are then recommended to appropriate educational services and, if necessary, social, mental health, and/or family services. The effective use of the RtI2 model hinges on regular and systematic documentation of student activities and progress and the use of this information to inform practice.

3. **Areas Of Challenge The School Has Experienced And How They Will Be Improved In The New Charter Term**

Recent informal interviews have indicated that while teachers think looping is a critical support for our students -- as it allows teachers to develop relationships with students and their families -- it is also can feel taxing. As a result of these dependable, long-term relationships, teachers often become trusted counselors, motivators, and advocates for our students. Shifting grade-level content from year to year can also be a challenge. In response to this feedback, school leaders have modified the school schedule to increase teacher planning time, collaboration across all PLN charter schools and among grade-level teachers. This additional professional development time supports teachers as they transition from kindergarten to first grade and back to Kindergarten the following year.

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PLN GPC continues to work diligently to develop a collaborative relationship with our LAUSD partner school, GLAYS as nearly 70% of our graduating first grade students move on to the second grade at GLAYS. We are in the process of implementing a more meaningful and collaborative partnership that we hope to continue throughout the renewal term. One example of progress in this area is our assessment practices. GLAYS assesses literacy skills using Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which has different guidelines and scoring parameters than does our norm-referenced and criterion-based assessment *AIMSweb*. In an effort to share student achievement data in a more effective manner, we have consulted with our Education Advisory Council and have shift our internal benchmark assessment for language arts from *AIMSweb* to DIBELS. The intent of this change is to foster a more collaborate working relationship between the PLN GPC first grade teachers and the GLAYS second grade teachers, which we hope will spur continued best practice sharing across our professional learning communities.

PLN GPC has also exhibited a great ability to identify and provide services and supports to students who are achieving below grade level. Our CELDT scores and Title III reports on the CDE reflect student EL progress over time: in 2013-14, 78% of English Learners met their annual growth targets in learning English, compared to our AMAO 1 goal of 56%. However, internal data show that we have not reclassified English Learners to Fluent English Proficient. While this rate is consistent with other primary centers and/or schools serving grades K-1 across Los Angeles Unified School District, we believe there is still work to be done this area. 12 Fewer than 20% of ELs enter our school at ELD levels 2 and 3 and the remaining ELs enter at level 1. Therefore, over the past four years we have had just two years to move students from ELD Level 1 to Level 4. While we acknowledge the challenge in propelling our ELs at a higher rate, we aim to intensify our efforts to provide tiered interventions and progress monitoring from the first month students enroll so that our students may obtain English fluency on CELDT at higher rates. We also plan to better inform parents of our SEI and TBP instructional programs when they enroll their children at PLN GPC.

We also have room for improvement in identifying students performing above grade level and providing opportunities for students to vigorously grow beyond grade level expectations. Because of this, we are committed to implementing comprehensive strategies for all students enrolled at PLN GPC. We also plan to continue to identify students using the District’s GATE identification process, and as those students are identified, we will encourage their participation in the programs available through GATE such as the Saturday Conservatory of Fine Arts. The goal is to develop school-wide capacity to support the academic growth and outcomes of all students, including high-ability learners.

### B. Surrounding Schools

Within a two-mile radius of PLN GPC, there are 17 comparison schools by which PLN compares our school’s performance. (in addition to the Para Los Niños charter schools). Out of these schools:

- 0 schools are rated “Excelling;”

12 The percentage of students redesignated as FEP in 2013-14 was 0% for Extera Primary Center, KIPP Illuminar Primary Center, Maple Primary Center, Middleton Primary Center, Riordan Primary Center, and Washington Primary Center. Lake Street Primary Center reclassified 0.8% of its ELs. Source, California Department of Education, 2014
4 schools are “Achieving;”
11 schools are in “Service and Support;” and
2 schools are “Watch” schools.
Only 2 out of the 17 schools met their 2013 Subgroup Growth API Targets;
Only 8 out of the 17 schools achieved a 2013 API Statewide ranking of “6” or above – an additional four schools fell into the lowest 20% of schools statewide with a ranking of “1” or “2”;

### SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

**Address:** 474 S. HARTFORD AVENUE, LOS ANGELES, CA 90017

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2013</th>
<th>% Student Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>2013 API</th>
<th>Met School-wide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar School Rank</th>
<th>School Performance Framework Classification (SPF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Castelar ES (K-5)</td>
<td>648</td>
<td>60%</td>
<td>4%</td>
<td>60%</td>
<td>Latino 25%</td>
<td>African American 4%</td>
<td>No</td>
<td>874</td>
<td>Yes</td>
<td>No (8/17)</td>
<td>863</td>
<td>8</td>
<td>8</td>
<td>Achieving</td>
</tr>
<tr>
<td>Charles White ES (K-5)</td>
<td>346</td>
<td>97%</td>
<td>7%</td>
<td>71%</td>
<td>Latino 93%</td>
<td>African American 3%</td>
<td>No</td>
<td>769</td>
<td>No</td>
<td>No (8/17)</td>
<td>797</td>
<td>3</td>
<td>7</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Clifford Street ES (K-5)</td>
<td>135</td>
<td>88%</td>
<td>10%</td>
<td>19%</td>
<td>Latino 87%</td>
<td>White 7%</td>
<td>No</td>
<td>861</td>
<td>Yes</td>
<td>No (11/13)</td>
<td>840</td>
<td>8</td>
<td>9</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Commonwealth ES (K-5)</td>
<td>758</td>
<td>92%</td>
<td>10%</td>
<td>50%</td>
<td>Latino 75%</td>
<td>Asian 9%</td>
<td>Yes</td>
<td>858</td>
<td>Yes</td>
<td>No (10/17)</td>
<td>855</td>
<td>8</td>
<td>9</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Elysian Heights ES (K-5)</td>
<td>231</td>
<td>61%</td>
<td>11%</td>
<td>23%</td>
<td>Latino 80%</td>
<td>White 10%</td>
<td>Yes</td>
<td>817</td>
<td>Yes</td>
<td>No (15/17)</td>
<td>820</td>
<td>6</td>
<td>7</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Esperanza ES (K-5)</td>
<td>781</td>
<td>96%</td>
<td>14%</td>
<td>82%</td>
<td>Latino 97%</td>
<td>African American 18%</td>
<td>No</td>
<td>675</td>
<td>No</td>
<td>No (8/17)</td>
<td>685</td>
<td>1</td>
<td>1</td>
<td>Service &amp; Support</td>
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<tr>
<td>Frank Del Olmo ES (K-5)</td>
<td>786</td>
<td>92%</td>
<td>9%</td>
<td>62%</td>
<td>Latino 89%</td>
<td>Asian 8%</td>
<td>Yes</td>
<td>819</td>
<td>Yes</td>
<td>No (9/17)</td>
<td>830</td>
<td>6</td>
<td>9</td>
<td>Achieving</td>
</tr>
<tr>
<td>Gratts Learning Academy for Young Scholars (GLAYS) (K-5)</td>
<td>579</td>
<td>96%</td>
<td>11%</td>
<td>57%</td>
<td>Latino 94%</td>
<td>African American 3%</td>
<td>No</td>
<td>746</td>
<td>No</td>
<td>No (8/17)</td>
<td>735</td>
<td>2</td>
<td>6</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Halldale Ave ES (K-5)</td>
<td>522</td>
<td>93%</td>
<td>12%</td>
<td>27%</td>
<td>Latino 80%</td>
<td>Asian 12%</td>
<td>Yes</td>
<td>835</td>
<td>Yes</td>
<td>No (10/17)</td>
<td>836</td>
<td>7</td>
<td>7</td>
<td>Service &amp; Support</td>
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<tr>
<td>Logan Span School (K-8)</td>
<td>517</td>
<td>94%</td>
<td>11%</td>
<td>43%</td>
<td>Latino 93%</td>
<td>Asian 6%</td>
<td>Yes</td>
<td>746</td>
<td>Yes</td>
<td>No (12/17)</td>
<td>741</td>
<td>2</td>
<td>5</td>
<td>Service &amp; Support</td>
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<tr>
<td>Magnolia Ave ES (K-5)</td>
<td>1055</td>
<td>95%</td>
<td>11%</td>
<td>66%</td>
<td>Latino 98%</td>
<td>African American 1%</td>
<td>No</td>
<td>711</td>
<td>Yes</td>
<td>No (16/17)</td>
<td>723</td>
<td>3</td>
<td>9</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Mayberry ES (K-5)</td>
<td>320</td>
<td>87%</td>
<td>19%</td>
<td>32%</td>
<td>Latino 83%</td>
<td>Filipino 6%</td>
<td>Yes</td>
<td>781</td>
<td>Yes</td>
<td>No (11/17)</td>
<td>783</td>
<td>4</td>
<td>5</td>
<td>Watch</td>
</tr>
<tr>
<td>Norwood Street ES (K-5)</td>
<td>652</td>
<td>95%</td>
<td>13%</td>
<td>46%</td>
<td>Latino 96%</td>
<td>African American 3%</td>
<td>No</td>
<td>729</td>
<td>No</td>
<td>No (12/21)</td>
<td>735</td>
<td>2</td>
<td>2</td>
<td>Service &amp; Support</td>
</tr>
<tr>
<td>Plasencia ES (K-5)</td>
<td>708</td>
<td>92%</td>
<td>10%</td>
<td>38%</td>
<td>Latino 90%</td>
<td>White 3%</td>
<td>Yes</td>
<td>786</td>
<td>No</td>
<td>No (9/17)</td>
<td>774</td>
<td>4</td>
<td>8</td>
<td>Watch</td>
</tr>
</tbody>
</table>
### III. Student Population to be Served

#### A. Target Population

As discussed in our original charter petition, Pico-Union has always been a community of immigrants. Our population consists of mostly emerging English language learners with a large percentage of our families originating from Central America, and Guatemala representing the largest swath of our community. More than half of the population within our attendance boundary lives below the federal poverty threshold, less than 20% of the adults over the age of 25 have a high school diploma or equivalent and more than 90% of the residents within the community we serve identify themselves as Hispanic or Latino (www.city-data.com).

We understand the history and composition of this community and recognize its significance in developing an appropriate educational program for its students. In our original charter we sought to build PLN GPC in order to relieve overcrowding at GLAYS and to use our whole child, constructivist approach to aid students in English language acquisition, and academic and social growth in the formative years between ages five and seven. Primary-aged students need emotional and linguistic development more than any other age group—particularly students in poverty (Shub, J., & A. DeWeerd. 2006) Nearly five years ago, we stated in our charter that our community would match the following profile:

- The majority (95%) of our students will be Latino.
- Other ethnic groups, including African American and Filipino students, will be represented in relatively small percentages, 2% and 1% respectively.
- A high percentage, approximately 70%, of our students will be classified as English Language Learners.
- Most of our students, more than 90%, will come from socio-economically disadvantaged homes.

Our Community Profile in the 2013-2014 School year demonstrates that:
- The majority (93%) of our students are Latino.
• Other ethnic groups, including African American and Filipino students, are represented in relatively small percentages, 6% and 1% respectively.
• High percentages, approximately 80%, of our students are/will be classified as English Language Learners.
• 93% of our students come from socio-economically disadvantaged homes.

B. ENROLLMENT PLAN

PLN GPC plans to serve approximately 360 students in grades TK-2. The following are enrollment projections for the term of this charter:

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<tbody>
<tr>
<td>K (incl. TK)</td>
<td>190</td>
<td>190</td>
<td>190</td>
<td>190</td>
<td>190</td>
</tr>
<tr>
<td>1</td>
<td>170</td>
<td>170</td>
<td>170</td>
<td>170</td>
<td>170</td>
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<tr>
<td>2</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Total</td>
<td>360</td>
<td>360</td>
<td>360</td>
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<td>360</td>
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</tbody>
</table>

PLN GPC will serve up to 360 students in grades TK-2 throughout its charter term.

IV. GOALS AND PHILOSOPHY

A. MISSION AND VISION

The mission of the PLN GPC is to help children in grades TK 2 and their families succeed in school and in life.

In keeping with the vision for Para Los Niños as an organization, PLN GPC will be a center for urban education, providing students and their families with all the support and tools necessary to ensure academic success.

A. VALUES

1. Children come first.
2. The family is essential.
3. Excellence in all areas.
4. Respecting and embracing diversity.
5. Empowering community.
6. Responsive, compassionate, and inspiring to those we serve.
7. Highest ethical standards.
8. Transparency and accountability.
9. Teamwork and collaborative partnerships.

B. GUIDING PRINCIPLES
1. Every child and family has the right and potential to reach high standards of achievement.
2. Every child and family has the right to be respected.
3. Every child and family has the right to be respected as individuals with different academic, socio-emotional, physical, psychological and cultural needs.
4. Every child and family has the right to safe environments that facilitate healthy development and learning.
5. Every child and family deserves opportunities to engage with and impact the local community and global society.
6. Every child and family deserves access to culturally appropriate practices.
7. Every child and family has the right to receive integrated services.

C. An “Educated Person” in the 21st Century

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

Barnett Berry,
Founder and CEO, Center for Teaching Quality

PLN GPC believes that students, in order to be successful, must become active citizens in a democracy that is still being shaped. The 21st century is characterized by an exponential and ever-accelerating growth of knowledge. There are three key components to being an educated person in the 21st century: knowledge, skills development and sense of community.

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

At Para Los Niños we believe that skills development is an essential function in a rapidly changing and increasingly connected global environment. We seek to introduce our students to educational technology via the use of iPads in the classroom. In the Spring of 2015 we will introduce ST Math at Gratts Primary Center:

Born out of neuroscience research at the University of California, Irvine, MIND’s unique approach accesses the brain’s innate “spatial-temporal” reasoning ability. This ability, which lies at the core of innovative thinking and sophisticated problem-solving, allows the brain to hold visual, mental representations in short-term memory and to evolve them in both space and time, thinking multiple steps ahead. MIND’s approach consists of language-independent, animated representations of math concepts delivered via the Spatial-Temporal (ST) Math® software games.

ST Math Website (http://www.mindresearch.org/programs/)

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

D. HOW LEARNING BEST OCCURS

Our understanding of how learning best occurs is rooted in our own experience educating students from six weeks old through 8th grade students; in addition, we are informed by current research in education and examples of best practice around the country (Gandini, 1998; President’s Committee on Arts and Humanities, 2011). This understanding is the foundation of our instructional program for a student population of primarily English Language Learners from socioeconomically disadvantaged homes. Our beliefs about how learning best occurs are also based on the work of Paolo Freire, Jean Piaget, John Dewey, Steven Krashen, Lev Vygotsky, Linda Darling-Hammond, and many others. We start with the premise that children learn best when:

- Learning is purposeful and has personal meaning;
- Children are actively involved in the learning process through hands-on and first-hand experiences;
- Learning is inquiry- and project-based;
- Children have first established fluency in their primary language;
- Learning is integrated with the arts and across disciplines;
- Children are given sufficient time and opportunity to navigate complex and reflective learning experiences;
- Children are offered multiple ways to represent their understanding of concepts and ideas;
- Children are in a safe environment where they feel comfortable to take risks; and
- Teachers create an engaging school environment that fosters and promotes critical thinking, inquiry, creativity, collaboration and academic language.

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

PLN GPC serves students embarking on the first steps of their educational journey. These pivotal early 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, we seek to increase positive experiences for primary-aged students (Neuman and Roskos, 1998). The overarching goal of PLN GPC is to set a solid foundation so each student can be successful in school and in life. More specifically, PLN GPC 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 2nd grade 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 GPC is to...
- Foster each child’s potential and unlock her 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 GPC is to...
- Actively participate in thinking and learning;
- Express, interpret and demonstrate his/her knowledge in different ways;
- To see themselves 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 GPC is to...
- Believe in his/her child’s potential;
- Value and encourage her child’s voice, questions and ideas;
- Support his child’s learning in school and at home.

F. The Requirements of California Education Code §47605(B)(5)(A)(II)

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Priority #1: Basic Services</td>
<td></td>
<td>Method for Measuring: HR and Finance Quarterly Audit Reports; CALPADS Credential Report</td>
</tr>
<tr>
<td>Annual Goals (Identify school-wide and subgroup goals as applicable)</td>
<td>-Annual review in May/June of human resources criteria, systems and procedures for teacher hiring; -Annual review every August of master schedule/teacher assignments to ensure compliance.</td>
<td></td>
</tr>
<tr>
<td>Continue to employ fully credentialed and qualified teachers for all students as required by NCLB and the charter.</td>
<td>All late hires are required to go through full hiring process which ensures appropriate qualifications are met.</td>
<td></td>
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<tr>
<td>All PLN GPC teachers are qualified and credentialed</td>
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</table>
## Access to Instructional Materials

### Annual Goals
(Identify school-wide and subgroup goals as applicable)

### Specific Annual Actions

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

### Measurable Outcomes
Method for Measuring: School-Based Inventory Database Report

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<tr>
<td>No inventory system currently in place.</td>
<td>100% of students will have access to instructional materials</td>
<td>100% of students will have access to instructional materials</td>
<td>100% of students will have access to instructional materials</td>
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<td>100% of students will have access to instructional materials</td>
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Supervised by Principal and managed by Office Staff

## Facilities Maintenance

### Annual Goals
(Identify school-wide and subgroup goals as applicable)

### Specific Annual Actions

- Hire quality maintenance and operations team
- Hold campus beautification events with students and families
- Keep an annual reserve for basic maintenance
- Conduct and track annual optimal maintenance inspections

Led by PLN Facilities Management Department in collaboration with Principal

### Measurable Outcomes
Method for Measuring: Annual Building Inspection Report

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</thead>
<tbody>
<tr>
<td>Facilities in good repair based on LAUSD facilities standards</td>
<td>Facilities in good repair based on LAUSD facilities standards</td>
<td>Facilities in good repair based on LAUSD facilities standards</td>
<td>Facilities in good repair based on LAUSD facilities standards</td>
<td>Facilities in good repair based on LAUSD facilities standards</td>
<td></td>
</tr>
</tbody>
</table>

## Implementation of State Content and Performance Standards

### Annual Goals
(Identify school-wide and subgroup goals as applicable)

### Specific Annual Actions

### Measurable Outcomes
Method for Measuring: Standards-Based Pacing Plans & Benchmark Assessments
Ensure all students have access to the State content and performance standards, including the CA CCSS in ELA and Math through aligned curriculum, research-based instructional practices, and assessments aligned to internal benchmark assessments.

- Teachers will revise yearlong pacing plans in ELA, Math, Science, History, and ELD to fully align to the CA CCSS
- Teachers and leaders will participate in ongoing professional development on the implementation of CA CCSS and new CA CCSS-aligned assessments.
- Purchase technology to be able to introduce students to online assessments in preparation for SBAC administration in 3rd grade.
- Purchase new CCSS aligned materials as well as CDE-approved or recommended, SBAC-aligned assessments for TK-2
- Professional development and materials/resources for teachers to implement visual art and music instruction in the classroom and enhance the implementation of CCSS.

Led by Principal and Assistant Principal, supported by the PLN Charter School Office

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<tbody>
<tr>
<td>Increase parent and family participation in school events (e.g. workshops, celebrations, involvement on Site Based Council and English Learner Advisory Committee).</td>
<td>- Promote school-wide programs and events that benefit families, including but not limited to: college knowledge presentations, parenting skills sessions, instructional workshops, leadership building forums, and participation in advisory committees that support effective instruction for all students.</td>
<td>Continue collecting baseline data.</td>
<td>More than 10% of parents will attend a workshop or other session by the end of the school year.</td>
<td>More than 20% of parents will attend a workshop or other session by the end of the school year.</td>
<td>More than 25% of parents will attend a workshop or other session by the end of the school year.</td>
<td>More than 25% of parents will attend a workshop or other session by the end of the school year.</td>
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| PARENT INVOLVEMENT
STATE PRIORITY #3
Method for Measuring: Annual Parent Satisfaction Survey, Sign-In Sheets, and Feedback Forms from Parent Workshops |
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<tr>
<td>Ensure all students have access to the State content and performance standards, including the CA CCSS in ELA and Math through aligned curriculum, research-based instructional practices, and assessments aligned to internal benchmark assessments.</td>
<td>- Teachers will revise yearlong pacing plans in ELA, Math, Science, History, and ELD to fully align to the CA CCSS</td>
<td>100% of ELA and Math curriculums fully aligned to CA CCSS</td>
<td>100% implementation</td>
<td>100% implementation</td>
<td>100% implementation</td>
<td>100% implementation</td>
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| PARENT INVOLVEMENT
STATE PRIORITY #3
Method for Measuring: Annual Parent Satisfaction Survey, Sign-In Sheets, and Feedback Forms from Parent Workshops |
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| PARENT INVOLVEMENT
STATE PRIORITY #3
Method for Measuring: Annual Parent Satisfaction Survey, Sign-In Sheets, and Feedback Forms from Parent Workshops |
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</table>
- Create a budget for all parent even
translation services and child
care.

- Create a budget for incentivizing parent
volunteer hours and recognition for participation.

Led by Principal.

<table>
<thead>
<tr>
<th>STATEWIDE ASSESSMENTS</th>
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<tbody>
<tr>
<td><strong>STATE PRIORITY #4: STUDENT ACHIEVEMENT</strong></td>
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<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
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<td>(Identify school-wide and subgroup goals as applicable)</td>
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<td>Method for Measuring: N/A</td>
</tr>
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<td>English Learner Adequate Progress Rate</td>
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</tr>
<tr>
<td>Not applicable</td>
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<thead>
<tr>
<th>ACADEMIC PERFORMANCE INDEX (API)</th>
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<tbody>
<tr>
<td><strong>STATE PRIORITY #4: STUDENT ACHIEVEMENT</strong></td>
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<td>(Identify school-wide and subgroup goals as applicable)</td>
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<td>Method for Measuring: N/A</td>
</tr>
<tr>
<td>Academic Performance Index (API)</td>
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<tr>
<td>Not applicable</td>
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<thead>
<tr>
<th>A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]</th>
</tr>
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<tbody>
<tr>
<td><strong>STATE PRIORITY #4: STUDENT ACHIEVEMENT</strong></td>
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<td>(Identify school-wide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring: N/A</td>
</tr>
<tr>
<td>A-G Course/ CTE Course of Study Completion Rate(s)</td>
<td></td>
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<tr>
<td>Not applicable</td>
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<thead>
<tr>
<th>ENGLISH LEARNER ADEQUATE PROGRESS RATE</th>
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<tr>
<td><strong>STATE PRIORITY #4: STUDENT ACHIEVEMENT</strong></td>
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</tr>
</thead>
<tbody>
<tr>
<td>(Identify school-wide and subgroup goals as applicable)</td>
<td></td>
<td>Method for Measuring: CELDT Exam and ELD Portfolios</td>
</tr>
<tr>
<td>Our EL students will increase one ELD level or more each full school-year</td>
<td></td>
<td>PLN GPC will continue to implement an ELD program in accordance with the EL master plan and charter petition: -Purchase assessments,</td>
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<td>ELs meet Annual Measurable Achievement</td>
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<td>ELs will meet both Annual Measurable Achievement</td>
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</table>
curriculum, materials and training sessions for the systematic ELD program and materials for our ELD portfolios.

- Purchase multimedia items such as headphones, to aid in implementing the speaking and listening domains in our ELD program.

- Allocate funds for EL coordinator to manage the implementation of systematic ELD across the school.

- All teachers will be trained on ELD portfolios and implement the protocol once each semester.

- Provide daily level ELD classes for all EL students

- Administer bi-annual ELD benchmarks to measure progress, analyze data and respond to student needs

- Build teachers’ capacity to support ELs in all content areas

Led by EL Coordinator and Principal.

| **ENGLISH LEARNER RECLASSIFICATION RATE**
| **STATE PRIORITY #4: STUDENT ACHIEVEMENT** |
| **ANNUAL GOALS**
| (Identify school-wide and subgroup goals as applicable) | **SPECIFIC ANNUAL ACTIONS** | **MEASURABLE OUTCOMES**
| | | Method for Measuring: EL Reclassification Rates |
| English Learners will be reclassified at a rate that meets or exceeds the reclassification rate of comparable primary centers and institutions serving TK-2 every year. | PLN GPC will continue to implement an ELD program in accordance with the EL master plan and charter petition: | | | | | |
| | EL reclassification rates are currently 0% | EL reclassification rate meets or exceeds the reclassification rate of compara | EL reclassification rate meets or exceeds the reclassification rate of compara | EL reclassification rate meets or exceeds the reclassification rate of compara | EL reclassification rate meets or exceeds the reclassification rate of compara | EL reclassification rate meets or exceeds the reclassification rate of compara |
**AP EXAMINATION PASSAGE RATE** [High Schools Only]

**STATE Priority #4: Student Achievement**

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<tr>
<th><strong>ANNUAL GOALS</strong> (Identify school-wide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: <em><strong>N/A</strong></em>_______</th>
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**EAP COLLEGE PREPAREDNESS RATE** [High Schools Only]

**STATE Priority #4: Student Achievement**

<table>
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<tr>
<th><strong>ANNUAL GOALS</strong> (Identify school-wide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: <em><strong>N/A</strong></em>_______</th>
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**SCHOOL ATTENDANCE RATE**

**STATE Priority #5: Student Engagement**

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<tr>
<th><strong>ANNUAL GOALS</strong> (Identify school-wide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: Average Daily Attendance</th>
</tr>
</thead>
</table>
| Average daily attendance (ADA) at PLN – Primary Center will be at least 95%. | -Apply and strengthen the existing approach to proactive promotion of regular attendance through communication, incentives specifically aimed at parents.  
-Parent incentives for student attendance including public recognition and other culture building rewards. | ADA currently at 95%  95%  95%  95% > 95% |

**CHRONIC ABSENTEEISM RATE**

**STATE Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify school-wide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: Individual Student Attendance Records</th>
</tr>
</thead>
</table>
PLN-Gratts Primary Center will limit chronic absenteeism – students that accumulate 20 unexcused absences in a single school year

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

<table>
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<tr>
<th>Chronic absentee percenta ge is &lt; 10%</th>
<th>Chronic absentee percenta ge will be &lt; 7%</th>
<th>Chronic absentee percenta ge will be &lt; 6%</th>
<th>Chronic absentee percenta ge will be &lt; 5%</th>
<th>Chronic absentee percenta ge will be &lt; 5%</th>
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DROPOUT RATE [Middle and High Schools Only]

STATE PRIORITY #5: STUDENT ENGAGEMENT

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<tr>
<th>ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: N/A</th>
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<td>Baseline</td>
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GRADUATION RATE [High Schools Only]

STATE PRIORITY #5: STUDENT ENGAGEMENT

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<tr>
<th>ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: N/A</th>
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Not applicable

STUDENT SUSPENSION RATE

STATE PRIORITY #6: SCHOOL CLIMATE

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<tr>
<th>ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Suspension Rates</th>
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<tr>
<td>Baseline</td>
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Maintain less than 2% suspension rate.

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

Current percentage: Less than 1% Less than 1% Less than 1% Less than 1% Less than 1%

STUDENT EXPULSION RATE

STATE PRIORITY #6: SCHOOL CLIMATE

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Expulsion Rates</th>
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<td>Baseline</td>
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Continue practicing an environment in which expulsion is rare.

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<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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<td>Method for Measuring: _______ N/A _________</td>
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[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]
STATE PRIORITY #6: SCHOOL CLIMATE

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<th>ANNUAL GOALS</th>
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<td>Method for Measuring: _______ N/A _________</td>
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All students at PLN GPC have access to all courses of study

[OTHER STUDENT OUTCOMES]
STATE PRIORITY #8

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<th>ANNUAL GOALS</th>
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<th>MEASURABLE OUTCOMES</th>
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<td>Method for Measuring: Student Achievement Data Reports for Dibels, CELDT and Envisions Math Assessment</td>
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With full implementation of an internal assessment system we will attain our student achievement goals as stated in the Accountability chart on page 74.
V. **INSTRUCTIONAL DESIGN**

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

The following details PLN GPC educational philosophies and instructional methodologies. Instruction starts with the California content and performance standards, including the new California Common Core State Standards (CA CCSS) in English Language Arts / Literacy and Mathematics, all of which drive the creation of lesson plans and the assessment of both student and teacher achievement.

The PLN GPC conceptual framework is based on three overlapping ideals: Community, Pedagogy and Service. 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. Inspired by the schools for young children in Reggio Emilia, Italy, our pedagogical approach is based on the theories of Lev Vygotsky and John Dewey, driven by the belief in the potential of each child and the belief that children must be active participants in their own learning. Thus, the pedagogical foundation for the educational program at PLN GPC derives from a constructivist theory of education which states that people learn best when learning is based on their prior knowledge and takes into account the environmental factors which may influence a student’s acquisition of knowledge (Vygotsky, 1978).

Our pedagogy is also guided by the cognitive research from the National Research Council on *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). The methodology at Para Los Niños is drawn from these approaches, described below, along with current educational research and best practices that meet the needs of a predominantly English Language Learner population.

We believe that children learn best when they are offered a broad curriculum, where learning develops from a range of first hand experiences, which provide relevance to the students’ learning, and through which they are able to ask questions, investigate solutions, solve problems and build conceptual understanding. Teachers also scaffold the learning of students and differentiate instruction by breaking down tasks, using modeling, prompting, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities (Blumenfeld et al., 1991), leading ultimately to mastery of California Common Core Standards and other performance
and content standards. Ultimately, students will develop the range of skills that successfully prepares them to continue their education for the 21st century.

We also 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. In addition, we believe the classroom environment, which is often referred to as “the third teacher,” (Consider the Walls, by Patricia Tarr, 2001) should be engaging, fostering and promoting students’ critical thinking, collaboration, creativity and communication.

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. 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 curriculum experience improvement in writing and content knowledge as well as an increase in motivation and an increase in the amount of time they stayed in school. (Aschbacher, 1991; Levitan, 1991, Willett, 1992.) Similar studies show that students in interdisciplinary programs make connections among different subject areas to answer open-ended questions, retain what they have learned, apply learning to real-life problems, have fewer discipline problems, and have lower absenteeism (Curtis, 2002).

According to the National Association for the Education of Young Children, There are three considerations that schools should take into account when making educational decisions for children:

1. What is known about child development and learning
2. What is known about each individual child’s strengths, interests and needs
3. Knowledge of the social and cultural contexts in which each child lives
   (NAEYC, 1997)

PLN GPC is a specialized center of learning focused on the academic, social, physical and emotional development of children in early childhood. Along with the resources of Para Los Niños, we are able to assess and provide educational, social and mental health wrap-around resources for our families. As described in Section 12, Key Features of the School’s Educational Program by Subject Area, our curriculum is designed to address the individual strengths and relative weaknesses that are characteristic of students in this age group. As such, our approach reflects the flexibility that is needed to address the needs of diverse learners.

#### B. Curriculum and Instruction
8. Key Features and Components of the School’s Educational Program by Subject Area

Language Acquisition Models
Para Los Niños is committed to ensuring optimal outcomes for young children. For young children who enter our program with a primary language other than English, this commitment requires careful attention to providing children with learning opportunities that support the acquisition of English. Consistent with bilingual education’s basic premise that students should be taught academic skills in their home language as they learn and acquire skills in English, our approach is designed to support and strengthen the home language of children, which also helps children progress in the acquisition of English. Instruction in the home language strengthens the home language and creates a more solid foundation for cognitive and academic growth in English; moreover, promoting bilingual competence is valuable in its own right (Goldenberg, 2013). Current research findings indicate that children who know more than one language have personal, social, cognitive, and financial advantages across the lifespan. According to Espinosa (2006), children who are proficient in their home language are able to establish a strong cultural identity, to develop and to sustain strong ties with their immediate and extended families, and to thrive in a global and multilingual world.

We have two instructional programs introduced to our families prior to registering at PLN GPC: a Transitional Bilingual Education (TBE) and a Structured English Immersion Program (SEI). Within these two models, students interact with a curriculum that is engaging, stimulating and developmentally sound. The TBE at PLN GPC is designed to provide a gradual transition into either an SEI program or a mainstream English program as they gain fluency in the English language, progress through grade levels, and gain fluency annually as measured by the CELDT. Subject matter instruction takes place in the primary language (Spanish). Children initially receive core instruction in Spanish, along with English Language Development. English is the language of instruction for all subjects in the Structured English Immersion program. Children also receive English Language Development lessons on a daily basis. Teachers use instructional strategies to help children with Limited English skills understand lessons. The strategies, modifications and support used in Sheltered English Immersion classes are referred to as Specially Designed Academic Instruction in English (Díaz-Rico & Weed, p. 109).

The building blocks for a strong educational foundation at PLN GPC include: Responsive Classroom, Balanced Literacy, Math, English Language Development, Physical Education, Interdisciplinary Units of Study, Music and Art. Our program is staffed with 18 certificated teachers including a Physical Education
teacher and Resource Specialist, one library coordinator, and 11 Teacher Assistants. In addition, we have a principal, assistant principal and family advocate who provide additional support and evaluation.

**Responsive Classroom**  
As individuals, we are essentially social beings who learn from each other as much as from an established academic curriculum. When a group of students share the room with a teacher and teacher assistant, it is necessary to establish practices that integrate social and academic learning. The Responsive Classroom approach at PLN GPC is rooted in the belief that the social curriculum is just as important as the academic curriculum and that there should be a merging of the two throughout classroom experiences. Responsive Classroom is a research-based approach to the integration of the social and academic curriculum. According to a three year randomized research study funded by the US Department of Education, the implementation of Responsive Classroom is associated with gains in reading and math achievement, improved teacher-student interaction and higher quality instruction in mathematics (Ottmar, E. R., Rimm-Kaufman, S, E, Berry, R. Q. & Larsen, R. A., 2013).

Professional development in the Responsive Classroom approach strengthens educators’ ability to:
- Design lessons that are active and interactive;
- Use effective teacher language to promote academic and social growth;
- Encourage engagement by giving students meaningful choices;
- Start each day in a way that sets a positive tone for learning;
- Set high expectations and teach students how to meet them;
- Establish routines that promote autonomy and independence;
- Build a sense of community and shared purpose; and
- Teach students 21st century skills such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation.

**English Language Arts and Literacy (Core)**  
Our active, engaging curriculum integrates meaning making, language development, effective expression, content knowledge, and foundational skills. Literacy proficiency is essential for success in high school and in college, and at PLN GPC, every teacher is a literacy teacher. Thus, the Common Core Literacy Standards in History/Social Sciences, Science and Technical Subjects infuse the content areas. We believe that students who meet these standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. PLN GPC students have expanded opportunities for career and college success and for full participation in a democratic society and global economy as a result of their experience at our school. Moreover, the PLN emphasis on literacy and language ensures our students are equipped to achieve content standards in every discipline.

We implement a comprehensive approach to teach students to actively engage in reading, writing, listening, speaking and thinking, while instilling in them an eagerness to learn. The following are components of our Balanced Literacy program: phonemic awareness; reading workshop, writing workshop; shared reading; read aloud; story time; guided reading; word study and interactive writing. In 1999, Morrow, Tracey, Woo, and Pressley studied early literacy instruction and found that exemplary teachers implemented a balanced approach to literacy instruction. Students in the classrooms of exemplary teachers were exposed to direct and explicit instruction for skill development within authentic literature. In addition, instruction was integrated with writing and content area connections. At PLN GPC, we support our teachers in their quest to become exemplary; with this in mind, our teachers receive ongoing professional development in Balanced Literacy.
Mathematics (Core)
Our Math program, based on the California Common Core State Standards in Mathematics, focuses on giving our students a strong start by building their qualitative and quantitative mathematic skills. Students learn mathematical content in the context of real-world situations, using mathematics to solve problems, and developing habits of mind that foster mastery of mathematics content as well as conceptual understanding. This approach helps students develop their abilities in mathematic computation and enhance their language acquisition skills. Students focus on representing and comparing whole numbers as well as describing shapes and space. They learn to use effective strategies for answering quantitative questions and are able to describe the world using geometric ideas and vocabulary.

PLN GPC bases its mathematics curriculum on the principles of Cognitively Guided Instruction (CGI). We integrate technology using the MIND Institute program, including their acclaimed Spatial Temporal Math software (ST Math), which has been consistently shown to realize dramatic increases in proficiency levels at schools that previously were among the lowest performers in their states.\(^\text{13}\) ST Math is designed for elementary students and provides courseware that employs a learner’s spatial-temporal reasoning abilities to explain, understand and solve multi-step math problems.

Science (Core)
Using the Next Generation Science Standards and Crosscutting Concepts as the learning goals, grade level teachers collaboratively plan engaging and purposeful experiences for their students. Though these experiences are teacher planned, students are given opportunities throughout the study to share their ideas, interests and questions. This kind of active participation often results in student-driven projects, in which they are able to represent complex concepts and ideas, apply their knowledge in meaningful ways, and “go public” by presenting their work to their peers, school community and family (Teaching for Meaningful Learning, Edutopia, Linda Darling-Hammond). Our Science planning is interdisciplinary, integrating other curricular areas such as social studies, math, technology, literature, writing and the performing and visual arts. According to recent research, arts integration is more successful when integrated plans are based on standards and teachers participate in common planning time (Wilcox, Bridges, & Montgomery, 2010)\(^\text{14}\).

Teachers help students make connections between the different Core Ideas and areas of Science (Earth, Physical and Life) so they are not perceived as separate units of study. Implementing lessons through inquiry, teachers build on students’ background knowledge, provide students with firsthand experiences whenever possible, engage students with a variety of ways to show their thinking, and provide frequent opportunities for students share their ideas and questions.

Social Studies (Core)
Our Social Studies curriculum is standards-based and taught within interdisciplinary units of study, our social-emotional curriculum and our positive school environment program. Social Studies for this age group involves learning about communities and finding one’s place as a good citizen. Students also learn basic historical figures, symbols and traditions from around the world.

English Language Development (Core)
Students identified as English Learners receive a daily ELD lesson to build their abilities in listening, speaking, reading and writing. Although the large majority of our students in kindergarten perform at the beginning level on the CELDT, they advance at least one level by the beginning of grade one. In

\(^{13}\) http://mindresearch.net/cont/research/re_ResultsAtScale.php
kindergarten, ELD lesson are largely taught using whole group direct instruction with differentiation when there are students in the class at higher levels. Students in first grade are taught using a similar approach but are also taught in leveled groups in order to focus on specific needs. Focused on oral language proficiency, our ELD program begins with developing a strong foundation in social language and moves into academic language. Lessons are designed thematically and engage students in learning vocabulary and language structures based on topics that students find interesting and motivating. Teachers use Specially Designed Academic Instruction in English (SDAIE) SDAIE techniques, Sheltered English Instruction, “frontloading” of vocabulary and extensive opportunities for verbal interaction.

**Physical Education (Not a core subject)**

Based on the kindergarten and first grade California Content Standards for Physical Education, our program is focused on developing fine and gross motor skills for this age group, along with health and social skills, integrated into team and group activates. Each class has a daily 30-minute PE lesson broken down into two sections: warm-up/stretching and an activity with embedded skills. School-wide PE activities include a 5K run-walk, yoga and dance. This program is taught using Sheltered English.

The Physical Education program at PLN GPC includes a variety of instructional strategies and groupings. Students begin each lesson with a whole group directed warm up and stretch. Students engage in call and response as well as choral counting as they progress through their daily routine. When engaged in the daily activity, students may be divided into two smaller groups, in squads or teams. Skills and activities involve a variety of techniques including teacher and/or peer demonstration, scaffolding when teaching new games or activities, and whole group, team, squad and individual assessments.

**Music (Not a core subject)**

Students, staff and parents share in a sing-along during the weekly Monday Morning Assembly featuring a medley of well-known songs. At the end of the gathering, students sing the PLN GPC School Song. Throughout the year, the community is introduced to additional songs. The Young Musician’s Foundation music mentors provide classroom music lessons to kindergarten and TK students that focus on foundational music concepts such as steady beat, rhythm, pitch and movement activities. Music is taught in a whole group, classroom setting using a curriculum developed by the Young Musician’s Foundation which incorporates key elements of the Kodaly method.

**Art (Not a core subject)**

Students are encouraged to observe, and represent their understanding in multiple ways. Students are encouraged to discuss their feelings and emotions as they relate to the various experiences inside and outside of the classroom. Both the visual and performing arts are infused into all the curricular areas. Taught through a partnership with Art Division, a local non-profit, first grade students use art media as well as a newfound awareness of color to explore the integration of art, feeling and emotion. With this Reggio Emilia inspired (constructivist) approach, students discuss how they feel when the touch or see clay, they describe how different colors evoke specific emotions.

9. **Innovative Curricular Components of the Educational Program**

The Transitional Bilingual Education program at PLN GPC is based on research showing that high proficiency in the primary language assists in the development of a second language (Ramirez, et. A., 1991; Swain and Lapkin, 1992). Additionally, access to the core curriculum in the primary language allows students not to acquire academic concepts while they are acquiring English (Ramirez 1992, Collier 1993, 1995). Parents at PLN GPC have the option of selecting a Bilingual program option based on these
principles. Parents attend an optional orientation where the Transitional Bilingual Program and Structured English Immersion programs are presented and discussed. Parents are advised not to switch between programs during their time at Gratts, however, in accordance with Ed Code, parents have the right to switch programs at any time.

PLN GPC teachers implement the practice of looping with their students, which has become of hallmark of the PLN GPC experience for students and families. This promising practice allows teachers to bond to their students and become intimately knowledgeable of their strengths, needs, likes, dislikes and triggers. While the kindergarten year requires an investment of time and energy in acclimating students to the school environment, the first grade year quickly starts where kindergarten leaves off. Parents and students find comfort in knowing that their students will be cared for by the same educator for the duration of their time at PLN GPC. Current educational research shows the following as student benefits from looping (Walker, 2004):

- Less apprehension at the beginning of the subsequent school years because the teachers, students, and expectations are already known;
- Learning is more personalized;
- More support of the individual;
- Continuity in the academic program;
- More shy students may feel more comfortable to take risks;
- More opportunities for interdisciplinary approaches to the curriculum;
- More time for slower students to gain concepts and skills;
- Opportunities for deeper relationships to develop with teachers and other students; and
- Possible opportunities for summer work and study.

The Reggio-Emilia inspired classroom is considered the "third teacher." Teachers design engaging learning spaces that promote critical thinking, collaboration, creativity, inquiry and the development of academic language. Teachers carefully organize provoking and stimulating resources and materials such as books and realia (objects and material from everyday life that relate and connect the classroom to the real world) for students to wonder about and question. Space is allocated for small and large group projects and small intimate spaces for one, two or three children. Overall the classrooms are designed to be welcoming and comforting and to evoke curiosity and learning (Bransford et al, eds., National Research Council, 1999, 2000).

PLN GPC also implements a social emotional curriculum and offers wraparound services for students. A positive school environment begins with each classroom and the implementation of the Responsive Classroom program. Teachers create a classroom culture that is most conducive for student learning and engagement. Each morning begins with a classroom morning meeting where students greet and interact with each other verbally and through the morning message written by the teacher. Each week begins with a Monday Morning Assembly where students are recognized for positive contributions to the school community. Students also sing together and end each assembly with the PLN GPC School Song. The principal sets the tone for a school wide culture that affirms positive behavior and develops affinity among members of the school community.

10. Intervention and Enrichment Programs

PLN GPC uses a modified Response to Intervention and Instruction (RtI) strategy to ensure that all students and their families are supported with appropriate services in our educational and social service
programs. RtI uses a tiered strategy for identifying the service needs of a student. The effective use of the RtI model hinges on regular and systematic documentation of student activities and progress and the use of this information to inform practice.

Students demonstrating high levels of achievement are served within the school instructional program. Our literacy program is based on Readers and Writers Workshop. Inherent in Readers workshop is the practice of regularly matching the reader to text. Through the use of Running Reading Records, teachers are able to match each student with an appropriate level of text. Using this method, students who are accelerated readers are allowed the opportunity to read books that provide the perfect amount of challenge and stimulation. Aside from the administration of Running Reading Records, which also include comprehension questions, teachers regularly confer with students to provide them with strategies to become better readers.

Writers Workshop includes the practice of extending writing through multiple rewrites to allow the writer to extend, not only the length of their piece of writing but also reconsider words and search for vocabulary that enhances meaning, tone and expression in writing. The individualized nature of this method of instruction allows the students to stretch their thinking and writing expression to their full capacity.

In mathematics, students performing above grade level are given challenge problems, are asked to complete challenging word problems and are often called up to the white board to solve problems while the teachers talk through the various strategies used by students. They are sometimes asked to design their own math sentences or math problems.

Teachers at PLN GPC believe in a cooperative, project-based approach to learning. Students performing above grade level are sometimes strategically placed in teams or cooperative groups as readers, recorders or as presenters. They are often chosen to help their peers by reading word problems and helping other students edit their work.

11. Curricular and Instructional Materials

Instruction is based upon the California State Standards, including new California Common Core State Standards (CA CCSS) implementation. We have selected the following textbooks that are aligned with the California State Standards. Specific textbooks and publishers are subject to change based on the availability of new textbooks that are undergoing the textbooks adoption process in California as well as PLN GPC ongoing internal evaluation processes of instructional effectiveness.

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<thead>
<tr>
<th>Content Area</th>
<th>Instructional Materials/Resources</th>
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<tbody>
<tr>
<td>English Language Arts</td>
<td>Guided Reading books and Leveled Classroom Libraries (consisting of trade books leveled by trained school personnel or publisher leveled books including publishers Reading A-Z, Scholastic, Rigby, Sundance and Creative Teaching Press. Columbia Teacher’s College Reading and Writing Units of Study Reader’s and Writer’s Workshop (Caulkins) – Making Meaning Zoo phonics Words Their Way</td>
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<tr>
<td>Spanish Language Arts</td>
<td>All of the above and the Estrellita Accelerated Beginning Spanish</td>
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<td>English Language Development</td>
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<td>Mathematics</td>
<td>Envision Common Core-aligned curricular materials</td>
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<td>Cognitively Guided Instruction curricular materials</td>
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<td>ST Math</td>
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<td>Social Studies</td>
<td>Benchmark Education Company – Reader’s Theater</td>
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<tr>
<td>Science</td>
<td>Next Generation Science Standards Based Instruction taught through integrated units of study planned in collaborative grade level groups, using primary materials.</td>
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<td>Music</td>
<td>Young Musicians Foundation Curriculum</td>
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<td>Arts</td>
<td>Art Division Curriculum</td>
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<td>PE</td>
<td>California Physical Education and Health Standards Based Instruction</td>
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### C. Instructional Methods and Strategies

The teacher as researcher fosters a data-driven environment for teachers to monitor the progress of the individual student and the collective groups through multiple measures using both formative and benchmark assessments. In addition, the documentation process promotes reflective teaching practice, ensuring that we are continuously refining our teaching. By merging research and practice, teachers can make instructional decisions that move students forward toward the learning goal. Teachers are provided with opportunities to develop integrated units of study in science, social studies and the arts and plan lessons that are driven by student ideas. Assessment and learning goals are aligned at every educational stage. Ecological data creates a picture specific to the child within the PLN Educational Model. Standardized data completes the picture for analysis within similar and comparative groups.

Collaborative planning is an essential component of the teacher as researcher. Teachers work together to formulate lesson plans that include experiences that initiate student questions, vocabulary building and critical thinking. Particular attention is paid to the unique needs of English Language Learners. Discussion time is built into all lessons. It is through these discussions with children that ideas and projects often arise. It is the teacher’s role to include these ideas into the curriculum planning. There is considerable thought given to the materials needed, and parent and/or community support and involvement.
The following areas are core instructional strategies used in the Responsive Classroom approach to the integration of social and academic curriculum and instruction:

- **Hopes and Dreams** – An expression of teachers’ and students’ hopes and dreams for the school year as a starting point for the creation of norms and procedures.
- **Morning meeting** – A transition from home to school, this serves as a 20-30 minute opening of the school day. Students and teachers listen, share, greet each other and practice social and academic skills. The teacher prepares a daily morning message for students to read.
- **Guided Discovery** – A process used by the teacher to introduce a new activity to students. The process is used to ensure that norms are followed, the teacher’s objectives for the new activity are met and materials are cared for and used safely.
- **Academic Choice** – During parts of the day, students are allowed to choose a specific content area or activity from among a menu of choices. Students work concurrently on the chosen activity.

The following instructional techniques are used in a Balanced Literacy approach:

- **Phonemic Awareness** – an explicit approach to teaching auditory skills that allow students to hear and interact with sounds in syllables, words and speech. These skills are essential for learning to read in a system based on letter sounds, integral in transferring sounds to print and considered essential to early reading ability.
- **Reading Workshop** – an approach to providing students with independent reading time. It is based on matching the reader to the appropriate text level, allowing students to choose their own appropriate books and giving students time to talk about what they read to show comprehension. The primary assessment used is the Running Reading Record.
- **Writing Workshop** – a daily writing activity that begins with a whole group mini-lesson that extends into a time for independent writing where students write and revise, edit and publish their texts. During writer’s workshop, the teacher offers independent and small group instruction through conferencing.
- **Shared Reading** - a time where students gather with the teacher to read text together. This is usually done with a poem, song or big book with large text that all can see. The teacher supports the reading and also may use the text to teach a skill or strategy.
- **Read-aloud** - an opportunity for students to listen to text (likely above their reading level) and answer questions or talk about text. Teachers serve as models of good readers using this strategy.
- **Story time** – A time to expose children to literature by well-known or popular authors. This is a more relaxed aspect of balanced literacy. The teacher again serves as a model of a good reader.
- **Guided Reading** – a small group reading lesson for children reading at the same reading level. This could also be done to teach a particular skill needed by the students in the small group.
- **Word Study (phonics, spelling, vocabulary)** - the systematic instruction of sound-symbol recognition, syllable segmentation, constructing and deconstructing words, vocabulary building and spelling. The goal is to transfer these skills into reading and writing workshop.
- **Interactive Writing** – a time for student and teacher to write text together. Usually done on large chart paper, sentence strips or on the white board.

Teachers focus on a variety of grouping strategies in meeting the needs of students as they build a strong foundation in content areas. Students are provided with instructional activities that incorporate manipulatives and authentic learning situations. Assessments include formative assessments throughout units of instruction as well as summative assessments. Whole group direct instruction, small group
cooperative groups, small-leveled groups, the infusion of math concepts and skills into interdisciplinary units of study, and experiential learning are all utilized.

**D. HOW THE SCHOOL’S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS**

Children learn best when they are offered an educational approach that builds on their prior knowledge, offers a range of first hand experiences, provides a variety of ways to show conceptual understanding, fosters opportunities to ask questions, investigate solutions, build conceptual understanding and solve problems. 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 both the visual and performing arts. Our teachers are expected to design engaging experiences for their students using the California Common Core State Standards (CA CCSS), Next Generation Standards and California content and performance standards as the learning goals.

We also 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 also expected. 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.

PLN GPC teachers guide instruction through data and foster a data-driven environment to monitor student progress through multiple measures that are synthesized into a comprehensive assessment system (baseline, formative, benchmark, performance and project-based assessments). In addition, the documentation process promotes reflective teaching practice, ensuring that we are continuously refining instruction. By merging research and practice, teachers can make instructional decisions that move students toward the learning goal. Assessment and learning goals are aligned at every educational stage. Teachers provide multiple assessments to document student progress in all learning domains. Benchmark assessments and trimester grades must be linked to the CCSS and other California standards in all subject areas. Ecological data creates a picture specific to the child within the PLN Educational Model while standardized data completes the picture for analysis within similar and comparative groups.

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

Each classroom has a computer center with four desktop computers with age-appropriate software and applications that reinforce grade-level skills in language arts and math. In addition, each classroom is equipped with a technology cart for instructional use by the teacher containing a projector, document camera and iPad tablets. The tablets are equipped with instructional applications designed to be used independently by students.

Our curricular program, framed by science inquiry, includes rigorous, standards-based core programs. We see technology as a way to help students improve their motor skills and attain the 21st century skills
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. For example, we introduced computer-based Spatial Temporal Math (ST Math) into our instructional practice. Students engage with the mouse and keyboard to complete phonics practice exercises selected by teachers weekly.

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. 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.

F. Transitional Kindergarten

PLN GPC offers Transitional Kindergarten (TK) in accordance with State Policy. Our stand-alone TK program is the first year of a two-year kindergarten program provided to students who do not meet the age eligibility for kindergarten; however, the TK program can be a single year program on a student by student basis in concert with the parent/guardian and student achievement/First Grade readiness data. The TK program offers a Reggio-inspired, constructive approach that supports children's love of learning and social and emotional readiness. Through meaningful projects and investigations, students can develop their critical thinking and creative skills. The program provides students with a school experience that is developmentally appropriate and will better prepare them for the following grade. It offers students the opportunity to develop basic fundamental academic skills, such as the sound/symbol recognition, numeral recognition and quantity discrimination, color recognition, identification of shapes, oral language skills, socio-emotional development, and early reading and writing and other skills needed for kindergarten but taught at a slower pace. TK also accustoms students to the rules, expectations and school schedule, enabling a better transition for the following school year. The TK program follows the requirements of SB 1381 in providing a modified curriculum that is both age and developmentally appropriate, which allows students to move on to kindergarten or first grade the following year, depending on their social and academic development.

VI. Academic Calendar and Schedules

A. Academic Calendar

The PLN GPC school year is similar to a traditional single-track calendar with 180 instructional days, divided into three trimesters. We exceed the number of annual instructional minutes as set forth in Education Code 47612.5. Students are dismissed at 2:55pm on Mondays, Wednesdays, and Fridays and at 2:00pm on Tuesdays and Thursdays. Teachers have an additional 12 days devoted to professional development, eight of which occur before the school year begins, and four during the year.
### 2015-2016 Academic Calendar

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**REV 10/02/14**

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B. SAMPLE DAILY SCHEDULES

The sample daily schedules presented below for each grade level or grade span reflect PLN GPC’s commitment to literacy and an interdisciplinary curriculum. All teachers have daily planning periods, allowing teachers to design and tailor their instruction to meet student needs and interests.

<table>
<thead>
<tr>
<th>TK / Kindergarten / First Grade/Second Grade Sample Schedule(^\text{15})</th>
<th>Regular Day (M, W, F)</th>
<th>Shortened Day (T, Th)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td><strong>Minutes</strong></td>
<td><strong>Subject</strong></td>
</tr>
<tr>
<td>8:00-8:10</td>
<td>10</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>8:10-8:45</td>
<td>35</td>
<td>Math</td>
</tr>
<tr>
<td>8:45-9:00</td>
<td></td>
<td>Nutrition</td>
</tr>
<tr>
<td>9:00-9:45</td>
<td>45</td>
<td>Math</td>
</tr>
<tr>
<td>9:45-10:15</td>
<td>30</td>
<td>Literacy Block: Readers Workshop/Word Work/Phonemic Awareness/Independent Work Time/Guided Reading</td>
</tr>
<tr>
<td>10:15-10:30</td>
<td></td>
<td>Recess</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>30</td>
<td>Literacy Block: Readers Workshop/Word Work/Phonemic Awareness/Independent Work Time/Guided Reading</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>30</td>
<td>Writer’s Workshop</td>
</tr>
<tr>
<td>11:30-12:15</td>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15-12:25</td>
<td>10</td>
<td>Read-a-Book</td>
</tr>
<tr>
<td>12:55-1:10</td>
<td>15</td>
<td>Writing</td>
</tr>
<tr>
<td>1:10-1:40</td>
<td>30</td>
<td>ELD</td>
</tr>
<tr>
<td>1:40-2:10</td>
<td>30</td>
<td>Physical Education</td>
</tr>
<tr>
<td>2:15-2:55</td>
<td>40</td>
<td>Science/Social Studies/ Exploration</td>
</tr>
<tr>
<td><strong>335</strong></td>
<td><strong>Total Instructional Minutes</strong></td>
<td></td>
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</tbody>
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\(^{15}\) Schedule configuration is subject to change to best accommodate student learning.
C. INSTRUCTIONAL DAYS AND MINUTES

Per Education Code § 47612.5, all kindergarten students are to experience a minimum of 180 school days and 36,000 annual instructional minutes, while first grade students are to experience a minimum of 50,400 annual instructional minutes. As a result of having an extended instructional day, kindergarten students at PLN GPC receive instructional that substantially exceeds the minimum required for traditional and charter public schools under California Education Code § 47612.5 by 20,700 minutes. First grade PLN GPC students exceed statewide instructional expectations by 6,300 minutes.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of [Other] Days</th>
<th>Number of Instr. Minutes Per [Other] Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/Below State Req’t.</th>
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<tbody>
<tr>
<td>TK/K</td>
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<td>108</td>
<td>335</td>
<td>72</td>
<td>285</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>180</td>
<td>36000</td>
<td>56700</td>
<td>20700</td>
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<td>1</td>
<td>Yes</td>
<td>108</td>
<td>335</td>
<td>72</td>
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<td>180</td>
<td>50400</td>
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VII. PROFESSIONAL DEVELOPMENT

A. TEACHER RECRUITMENT

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

We employ teachers who meet the requirements of No Child Left Behind and hold a California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which teachers in California public schools are required to hold. Teachers hold a multiple-subject credential or the equivalent and at a minimum, all teachers will have a CLAD certificate. (See also Element 5.) We strongly prefer all teachers to have a BCLAD certificate to support our English Language Learner population (this authorization is required for transitional bi-lingual instruction).
PLN GPC recruitment and selection procedures and practices include notifying qualified PLN staff of available positions concurrent with external recruitment efforts; interviewing applicants personally; and obtaining three employment references. The Para Los Niños Human Resources Department maintains complete records and the use of standard interview questions that comply with employment and labor laws. The following recruitment strategies are used to recruit and attract top talent: a partnership with local universities, local newspapers (Los Angeles Times), web-sites (paralosninos.org, Monster.com, CareerBuilder.com), California Association of Charter Schools, colleges with teacher education programs, job fairs, word of mouth, personal contacts, and applicant files. All hiring follows Para Los Niños’ written procedures for recruiting, hiring and interviewing potential employees.

We have a productive relationship with colleges and universities that offer credentialing programs for recommendations of qualified alumni. Candidates are invited to present an application, résumé, video and/or live demonstration lesson and participate in an interview. Classified and other personnel are selected by the principal. Selection is based on experience and qualifying skills along with the duties of the position for which they are applying. Our recruiting approach has been successful in recruiting a workforce for our school that reflects the community composition.

**B. PROFESSIONAL DEVELOPMENT**

Professional development is essential for the successful delivery of PLN GPC’s mission. The principal, in collaboration with an instructional leader, organizes, and conducts ongoing professional development. Our schedule allows the principal to meet regularly with individual faculty members to address specific areas of growth in addition to the regularly planned professional development periods. The topics detailed in the professional development plan section below support PLN GPC faculty as they implement the curricular program. In addition, the principal arranges for experts in relevant areas of education to work with PLN GPC 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 2:00-4:00pm. These regular professional development times include guest speakers and trainers, grade level planning meetings, whole faculty planning meetings and small group planning. There are approximately eight professional development days planned during the two weeks prior to the start of school, and include agency-wide and site-specific trainings. There are four pupil free professional development days where teachers engage in agency-wide training and planning opportunities. Professional development topics are selected based on the needs of the faculty. Currently, we have a group of teachers who are largely new to the profession, and our focus areas are balanced literacy, classroom management, assessment and interdisciplinary planning.

We are implementing curricular and assessment programs that are both rigorous and require specialized skills. We support our teachers by giving them access to experts in the field and the time they need to explore and implement our programs to the fullest. In Los Angeles, we are fortunate to be surrounded by universities in which some of the most exciting and cutting-edge research on and thinking about education is happening. We have strong relationships with universities, museums and the like in order to draw from their ongoing understanding of best practices in education. Our Education Advisory Council has been instrumental in assisting our efforts to improve our programming. Our council assisted in the development of our English Learner Master Plan, implementation of spotlight on English and our decision to move to the Dibels assessment. More recently, a team of consultants, including a member
of our Education Advisory Council, have been key components to our teacher’s professional development during lab days.

We engage in lab days where professional development consultants conduct demonstration lessons in a pre-selected classroom for teachers to observe. During these days, teachers meet in TBP or SEI groups and debrief and provide feedback. Our STEAM educational consultant also conducts walkthroughs (at times with the principal and at times alone) and we meet at the end of the day to provide feedback and debrief.

PLN GPC staff also benefits from the expertise and resources provided by our parent organization, Para Los Niños, and other programs. Representatives from the many branches of the organization that serve students and families in different capacities (e.g., mental health services, family support) work closely with PLN GPC 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.

At PLN GPC, teachers primarily plan in grade level groups and with their TBP and SEI program peers. Teachers are encouraged to help each other with planning and classroom management issues. It is not uncommon for teachers to visit each other’s classroom to provide support. In addition, four teachers are selected by their peers to serve as Kindergarten Chair, First Grade Chair, Bilingual Chair and Assessment Chair. Along with the Principal and Assistant Principal, these teachers make up the PLN GPC Leadership Team.

PLN GPC 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.

**Professional Development Plan**

At the beginning of the year, the principal plans a four-month long professional development calendar. In the third month of the school year (October), the principal modifies the professional development plan to adjust to teacher needs, strengths and interests.: The following topics comprise a list of topics for the 2015-2016 school year:

- Curriculum mapping
- Classroom management
- Peer observation and feedback
- Responsive Classroom (Innovative feature of the Charter)
- Online Training in student assessment
- Interdisciplinary planning and the Reggio Emelia approach to teaching (Innovative feature of the Charter)
- Grade-level culminating project collaboration
- Data analysis and response
- STEAM (Science, Technology, Engineering, Art, and Math) training
- Common Core standards
- Strategies for English Language Learners
- Bilingual instruction (Innovative feature of the Charter)
- Balanced Literacy and math instruction
- Mandatory safety trainings (e.g. child abuse, sexual harassment, bloodborne pathogens, emergency response)
VIII. **MEETING THE NEEDS OF ALL STUDENTS**

PLN GPC uses strategies to target students who have additional needs – students performing far below or above grade level, students with low socioeconomic status, English Learners, foster youth, and students with IEPs. Our various subgroup populations receive instruction that focuses on their needs and capitalizes on their strengths, ensuring that all students receive the most effective education possible.

The following structures assist in meeting students’ individual needs:

- Small class sizes allow teachers to develop deep understanding of individual student strengths and needs;
- A minimum of 30 minutes of planning time each day, plus an additional hour of weekly grade level planning time for teachers to modify and lessons to meet the needs of individual students;
- Frequent professional development time allows teachers to learn from each other’s varying expertise in differentiating instruction;
- Integrating instruction and curriculum across academic disciplines allows students to demonstrate their proficiency in a variety of ways, promoting motivation and skill transference;
- Multiple and varied opportunities for communication between teachers and parents supports the PLN GPC commitment to personalizing instruction; and
- Authentic and varied forms of assessment are used to identify differentiated instructional techniques for students in need of interventions and additional supports.

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

Students achieving above grade level are identified through classroom-based assessments given early in the school year. Running reading records, math assessments and writing assignments and other classroom projects also yield the type of data that help teachers identify students performing above grade level. Students scoring in the 80th percentile or higher on benchmark assessments (Dibels and Envisions) are identified in the first trimester in each grade level as achieving above grade level. Our universal assessment also provides data that teachers can use for identification purposes. Kindergarten and First Grade students may qualify for the Gifted and Talented Education program in the area of “intellectual ability” beginning the second semester of Kindergarten through the GATE identification process. This is an area that may have been overlooked in the past. The search and referral process will be brought to teachers’ attention through the staff handbook and in general faculty meetings at the beginning of each semester. The identification process is ongoing throughout the school year to accommodate students’ varying levels of developmental growth between TK and 2nd.

Our Student Success Team is a function of our regular education program. It is a second step to helping students who may be experiencing difficulty with attendance, behavior or learning. The SST is a systematic, individual, solution-oriented approach to assist students with factors that are interfering with academic success. Before referring a student, a teacher attempts a variety of interventions in the classroom and also communicates concerns to parents. The teacher refers the student to the Student
Success Team if classroom-level interventions do not yield improvement. The Student Success Team is composed of the classroom teacher, a peer teacher, administrators and the parents. This team clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and counsels the parent, teacher and student.

A. ENGLISH LEARNERS

According to data from the California Department of Education website, during the 2013-2014 school year, PLN GPC enrolled 274 English Learners (ELs) comprising approximately 83% of the student population. PLN GPC serves its EL students in accordance with all applicable Federal and state laws and regulations. It is our goal that English Learners develop oral, written, and reading language proficiency in order to have access to high-quality educational opportunities.

According to California Educational Code, all school districts are required to provide additional and appropriate educational services to ELs until they have demonstrated English language skills comparable to that of the district’s average native English language speakers and have recouped any academic deficits which may have been incurred in other areas of the core curriculum (CCR, Title 5, section 11302). Services must continue until ELs meet objective reclassification criteria (EC 313). This means that EL students must be provided with systematic and appropriate instructional programs and strategies, including access to the core curriculum, until they are re-designated as Fluent English Proficient (RFEP).

There are two instructional programs available to English Learners at PLN GPC: a Transitional Bilingual (TBE) program and a Structured English Immersion (SEI) program. All English Learners receive a daily English Language Development lesson, a daily physical education class taught in Sheltered English and weekly music or art classes taught in Sheltered English. PLN GPC implements its own English Learner Master Plan to fit the needs of our unique grade level structure. The PLN GPC English Learner Master Plan is largely based on the major tenets of the LAUSD English Learner Master Plan.

1. Process for Identifying ELs

All parents or guardians seeking to enroll students at PLN GPC are required to submit a Home Language Survey (HLS) as part of the registration process. The HLS data is used to identify students who may not be proficient in English. Assistance in filling out all registration forms is provided by our bilingual office staff. Kindergarten Orientation sessions are provided during the summer prior to enrollment. During these sessions, parents and guardians are introduced to the forms in the registration packet, including the HLS. If parents indicate that there is a home language other than English on the HLS, or if there are doubts regarding the accuracy of responses, then parents receive program information with placement options. At Kindergarten Orientation, families are provided with an overview of the SEI and TBE instructional programs and asked to select a program. Ultimately, parents choose the program for their child after discussing options with the principal or a member of the school staff.

Students whose survey indicates a home language other than English take the California English Language Development Test CELDT or the English Language Proficiency for California ELPAC assessment aligned to the CA ELD Standards within 30 days of the start of the school year or within 30 days after the date of first enrollment at the school. The English language proficiency of all currently enrolled English Learners is assessed in accordance with the test contractor’s directions and California Education Code guidelines. Students with disabilities are permitted to take the test with accommodations as listed in the
Education Code if they are specified in the student’s IEP or Section 504 plan. An alternate assessment for English Language proficiency is administered to students who are unable to participate in the CELDT/ELPAC test, according to the guidelines set forth in the student’s IEP.

Figure 1. Identification of English Learners

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

2. Educational Program for English Language Acquisition

There are two instructional programs available to English Learners at PLN GPC: the Transitional Bilingual Education (TBE) and Structured English Immersion (SEI) programs. The TBE is designed to provide a gradual transition into either a Structured English Immersion program or Mainstream English program as they gain fluency in the English language, progress through grade levels, and gain fluency annually as measured by the CELDT. Subject matter instruction takes place in the primary language (Spanish). Children initially receive core instruction in Spanish, along with English Language Development (ELD) classes. English is the language of instruction for all subjects in the Structured English Immersion program. Children also receive ELD on a daily basis, separate from core content to ensure a focus on language development. Teachers use instructional strategies to help children with limited English skills access the core content and achieve oral, written, and reading language proficiency. The strategies, modifications and support used in Sheltered English Immersion classes are referred to as Specially Designed Academic Instruction in English (SDAIE) (Díaz-Rico & Weed, p. 109). Spanish is used only when necessary to aide in comprehension. ELD lessons include:

- Clearly stated language objectives based on a scope and sequence of language skills, and focus on the language form and function
- Language patterns and vocabulary
- Structured language practice, or student talk, at least 50% of the time
- Engaging topics and instructional practices
Figure 2. Program Models

All English Learners receive a daily English Language Development lesson, a daily physical education class taught in Sheltered English and weekly music or art classes taught in Sheltered English. These programs ensure that students are provided with academic instruction for English Learners that emphasizes comprehensible input designed and implemented so that respective grade level standards are being followed along with appropriate scaffolding, thereby providing ELs access to the core curriculum (Krashen, 1987). Those EL students who do not meet grade level standards in a reasonable amount of time will be provided a plan that will assist them with their academic, linguistic and social/emotional success.

Parents/guardians have the right to select an instructional program to meet their child’s needs. In addition to The Home Language Survey, parents will be offered opportunities to understand the structure and purpose of and the differences between the SEI and TBE programs. These opportunities include presentations at Kindergarten Orientation, as well as printed material and access to administrators at the school and office staff who can discuss the programs. If the TBE program is selected, parent sign a “waiver” form requesting this placement.

Additionally, teachers strive to integrate research-based SDAIE strategies and language scaffolds throughout the instructional day. Some of PLN GPC’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 GPC 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 Language 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 GPC teachers provide students with feedback to provide information as to how well students are doing relative to a particular learning goal so that they can improve their performance. Informal assessments not only provide this feedback, but also inform instruction so that the teacher can adjust “on the spot” as necessary (ASCD, 2006).

4. Progress Monitoring and Intervention

Researchers from the What Works Clearinghouse published a practice guide entitled “Effective Literacy and English Language Instruction for English Learners in the Elementary Grades” suggest that an effective program for ELs includes well-developed assessments for identifying student needs (IES, 2007). We assess our students’ progress frequently and use the results of the assessments to drive overall instruction as well as identify students in need of individual intervention. For example, we use data from formative assessments with ELs using English language measures of phonological processing, letter knowledge, and word and text reading to identify ELs who require additional instructional support and to monitor their reading progress over time.

3. How the Program will Meet the New State ELD Standards and Use the Results of the CELDT/ELPAC

Our adopted ELD program currently uses Spotlight on English, published by Santillana. This stand-alone ELD program can be used in both TBE and SEI programs and is aligned to Common Core Standards and CA ELD Standards. Spotlight on English allows teachers from both Transitional Bilingual and Structured English Immersion programs to engage in collaborative planning and also work in grade level teams to regroup students by CELDT/ELPAC proficiency level during ELD lessons. CELDT/ELPAC results will also be used to analyze school wide performance towards achievement of AMAOs and analyze effectiveness of current ELD instruction. Teachers at PLN GPC engage in standards-based lesson planning and are required to plan lessons with learning objectives designed to meet California CCSS, Next Generation Science Standards and California Content Standards, including the new California ELD Standards.

Because the current California English Language Development Test (CELDT) is aligned to the 1999 ELD Standards, the CELDT program will be replaced by the proposed English Language Proficiency Assessments for California (ELPAC) system, which will be aligned to the 2012 revised CA ELD Standards. Until the ELPAC system is required by the state, PLN GPC will continue to administer the CELDT as the state’s measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

PLN GPC will meet the new California ELD Standards by ensuring that EL students:

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

See section 2 above. Each day a minimum of 60 minutes of time is dedicated to ELD for English Learner students. Classroom teachers who hold proper EL authorization provide ELD instruction to EL students. The following research-based instructional approaches are provided to ensure English Learner students have access to high quality educational opportunities:

- Specially Designed Academic Instruction in English (SDAIE)
- Guided Language Acquisition Development (GLAD)
- Sheltered Instruction Observation Protocol (SIOP)
- Graphic organizers
- Frontloading of academic vocabulary
- Total Physical Response (TPR) (Díaz-Rico & Weed)
- Spotlight on English, ELD program, published by Santillana (or other ELD program that best meets the needs of our ELs)
- State adopted and other supplemental ELD resources

Additionally, professional development is provided to teachers, administrators, and school support staff in the stages of language acquisition, the systematic ELD curriculum, and structures to practice language to ensure quality implementation of the instructional model. These topics fall under the umbrella category of strategies for English Learners in our Professional Growth plans. All of the teachers at Para Los Niños are authorized to teach English Learners through certification by The California Commission on Teacher Credentialing (CCTC). ELD teachers are all fully credentialed and most have a CLAD or BCLAD credential. The ELD teachers have intimate knowledge of their students varying abilities through formal test data, regular communication with core teachers, and informal weekly assessments. ELD teachers work closely with teachers across all content areas to ensure we meet the needs of EL students. Primary language support in Spanish is provided by either the classroom teacher or other qualified staff member(s).

5. Process for Annual Evaluation of the School’s English Learner Program

Each year, we will use the CELDT/ELPAC and reclassification data as a tool to determine which components, if any, of our EL program need improvement or revision. The program for students who are English Learners will be evaluated based on attainment of the following goals:

(1) EL students will progress one ELD level each year using the CELDT assessment as a form of measurement as well as an individual ELD portfolio.

(2) Due to the limited grade span at Para Los Niños – Gratts Primary Center, our reclassification rate will meet or exceed the average reclassification rate for primary centers and similar TK-2 schools in LAUSD, for example, Extera Primary Center, KIPP Illuminar Primary Center, Maple Primary Center, Middleton Primary Center, Riordan Primary Center, and Washington Primary Center. Lake Street Primary Center Source, California Department of Education, 2014.

(3) Comparison of EL performance in accordance with the norm benchmarks set by the Dibels assessment system for the performance of English-proficient students of the same age enrolled at PLN schools.

Data analysis of the aforementioned goals will be conducted each year. In the event that one or more goal is unmet, a plan will be developed in order to improve the program for English Learners.
6. Process and Specific Criteria for Reclassification

English Learners will participate in the annual administration of the CELDT/ELPAC until they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). The process for reclassification of English Learners at PLN GPC includes multiple criteria and is consistent with guidelines approved by the State Board of Education including:

- Language proficiency will be assessed by the CELDT/ELPAC overall score of 4 or 5 (or ELPAC equivalent) and no lower than a 3 in any single category.
- The students’ mastery of grade level English and Spanish Language Arts curriculum as assessed by the classroom teacher. Student mastery is based on classroom level assessments aligned to the CCSS for English and Spanish Language Arts, which is reported on all progress reports and report cards.
- Students must achieve a minimum score of 3 (proficient) in Language Arts on two consecutive progress reports.
- Parental input as a response to notification of CELDT/ELPAC scores, academic progress reports and the reclassification process.
- Comparison of the student’s performance in basic skills against an empirically-established range of performance in basic skills based upon the performance of English-proficient students of the same age. Students under consideration for reclassification who are enrolled in the TBE program will be given the DIBELS English Language Arts assessment in addition to the Spanish Language Arts test. Students meeting benchmarks for the grade and time of year that the test is administered will be considered for reclassification.

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

7. Process For Monitoring Progress of English Learners and Reclassified (RFEP) Students

The testing 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). EL’s and RFEP’s are monitored on an ongoing basis by the classroom teacher, through the implementation of the school wide ELD program and its embedded assessments and through ongoing classroom observations and the collection of anecdotal data. Classroom teachers administer running reading records three times each year to ascertain each student’s exact reading level. All students take the DIBELS Language Arts assessment three times each year as well as the AIMSweb math assessments. Parents are provided with progress reports at the conclusion of each trimester. This comprehensive progress monitoring system ensures that both English Learners and Reclassified students are on track for academic success.

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

PLN GPC currently enrolls students in TK/Kindergarten through Grade One. Therefore, within the context of our current grade level configuration, we do not have students who qualify as Long Term English Learners.
B. GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

Often in school settings the most attention is paid to either the lowest performing student or the highest performing student. However, we believe in nurturing, monitoring, guiding and improving the skills of all students. All students are challenged by differentiated instruction in the classroom, additional challenge activities in each subject, and enrichment opportunities intended to meet their specific learning needs. Due to the nature of the curriculum and methodology employed at PLN GPC, children are able to explore concepts in greater depth. We utilize the LAUSD GATE identification process. Students demonstrating high intellectual ability as evidenced in classroom work and as identified by Gratts school staff, will be referred to the LAUSD by the principal to begin the fee-for-service testing process. Students in the second semester of kindergarten and in first grade may qualify under the category of intellectual ability.

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

C. STUDENTS ACHIEVING BELOW GRADE LEVEL

PLN GPC participates in universal screening for reading using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments in the fall, winter and spring. Furthermore, teacher’s use curriculum based measures as well as other data to determine students not meeting grade level target benchmark in any trimester on any Dibels literacy measurement or Envisions mathematics internal benchmark assessments. Should a student be achieving below grade level, teachers provide research-based, targeted interventions to assure that the student’s needs are addressed. Interventions include an after school parent-child literacy intervention program provided through our library center as well as summer school intervention programs taught by classroom teachers. Classroom intervention takes place during the time that a Teacher Assistant is assigned to the classroom. Teacher Assistants are trained in intervention protocols by Powerful Choices consulting firm. Daily, teachers create the opportunity to work in smaller group settings with students in need of targeted intervention. We use the Response to Instruction and Intervention (RtI2) approach to identify students falling into either category (above grade level and below) and intervene with modifications to the curriculum to encourage growth. Students referred to the Student Success Team are monitored through the SST process. Students who do not have SST’s are monitored by the classroom teacher. We are committed to engaging in comprehensive strategies for all students enrolled at PLN GPC.

D. SOCIO-ECONOMICALLY DISADVANTAGED / LOW-INCOME STUDENTS

Our program is specifically designed to meet the needs of our socio-economically disadvantaged
students (as evidenced by FRL status), who make up 93% of our student population. In addition to developing a strong academic base that enables students to close the achievement gap, PLN GPC integrates specific strategies for working with students classified as economically disadvantaged. Our intensive focus on literacy instruction in both the TBE and SEI programs ensures that students receive a myriad of supports for students with limited literacy skills, including and a Response to Intervention approach that meets their academic needs. Progress of socio-economically disadvantaged students is tracked alongside our general performance monitoring of all students. Credentialed teachers, staff, and appropriate service providers throughout the school day and after school provide all students services. Our enrichment programs, including music and art, give socioeconomically disadvantaged students the opportunity to explore these subjects in depth. And students have opportunities to use technology for academic purposes at school, even though they may not have access at home.

A core component of our Integrated Service Delivery Model is wraparound services for families who require social services or mental health care. Our comprehensive care culture aims to provide effective and accessible health services to our students and families, and to increase the potential of students to achieve personal and academic goals through better health. In addition, the physical environment of school is welcoming and safe, includes stimulating and varied materials, and is aesthetically beautiful. Safe School activities promote a safe place for children whose home neighborhoods are often characterized by some of the common byproducts of poverty: neglect, violence, or both. Students have ample opportunities to play and work outside. A full spectrum of nutritious food is offered during nutrition and lunch.

### E. Students with Disabilities

PLN GPC provides the majority of all special education services and supports to students in the least restrictive environment (LRE). We provide services for students who qualify for Special Education services through Resource Support Program (RSP), Language and Speech (LAS) services, Occupational Therapy (OT), Counseling, Deaf and Hard of Hearing (DHH) itinerant services and Adapted Physical Education (APE). Our RSP program includes both a pull out and push-in approach, determined by the individualized needs of the student. We also have a Special Day Class, Early Education Program on campus that serves students with Mild/Moderate disabilities in need of a smaller instructional setting. Students enrolled in the Special Day Class participate in general education classes as outlined in their Individualized Education Plan. In addition, our Special Day Class also joins general education peers on field trips and for other enrichment activities regularly.

### F. Students in Other Subgroups

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

7:45am
Adrian walks to school on Monday morning with his hand on his mother’s arm while she pushes his baby sister’s stroller. He occasionally peeks into the stroller to talk to his sister. When they arrive at PLN GPC, the Principal greets parents while opening the two large gates leading to the inner courtyard. Once in the courtyard, Adrian and his mother head towards the area where his class lines up every morning. His teacher Mr. S is already there greeting students and talking to parents. Adrian goes up to Mr. S and says good morning. Mr. S greets Adrian with a smile and a “High Five” as he smiles at Adrian’s mom and says, “Buenos Dias.” Adrian sees his friend Christian at the end of the line and joins him there.

8:00am
Mr. S leads the group towards the middle of the courtyard for the Monday Morning Assembly. Mr. S picks up his banjo and joins the Principal in a rendition of the Good Morning Song. Students sit in the courtyard and sing along while teachers and parents stand around them observing and singing as well. After singing a few songs, the Principal reminds students to wear their uniforms Monday through Thursday before Free Dress Fridays.

The focus of the Monday Morning Assembly is to recognize students who received Caught Being Awesome slips the previous week. Students receive these slips for committing acts of kindness, being helpful or persevering. They deposit their slip in a big, blue box located in the office and the principal pulls the slips out and calls out names during the assembly. Students gather in front of the crowd and receive a rousing round of applause. Adrian is particularly excited because he received a blue slip for helping comfort a classmate who was feeling sad the previous week. When his name is called, he looks back at his mom, whose face beams with pride. Adrian proudly stands in front of the assembly of students and smiles brightly as applause rings through the courtyard. As he walks back to join his classmates, students begin singing the School Song:

Gratts Primary Center is in the big City
We frolic through two giant gates
To learn, exercise and sing
We are friendly and we’re funny
But we should never be too rough
And the teachers show us how to read
And do other fancy stuff

After singing the School Song, the Principal reminds students of three things:

- Be Kind
- Listen to Your Teachers
- Do Good Work

Adrian catches his mom’s eye and they wave to each other as she walks towards the Multi-Purpose Room, where the Senderos parent group is meeting to hear the Principal speak about the new music and art programs at PLN GPC. When Adrian gets to his classroom, he puts his backpack away and joins his classmates in a circle on the rug for their daily Morning Meeting.

8:30am
While seated on the rug in a circle, students begin their morning meeting with a greeting by turning to their neighbor, making eye contact and saying the neighbor’s name in a greeting: “Hi Christian, my name is Adrian. How are you today?” Christian replies: “Hi Adrian, I am well.” Christian then turns to the next person in the circle and the greeting continues. After the greeting, Mr. S asks students to share something: “What is your favorite song from Monday Morning Assembly?” Students listen and wait for their turn to share. As an activity, Mr. S asks students to line up according to the song they selected. They count the number of students in each line and observe that the School Song is most popular in their class. After kids settle back in the circle, Mr. S reads the morning message. He has filled it with grammatical and spelling errors and asks for volunteers to make corrections. Adrian loves correcting mistakes that Mr. S makes on the morning message!

8:50
What a breakfast! A sausage muffin sandwich and scrambled eggs on the side, a banana and milk!! Mr. S stands at the head of the table while students visit with each other and enjoy their breakfast. After breakfast they head back to the classroom for Reader’s Workshop.

9:15 am
Back in the classroom, Mr. S asks students to go to their Reader’s Workshop tables and select a book from the basket in the center of the table. Adrian spots a book in which he is interested right away. As he uses the strategies he knows to read his book on fast cars, Adrian smiles, remembering that only a few months ago he was reading books with very few words on the page. Mr. S approaches and begins conferencing with Adrian, asking him to read a few pages of the book and asking comprehension questions. Mr. S affirms Adrian’s reading progress and encourages him to read books on topics other than cars. He shows him a few books from the basket and Adrian selects one for tomorrow.

9:45 am
Time for PE! Adrian enjoys this time of the day when his class joins a Kindergarten/TK class to stretch and warm up before engaging in an activity using balls or other equipment selected by his PE teacher. Before beginning, Ms. B asks students to recite the PE rules, “Play Hard, Play Safe, and Play Fair!!” Adrian knows all the body stretches by heart and he loves counting out loud as he goes through the warm up routine. He notices the equipment set out by the PE Teacher and knows they are in for an exciting activity.

10:15 am
After lining up for a drink of water, Adrian and his classmates are on their way back to class for Writer’s Workshop. His teacher has already set their writing projects out at each student’s table seat. Adrian begins reading through the pages he has already written and is reminded, by a yellow Post It, of the additions he wanted to make to the last page of his story. Just as he finishes his edits, Mr. S calls the class to the rug to sit in a circle and have some volunteers read their stories. Adrian listens to two of his classmates read their stories and he even gives feedback to one writer.

11:00 am
After putting their stories away, students are called to the rug to join Mr. S for music time. He carefully takes out his banjo and begins plucking the banjo chords while students wait for their entrance. Students raise their hands to request songs like, The Itsy Bitsy Spider, Twinkle, Twinkle and Bingo. At the end of the sing-along, Mr. S puts his banjo back in the case and prepares to give a math lesson.

11:20 am
Adrian gets a little worried when it’s time for math because sometimes it’s difficult for him to complete work as quickly as some of his classmates. Mr. S tells him not to worry as long as he completes enough problems to show he understands the math topic. Adrian knows that one day out of the week, Mr. S sends half the class to the library and keeps half the class for math. Today is one of those days and Adrian is looking forward to math. Mr. S asks the math group to stay on the rug. He opens the lesson by having students count to 100 using the 100 Counting Chart. He then has them perform a series of skip counting to 100. Adrian smiles because the skip counting is more like skip chanting or skip singing. After the counting warm-up, Mr. S asks students some questions as part of a review of “10 Frame charts.” Students remember “10 Frame charts” from Kindergarten when Mr. S. first introduced the concept. He asks them to repeat the lesson objective, “Today we will complete addition problems using 10 Frame charts.” After the review of “10 Frame Charts,” Mr. S. demonstrates how to solve simple addition problems using the “10 Frame charts.” It looks like fun because they are going to get to use colorful markers on the charts. Adrian excitedly goes back to his desk to complete his math work.

12:00pm
Adrian was very happy to have completed his math work today! Now it’s time to sit on the rug and listen to Mr. S. read a book before lunch. The book is called: “Shaggy Dog and the Terrible Itch.” Adrian is looking forward to a good laugh.

12:15pm
Adrian walks happily across the outdoor hallway to the playground where the grassy field and playground apparatus are. He had planned a soccer game with his classmates and is ready to work up his appetite for the pizza, green beans, green apple and milk that’s on the lunch menu – yum!

1:00pm
After lunch Mr. S teaches an English lesson. Adrian didn’t speak very much English when he entered kindergarten but after a year with Mr. S. and all of the English lessons he received, along with PE classes in English and speaking with friends who spoke more English than he, Adrian is proud of being able to speak Spanish and English! Today the lesson is about how School is Fun. Mr. S posted a poem on the white board:

School is fun!
Wait and see.
What will you do there?
You tell me!

1:40pm
Art class is so much fun at PLN GPC! There is a special outdoor classroom with big blackboards and round tables. There are two guest teachers who are cool college kids. Their names are Jason and Robert and they plan very creative lessons using big sheets of paper. Today they are using watercolor sets – Adrian loves creating art with Jason and Robert and likes that Mr. S is also at every lesson so that he can keep an eye on the class and observe their works of art!

2:30pm
After art, Adrian knows it’s time for centers. Everyone loves centers! Blocks, puzzles, library corner and the drawing center. Mr. S lets students choose the center in which they want to work, but he keeps track so that students experience each center throughout the week.

2:50pm
Mr. S asks students to clean up and get their belongings ready for dismissal. He walks the class to the courtyard where parents are waiting. Adrian walks to the cafeteria where he will meet Mr. Paul, his after school teacher.

2:55pm
After taking attendance, Mr. Paul has students get in line to pick up their snack.

3:40pm
It’s time for PE! Mr. Paul leads students in a game of tag and later relay races.

4:20pm
It time for activities! The theme is “all about me” – today Adrian is adding to the book about himself. He can’t wait to show his mom at the end of the week.

5:20pm
It’s time for class work. Mr. Paul has been helping Adrian with some of his math work by timing him on his addition facts. Adrian is getting better and better.

5:45pm
It’s mom!! Adrian is happy but ready to go home and be with his family until tomorrow...
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 school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code § 47605(b)(5)(B).

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, 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.

PUBLIC SCHOOL CHOICE PERFORMANCE

Charter School will track the same information presented in the LAUSD School Report Cards.

To ensure sharing of best practices, Charter School agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This participation may involve survey or interviews with teachers and parents to understand factors associated with student performance.

Charter School’s performance will be evaluated pursuant to the requirements of the Public School Choice program.

I. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM
PLN GPC holds high expectations for student mastery and holds all members of the school community accountable for students’ success. Pursuant to Education Code Section 47605(b)(5)(A)(ii), the table in Element 1, Section IV describes PLN GPC’s annual goals and outcomes aligned to each the state priorities, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals. The measureable goals and objectives of PLN GPC include the school’s annual goals in each of the eight California identified priority areas. Our LCAP includes goals for the whole school as well as for numerically significant student subgroups.

In partnership with the Para Los Niños Board of Directors and the LAUSD Public School Choice program, PLN GPC has established performance metrics found in the Accountability Matrix. This matrix includes target areas, indicators of success, and incremental improvement outcomes to meet the specific needs of our students. The improvement outcomes for PLN GPC listed below are aligned to the school’s Local Control Accountability Plan (LCAP) (Element 1, Section IV).

II. Measuring Pupil Outcomes: Summative Assessment Performance Targets

PLN GPC student achievement across multiple disciplines is systematically assessed using multiple measures. Our assessment model contains measures that are formative and also summative, holistic and standardized, anecdotal and norm-referenced. This approach to assessment is conducive to measuring individual student progress, evaluating groups of students, and assessing the whole school from year to year. The PLN GPC’s assessment model is organized around the critical components of our instructional program designed to prepare students to be educated for the 21st century.

The PLN GPC summative performance goals can be found in the LCAP table in Element 1, Section IV, The Requirements Of California Education Code § 47605(B)(5)(A)(ii). In addition to this, PLN GPC has established summative performance targets found in the following Accountability Matrix:

<table>
<thead>
<tr>
<th>Target Area</th>
<th>Indicator</th>
<th>Annual Outcomes</th>
<th>Incremental Improvement Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Participation</td>
<td>Attendance</td>
<td>95%</td>
<td>Maintain 95% and higher per year</td>
</tr>
</tbody>
</table>
| Parent Engagement  | Sign-in Sheets | A parent or guardian representing at least 95% of the families enrolled will participate in at least one school function over the course of the school year including, but not limited to:  
  - Parent leadership, including formal and informal committees (e.g., site council and sub-committees)  
  - Parent education including workshops (e.g., adult literacy, nutrition)  
  - Parent/Child Academic Engagement including guided classroom interaction (e.g., lee conmigo, math night, Back to School Night, |
<p>|                   |              |                 | Maintain 95% participation and expand activities and volunteer opportunities each year. |</p>
<table>
<thead>
<tr>
<th>Target Area</th>
<th>Indicator</th>
<th>Annual Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Achievement – Reading and Mathematics</strong></td>
<td>DIBELS Benchmarks for English Language Arts and Spanish Language Arts (CCSS aligned) Skills: English and Spanish Language Arts Letter Naming Fluency Frist Sound Fluency Phoneme Segmentation Fluency Nonsense Word Fluency Oral Reading Fluency Envision Common Core Benchmark Tests Skills: Counting and Cardinality Operations and Algebraic Thinking Number and Operations in Base Ten Measurement and Data Geometry</td>
<td>principal’s coffee)</td>
</tr>
<tr>
<td></td>
<td>70% or more students enrolled at PLN will meet or exceed the Dibels benchmark target for their grade level across all the Dibels Reading/Literacy measures by May of each school year. 70% or more students enrolled at PLN will meet or exceed the Envisions Mathematics benchmark target for their grade level by May of each school year.</td>
<td></td>
</tr>
</tbody>
</table>

PLN GPC’s performance will be evaluated pursuant to the requirements of the Public School Choice Resolution (please see Public School Choice Accountability Matrix above).

The California English Language Development Test (CELDT) is administered annually to all students for whom English is a second language. Data from the CELDT is analyzed to determine whether the PLN GPC ELD program is supporting our ELD students toward reclassification. PLN GPC will consider itself successful if English Learners advance at least one CELDT level per year. The ELPAC will be implemented at the time when it is mandated by the State.
During the transition to the Common Core State Standards\(^{16}\), PLN GPC will continue to administer a myriad of formative and summative assessments to measure student academic performance and growth. See the chart below for a description of PLN GPC’s internal summative assessments.

**Schedule of PLN GPC Summative Assessments**
*See Public School Choice Accountability chart above (pages 73-74) for performance outcomes.*

<table>
<thead>
<tr>
<th>PLN GPC Summative Assessments</th>
<th>Grade Level</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards-Based Benchmark Assessments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English-Language Arts DIBELS Assessment</td>
<td>Grades TK-2</td>
<td>Each Trimester</td>
</tr>
<tr>
<td>Spanish Language Arts DIBELS Assessment</td>
<td>Grades TK-2</td>
<td></td>
</tr>
<tr>
<td>Math – Envision Common Core Benchmark Tests</td>
<td>Grades TK-2</td>
<td>Each Trimester</td>
</tr>
<tr>
<td>English Language Development CELDT Initial</td>
<td>Grades TK-2</td>
<td>Once every semester</td>
</tr>
<tr>
<td>and Annual</td>
<td>English Learners</td>
<td></td>
</tr>
<tr>
<td><strong>Standards-Based Performance Tasks and Portfolios</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English-Language Arts</td>
<td>Grades TK-2</td>
<td>Each Trimester</td>
</tr>
<tr>
<td>Spanish Language Arts</td>
<td>Grades TK-2</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Grades TK-2</td>
<td>Each Trimester</td>
</tr>
<tr>
<td><strong>Reading, Literacy and Numeracy Assessments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIBELS (SBAC aligned)</td>
<td>Grades TK-2</td>
<td>Three times a year</td>
</tr>
<tr>
<td>Envision Common Core</td>
<td>Grades TK-2</td>
<td></td>
</tr>
</tbody>
</table>

**Other Performance Targets**
Other performance targets for PLN GPC can be found in the LCAP table in Element 1, Section 5, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii).* In addition to this, PLN GPC has established other performance targets found in the Public School Choice Accountability Matrix above.

**III. Measuring Pupil Progress towards Outcomes: Formative Assessment**

PLN GPC utilizes a variety of formative assessment measures consistent with the educational program outlined in Element 1 to track student progress towards mastery of the California academic content and performance standards, including CA CCSS. These include standardized tests, running records, publisher-made tests from our curricular materials, universal assessments, project- and performance-based assessments, rubrics, teacher observations, teacher designed assessments, class work, DIBELS Reading and AIMSweb math assessments, student portfolios, and parent/student/teacher conferencing. PLN GPC integrates standards across the curriculum, and implements multiple and varied measures of assessment in order to ensure that teachers and students have a holistic picture of academic progress and achievement. Led by the Principal, teachers at PLN GPC then utilize this data to make informed instructional decisions in order to support and improve teaching and learning. The Para Los Niños Board of Directors monitors student achievement against established goals and outcomes.

In addition to the assessment methods described above, PLN GPC utilizes a variety of ongoing and authentic embedded assessments as checks for understanding in order to inform instruction. Examples

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\(^{16}\) If LAUSD mandates PLN GPC to add a 2\(^{nd}\) grade, we will administer the state-adopted Smarter Balanced Assessment to 2\(^{nd}\) grade students in ELA and Math according to state requirements.
include rubrics used to evaluate projects and assignments, teacher observational checklists and anecdotal records. Teachers develop project rubrics designed to evaluate components of student learning through inquiry projects. These rubrics evaluate, at minimum, a student’s ability to work collaboratively with peers in a variety of roles, apply critical thinking skills to solve problems, clearly articulate their ideas, and synthesize and present information using a variety of tools. Whenever possible, formative assessment at PLN GPC is constructivist in nature.

In addition to standards-based performance tasks, student portfolios are a purposeful collection of evidence showing student learning. Evidence can include assessment data from any of the measures used at PLN GPC, including photographs taken of student work in progress. All evidence included in a student portfolio is explicitly linked to a specific learning objective and includes a reflection on the significance of the work as a means to show student progress toward that learning objective. Students and teachers add to and revise student portfolios throughout the school year.

IV. DATA ANALYSIS AND REPORTING

Using data to create, support, and sustain a high-quality school is essential to PLN GPC’s mission to help children and their families succeed. As described above, PLN GPC uses a variety of assessment tools to measure student outcomes. Assessments are used to celebrate and document student progress as well as a means to identify students who need more targeted instructional support in order to achieve grade level expectations. All school stakeholders (i.e., administrators, teachers, parents, and students) work together to be accountable for student progress. During time set aside for professional development throughout the year, teachers have the opportunity to analyze formative data (benchmarks and classroom assessments/observations), and collaborate in grade level teams in order to adjust curriculum maps to better serve student needs.

Parent Conferences occur three times a year for parents and teachers to review student academic and social skills ascertained through PLN’s Universal Screener, teacher observation and assessments and parent input. Historically, we have had over 95% attendance by our families in parent conferences. A high level of parent participation is of utmost importance to our success with modifying instruction and improving student outcomes.

Administrators evaluate student achievement data each trimester and report their findings to the VP of Charter Schools. The VP of Charter Schools reports overall success of PLN GPC’s academic program to the PLN Board of Directors during quarterly board meetings which are open to the public in accordance with the Brown Act.

V. GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Grading Policy
The intention of progress reports is to inform families of their child’s development and progress towards mastery of standards and school readiness (work habits and social development skills). Teachers communicate progress related to specific skills during parent-teacher-student conferences, as well as through ongoing verbal and written feedback during class lessons and on student work. Teachers incorporate benchmarks, quizzes, standards-based projects, and essential classwork activities to calculate progress report grades. Progress reports are standards based and address each of the following areas:
- **School Readiness**: Student develops skills that allow him or her to function productively in the classroom and academic program
- **Language Arts**: Student develops grade level skills in reading, writing, listening, and speaking
- **Mathematics**: Student develops grade level skills in mathematics
- **Physical Education**: Student develops age appropriate gross and fine motor skills
- **English Language Development**

Students at PLN GPC receive grades based on a 1-4 grading scale:

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>4</td>
</tr>
<tr>
<td>Proficient</td>
<td>3</td>
</tr>
<tr>
<td>Basic</td>
<td>2</td>
</tr>
<tr>
<td>Below Basic</td>
<td>1</td>
</tr>
<tr>
<td>No Data*</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*Note: Such a rating occurs when there is no data. For example, when a student is enrolled towards the end of the grading period and the student has not taken any assessments. Also, if a student arrives during a reporting period—there will not be data from PLN GPC to report.*

**Type and Frequency of Progress Reporting**

PLN GPC operates on a trimester system for reporting grades, monitoring student academic and social progress with parents. We assess student performance at three periods during the school year. We report our findings to families during parent conferences, culminating with a final conference at the end of the school year. In conferences, teachers provide even more context and rationale for the student’s grade and provide resources for parents to support their child at home.

<table>
<thead>
<tr>
<th>Progress Monitoring and Communication</th>
<th>September – October</th>
<th>October/November</th>
<th>January-February</th>
<th>May/June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline Assessments and Meet with parents for Back to School Night to communicate expectations</td>
<td>1st Report Period Fall/Winter Assessment and Parent Conferences</td>
<td>2nd Report Period and Spring Internal Assessments Parent Conferences</td>
<td>3rd Reporting Period and Final Parent Conferences</td>
<td></td>
</tr>
</tbody>
</table>

**Promotion/Retention Policy and Procedures**

PLN GPC continuously strives to promote high educational standards and advance the academic achievement of its students. In order to ensure all PLN GPC students are on track and prepared for success in the next grade level and beyond, PLN GPC has a promotion and retention policy in accordance with Education Code Section 48070.5(1)(d). The law requires that all Boards of Education adopt a policy that establishes criteria regarding promotion and mandatory retention of students at specific grade levels. Students in grades TK-1 must meet or exceed the criteria outlined below in order to be recommended for promotion to the next grade. Students in Kindergarten are recommended for promotion and retention by PLN GPC, but the final decision is in collaboration with parents.

In order to attain a recommendation for promotion to the next grade, students must meet or exceed at least three of the following requirements:
- TK/Kindergarten: passing level A according to running records by spring (March).
1st grade: passing Level C according to running records by spring (March).
TK/K: Meets expectations in school readiness skills for kindergarten
No more than 19 days of unexcused absence
Meeting standards in all academic areas

PLN GPC employs robust Response to Intervention practices and diligently strives to identify and address the needs of at risk students early in the school year to avoid retention. The following interventions and supports are provided for all at risk students to provide assistance in mastering grade level standards:

- Differentiated, small-group, and individual standards-based instruction;
- Supplemental academic support programs may be provided before or after school to give students additional academic support; and
- Summer school programs.

If a student is not making adequate progress and becomes a candidate for retention, teachers and school leaders will take the following steps:

**Step 1:** Identify students based on promotion criteria, which occurs after the first reporting period:

- **Students at risk for retention are identified at the first reporting period in the first trimester, when possible. A student cannot be recommended for retention solely on the basis of absences.**
- **An SST must occur once a student has been identified by their teacher and evidence has been compiled to validate the concern. Some pieces of data bulleted below:**
  - Not meeting grade level benchmark target in Literacy or Mathematics benchmark assessments for two consecutive benchmark periods, i.e. Winter and Spring
  - Kinder: Not passing level A according to running records by spring (March).
  - First Grade: Not passing Level C according to running records by spring (March).
  - Not meeting expectations in school readiness skills for Kindergarten or TK according to teacher observation.
  - Student has missed 20 or more instructional days without an excuse and is not meeting standards in at least one academic area.

**Step 2:** Recommend retention based on evidence:

- Answer all the questions on the retention question form for each of the students that meet the criterion from step 1 including provide all the documentation of efforts to assist student, notes from SST. If an SST has not occurred, then the student cannot be recommended for retention
- Based on your answers, create a list of students recommended for retention by filling out the retention spreadsheet.
- Copies of all evidence for the final teacher recommended retention list of students is sent to the principal before the last week of March for verification

**Step 3:** Notice of Retention letters sent home via mail and phone based on principal analysis of retention list and supporting documentation

- Office staff will send home form letters with criterion explaining that their child is at risk of retention. The letter will have a date and time for a follow-up SST to discuss next steps and plans to support the student throughout the remainder of the school year.

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17 EDUCATION CODE
SECTION 48070-48070.6 http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=48001-49000&file=48070-48070.6
• All letters notifying families that students are still at risk of retention must be sent prior to Spring Break to provide ample time for further intervention and discussion between the school and the family.

• Office staff will follow up with parents via phone to confirm meeting times. If parents cannot make the meeting time, then they must choose a date within 48 hours of the original date to ensure that students are aware of their status for the following school year.

**Step 4: Complete an SST to determine status for next school year (April):**

- At this SST we are seeking understanding and consensus. This SST exists as our final intervention prior to retention. There are three options that can result from this meeting:
  1. Evidence is analyzed and all parties agree that retention is the best decision.
  2. Evidence is analyzed and all parties agree that retention is not the best decision.
  3. Evidence is analyzed and solutions are developed that allow the student to move on to the next grade.

- We will schedule a follow-up SST meeting based on the results of this meeting. If the student is going to be promoted, then a follow-up meeting is not required. Whether the student is in need of further intervention or we have decided to retain, we will have another SST to follow up with the family during parent-teacher conferences scheduled for the final week of school.

**Step 5: Final SST to determine status for next year:**

- At the final SST we are seeking to finalize our decision for next year. Families will leave this meeting having come to a collaborative decision. If parents are not in agreement with our recommendation for retention, then they may appeal to the VP of Charter Schools, who will make a final determination based on the evidence provided.

- At the final SST we will either discuss the findings of the final intervention in order to make a promotion/retention decision or we will discuss the retention plan (including summer school and extra services to support learning) for the following year.

- Families will leave this meeting with a report card and a decision about retention. There should be very few families at this final meeting.
ELEMENT 4: GOVERNANCE

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

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 comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for the school, 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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS
When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**Governance Structure**

1. The Para Los Niños Board of Directors governs the PLN Charter Schools, including PLN GPC.
   - The organizational chart following item 6, below, shows the supervisorial, advisory, and other relationships among and between the school’s governing board, committees, key personnel, and/or parent/stakeholder councils, organizations or positions

The PLN governing board is responsible for:
- Ensuring the charter school operates in compliance with all applicable laws and the terms of its charter.
- Monitoring student academic achievement
- Ensuring adequate resources, including fundraising
- Establishing and approving all major educational and operational policies
- Overseeing the School’s fiscal affairs;
- Approving the School’s annual budget and LCAP;
- Selecting an independent auditor and accepting the audit
- Selecting and evaluating the Chief Executive Officer

The Chief Executive Officer (CEO) is responsible for:
- Oversight of the day-to-day operations of Para Los Niños
- Implementation and accountability for the strategic plan and annual operating goals
- Fundraising and advocacy
- Recommending policy and procedure to the board
- Developing the annual operating budget for board approval in collaboration with the Chief Financial Officer (CFO) and/or Third Party Provider

The Chief Financial Officer (CFO) and/or Third Party Provider 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 for Charter Schools is responsible for:
- Leadership and direction of the PLN Charter Schools under the direction of the CEO and the PLN Board of Directors
- Supervision of PLN GPC, Elementary and Middle School principals; Special Education Coordinator; Director of Afterschool and Summer programs; Director of Youth Workforce Development
- Reporting to the board on school status
- Pedagogy, educational vision and instructional leadership
The 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

**GOVERNING BOARD COMPOSITION AND MEMBERSHIP STRUCTURE**

2. The current Para Los Niños governing board comprises 15 members and two emeritus members, serving as advisors, who are prominent in their respective fields (finance, business, real estate, public accounting, marketing, law, entertainment, education and/or philanthropy). The board raises significant charitable funds each year, and has advised PLN on major real estate, facilities, banking and investment matters; charter school best practices; contracts, audits, and governance. Board members represent diversity of language, ethnicity, geography, gender, sexual orientation and age.

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

3. Regarding the criteria and process for selecting governing board members:

- Board members are elected for a term of three years, with approximately one-third of the total number of directors then in office elected each year.
- Process and potential considerations for determining a need to select/add board members: The Para Los Niños bylaws authorize no fewer than ten and no more than 25 directors. A vacancy is deemed to exist if the actual number of directors is less than the authorized number for any reason, including due to a board member’s resignation or removal. Vacancies are filled by a vote of the Board of Directors. Besides specific content expertise, candidates must demonstrate a clear commitment to children and their success.
- The Board Development committee is responsible for recruiting, nominating and on-boarding members, among other duties. Besides recruitment, the committee evaluates the performance of the board as a whole and of individual board members. The committee periodically identifies any new skills, knowledge, personal contacts and other attributes future board directors will need to possess in order for the board to advance the agency’s strategic plan.
- The Board Development committee maintains a matrix of board diversity of the current board. Key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors are arranged down the side of the matrix. The names of current board directors are listed along the top of the matrix. The Committee then uses the matrix to complete the board profile and identify any gaps.
4. Meeting requirements and procedures of the governing board and its committees:
   - Regular Board meetings are held quarterly at charter school sites or administrative headquarters. In addition to those board committees identified in the Bylaws, the Board may form committees such as charter school operations finance, early education, executive, board development audit committee, strategic planning and fundraising committees. Those committees may meet as needed and as desired by the Board of Directors.
   - The annual calendar of governing board and committee meetings is developed by the CEO’s office and presented for approval by the board once a year for the following calendar year. Finance committee meetings are scheduled late in the month so that the prior month’s financial statements can be reviewed in a timely manner. Governing board meetings are scheduled to accommodate the annual budget and audit requirements, and to review the most recent academic performance assessments.
   - With regard to all matters pertaining to the operation of any of the schools authorized under the California Charter Schools Act of 1992, meetings of the Board of Directors are noticed and conducted in compliance with the Ralph M. Brown Act. Board and committee regular meeting agendas are posted to the PLN website, at all school sites and at administrative headquarters, at least 72 hours prior to the meeting; special meetings require 24 hours’ notice.
   - In addition all board members receive annual training on the provisions and requirements of the Brown Act.

5. Describe the governing board’s decision-making procedures.
   - A quorum of the PLN board consists of five members of the total number of directors authorized provided that in no event shall the required quorum be less than one-third of the authorized number of directors.
   - The Board may take action on items described on the Board agenda except in emergency or other circumstances as specified in the Brown Act.
   - When there is a tie vote, the topic under consideration does not pass or fail, but instead may be resubmitted to the Board at its next meeting.
   - Members may participate in board meetings via teleconference if such participation is noticed in the posted board agenda, including the location of the teleconference site, according to the terms of the Ralph N. Brown Act.

Stakeholder Involvement Plan and Process

6. Stakeholder involvement plan and process:
   - Parents and staff have multiple opportunities to be involved in decisions related to their child’s educational program, school budgets, school-wide programming and activities, and in particular how the school will be accountable to the goals and metrics established in its Local Control Accountability Plan (LCAP). PLN GPC maintains a School Site Council (SSC); a Parent Advisory Committee (PAC) and an English Learner Parent Advisory Committee (ELAC). The SSC meets once each month; the PAC and the ELAC meets quarterly. Each committee and/or council meets at separate times of the month to increase the likelihood that a wide range of parents will participate.
• Per Title I requirements, the SSC consists of 50% parents and 50% school staff and provides input on: budget; annual review of LEA Plan and Single Plan for Student Achievement; outreach and recruitment; safety and discipline; and community issues such as carpooling.

• PLN GPC’s LCAP explains, 1) how the school’s use of Local Control Funding Formula (LCFF) funds is linked to actions that address the state of California’s eight priority areas; and 2) how the school is improving services for its low-income student, English Learners and foster children. The LCAP was developed in the 2013-14 school year with input from parents, teachers, staff and other stakeholders.

• The PAC and ELAC reviewed and approved the PLN GPC’s LCAP, which was presented to the Board of Directors at a public meeting, providing an opportunity for the public to provide comment, recommendations and written feedback. The LCAP was approved by the Board of Directors in June 2014.

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

• PLN also offers parents the chance to join the Senderos (Pathways) program, which develops parents’ leadership and advocacy skills, enabling them to make positive change in their communities and schools and to collaborate with school staff, neighbors, community leaders and CBOs. The Senderos parents created a community garden at the school; organized bi-annual neighborhood and clean-ups; and participated in a college tour.

Process by which the school will consult with teachers regarding the school’s educational program:

• Faculty and staff are engaged in discussions regarding the educational program through weekly planning meetings; weekly professional development sessions; grade- and subject-level meetings; and ad hoc groups that engage with the EAC on specific topics.

• The council is composed of the principal and representative teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents. At the elementary level the council is constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents. The council consists of 50% parents and 50% school staff.

Para Los Niños Organizational Chart
ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

I. EMPLOYEE POSITIONS AND QUALIFICATIONS

PLN GPC provides equal employment opportunities to all qualified applicants and employees without regard to race, religious belief, color, sex, pregnancy, childbirth or related medical conditions, age, national origin, ancestry, sexual orientation, gender identification, physical or mental disability, medical condition, genetic characteristics, family care, marital status, status as a veteran or qualified disabled veteran, or any other classification protected by law.

PLN GPC adheres to all existing laws regarding fingerprinting, drug testing, safety and health. Background checks through LiveScan, administered by the Department of Justice, are processed by PLN for every employee prior to the first day of work. Additionally, applicants are required to provide a full disclosure statement regarding prior criminal records, documents of legal status and medical clearance, including medical exam and tuberculosis testing.

The following job descriptions outline the key positions at the school, including their qualifications and responsibilities. Job descriptions will be revised as necessary to reflect the needs of the school.

School Principal
Qualifications for the principal are a master’s degree or higher, a valid California teaching credential, two years experience in educational leadership, experience with and knowledge about organizational development and collaborative management, experience with and knowledge about education of low-income, language-minority students, an entrepreneurial approach to school development and program design, bilingual abilities, excellent oral and written skills, and strong interpersonal skills. (See job description for minimum and desired qualifications.)

The duties of the principal include providing leadership for school governance committees; directing and evaluating staff; managing school operations and facilities; implementing school policies; managing school records, budget and expenditures; serving as liaison between PLN GPC Advisory Board, LAUSD and the County Office of Education; and advising the Charter School Advisory Board. The school principal will be hired by the Para Los Niños President.

Teachers
In addition to meeting the legal requirements for credentialing, we strongly prefer that all teachers have or, are working toward BCLAD certificates (see job description for minimum and desired qualifications). At a minimum, all teachers will have English Learner Authorizations. If Teachers are providing services in bilingual programs, they will be required to have BCLAD authorization. Teachers are responsible for carrying out the education program outlined in the PLN – Gratts Primary Center petition; providing a high-quality instructional program; working collaboratively with peers to meet the social, psychological and educational needs of students; continually evaluating student performance using designated assessments and student work; working with parents as partners; and maintaining regular and punctual attendance. Teachers report to the Charter School principal.

Teacher Credentials
All classroom teachers will conform to the legal requirements that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold (see job description for minimum and desired qualifications). PLN – Gratts Primary Center will maintain current copies of all teacher credentials and have them readily available for inspection. PLN-Gratts Primary Center will comply with the No Child Left Behind Act of 2001 which requires that all teachers be NCLB compliant (Highly Qualified Teacher) in each core academic subject taught. The Para Los Niños Director of Human Resources will be responsible for the ongoing monitoring of teacher’s credentials.

Classified Staff
These positions include administrative assistants, office personnel, and teacher’s assistants. The staff selected to fill these positions must possess experience and expertise appropriate for their position (see job description for minimum and desired qualifications). Classified staff members are evaluated by the principal or designee based on performance of assigned duties and regular, punctual attendance.

Staff Recruitment and Selection
PLN GPC shall employ teachers who meet the requirements of No Child Left Behind and hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which teachers in public schools are required to hold. Teachers will hold a multiple-subject credential or the equivalent that enables them to teach elementary students. We strongly prefer that all teachers have BCLAD certificates (authorization to teach English learners). At a minimum, all teachers will have a CLAD certificate or the equivalent. Instructional staff will preferably have experience with the respective age group of the school and familiarity with a constructivist approach to education.
In order to obtain a diverse pool of qualified applicants, PLN – Gratts Primary Center 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 biliteracy, 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.

PLN GPC recruitment and selection procedures and practices include notifying qualified PLN staff of available positions concurrent with external recruitment efforts; encouraging the hiring of former service recipients where applicable to the service; interviewing applicants personally; and obtaining multiple employment references.

The Para Los Niños Human Resources Department maintains complete records and the use of standard interview questions that comply with our employment and labor laws. The following recruitment strategies are used to recruit and attract top talent: a partnership with Teach for America, Web sites (PLN, indeed.com, Edjoin.com, CareerBuilder.com, California Association of Charter Schools, colleges with teacher education programs, www.teacher.com), job fairs, word of mouth, personal contacts, and applicant files. All hiring will follow Para Los Niños’ written procedures for recruiting, hiring and interviewing potential employees.

<table>
<thead>
<tr>
<th>Position Title</th>
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<td>Special Education Teacher</td>
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<td>School Social Worker</td>
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<tr>
<td>Resource Specialist Teacher</td>
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<td>Office Manager</td>
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<td>Administrative Assistant</td>
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<td>Administrative/Special Education Clerk</td>
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Vice President of Charter Schools

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

ESSENTIAL FUNCTIONS

Instructional Leadership

- Serves as PLN’s senior educational leader of charter schools and special education, and works closely with the VP of Early Education to ensure consistency of academic programs.
- Articulates PLN’s educational brand, specifically the value and efficacy of inquiry-based/project-based learning and integrated arts to achieve critical thinking skills and high academic achievement in an urban setting for children living in poverty.
- Motivates, leads, guides, supports and directs staff to implement the mission, vision, strategic plan and ensure appropriate consistency of all educational programs at PLN.
- Holds individual school leaders accountable for achieving specific benchmarks and results in student learning.
- Observes and evaluates the performance of principals and other direct reports.
- Directs the instructional leadership training and mentoring program for principals, assistant principals and aspiring administrators, and supervises the development and implementation of orientation and in-service training as appropriate.
- Provides instructional leadership and expertise in assessing, identifying, formulating and implementing educational goals and objectives at all grade levels.
- Analyzes student performance and leads schools in data-driven decision making to increase student achievement.

Note: Custodial services are contracted
• Assists school leaders in monitoring and evaluating program effectiveness and secures appropriate resources to ensure that curricula are student-focused and aligned with school’s missions, core values, academic standards, and strategic goals.
• Assists the Workforce Development program by establishing relationships with high schools, colleges and universities and staying abreast of trends in K-16 education.
• Ensures instructional, operational and administrative consistency across all education sites.
• Communicates the educational vision and priorities effectively to staff, students, parents and community.
• Fosters parent involvement in student learning and achievement.
• Prepares reports and recommendations to the CEO, PLN board of directors and education advisory council about PLN educational programs and services.
• Ensures that principals and teachers communicate student progress and school curricula to parents on a regular basis.

**Personnel Administration**

• Directs and supervises Charter Schools Principals; Director of Parent and Community Engagement; Special Education Coordinator and Director of Youth Workforce Services.
• Implements personnel performance benchmarks/accountabilities for all direct reports.
• Chairs interview committees for management positions and recommends candidates to President/CEO.
• Ensures high quality professional development for educational leaders and staff.

**Program Operations**

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

**Financial Management**

• Develops annual budget and monitors school/program budgets monthly. Ensures that school leaders, teachers and parents have appropriate insight into budgeting and financial performance, including LCFF and categorical funding.
• Establishes and maintains efficient procedures and effective financial controls.
• Conducts all financial operations and purchasing within PLN policies and applicable state and federal laws and regulations.
• Performs effective financial forecasting and long and short-term financial planning.
• Seeks out available sources for grant funding to support programs and projects.

**Community Relations**

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

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

QUALIFICATIONS

Education/Experience
• Masters degree or higher from an accredited institution in education, school administration or related field.
• Minimum five years’ experience in administrative positions with increasing responsibility.
• Minimum five years of successful classroom teacher experience.
• Continued and recent experience as a site administrator.
• California Clear Administrative Credential preferred.

Special Skills/Abilities

• Ability to provide educational and administrative leadership at the executive level and to perform complex administrative functions in a nonprofit organizational setting.
• Knowledgeable of laws, policies, regulations, guidelines and procedures required to operate charter schools and a special education program.
• Strong knowledge of the unique issues and challenges facing urban charter schools.
• Demonstrated success with curriculum, personnel management, school finance and strategic planning.
• Strong planning, organizational, financial management, communication, and leadership skills.
• Ability to establish and maintain effective public communication/relations and community rapport with a diverse population.
• Ability to make effective public presentations.
• Ability to communicate effectively with stakeholders both individually and as a group. (Ability to communicate in Spanish is desirable.)
• Ability to cope effectively with crisis situations.
• Ability to work effectively with a board of directors.

Special Requirements

• Must have a reliable automobile for use on the job. Valid California Driver License. State required automobile insurance coverage.
• TB clearance to be renewed every two years.
• Must have Department of Justice clearance.

PHYSICAL REQUIREMENTS

To perform this job the individual must be able to carry out all essential functions satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions of the job.

Approximately 50% of time is spent sitting, while frequently required to walk, stand and bend. Must be able to talk and hear well. Good vision is imperative. Occasionally required to stoop, kneel, crouch or crawl. Employee will be required to lift and/or move unassisted up to 25 pounds.

VP & Chief Financial Officer Job Description

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

General Job Functions:
1. Develops and implements fiscal policies and procedures for the organization, including a system of internal control.
2. Must be able to communicate well to a wide range of people including staff, executives, clients, community and boards of directors.
3. Must be able to resolve problems at any level including between corporations, staff, executives, and all conflict situations.

Essential Job Functions:
- Supervises assigned staff (finance/accounting and contracts) and facilitates training and development.
- Participates in regular supervision and provides balanced feedback.
- Hires, evaluates performance, recommends salary increases, disciplines and terminates assigned staff.
- Oversees and directs treasury, budgeting, audit, tax, accounting, purchasing, real estate, long range forecasting, and insurance activities for the organization.
- Provides management with timely reports of organization’s financial status and progress in its various programs and activities.
- Prepares reports which summarize and forecast organization business activity and financial position in areas of income, expenses and earnings based on past, present, and expected operations.
- Appraises the organization’s financial position and issues periodic reports on organization’s financial stability, liquidity and growth.
- Responsible for the preparation of the overall agency’s budget and the establishment of budget programs.
- Analyzes, consolidates, and directs all cost accounting procedures together with other statistical and routine reports.
Responsible for the preparation and issuance of the organization’s annual report.
- Analyzes operational issues impacting programs and the whole organization and determines their financial impact.
- Evaluates and recommends business partnering opportunities.
- Directs and analyzes studies of general economic, business, and financial condition and their impact on the organization’s policies and operations.
- Prepares reports required by regulatory agencies.
- Establishes and maintains relations with banks and other financial institutions.
- Carries out mission, vision, and values established by the President/C.E.O. and Board of Directors.
- Participates in the overall agency Accreditation Quality Improvement process.
- Must have the ability to nurture respectful relationship with clients and children and must be sensitive to the client cultural and socioeconomic characteristics.
- Performs any and all other duties assigned by the President/CEO.

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

**Education & Experience:**
BS Degree in accounting required, MBA preferred. 5 – 7 years of experience in public accounting, business, or nonprofit organization and 5 years in a senior management position.

**Technical Skills:**
Advanced computer skills and MIS knowledge, and all related accounting and business management skills necessary for the job.

**General Requirements:**
- Pursue professional growth through workshops, classes, reading and in-service training’s.
- Be able to demonstrate enthusiasm, initiative, creativity and flexibility.
- Maintain good working relationship with staff.
- Abide by strict code of confidentiality according to legal and professional standards.
- Maintain high degree of sensitivity and responsiveness to client needs.
- Carry out goals and policies of the Agency.
- Must be able to demonstrate ability to work with people from diverse racial/cultural backgrounds.

**Other Requirements:**
- Must have a reliable automobile for use on the job (mileage to be reimbursed). Valid California Driver License. State required automobile insurance coverage;
- TB clearance, to be renewed every two weeks.

**Physical Requirements:**
To perform this job the individual must be able to carry out all essential functions satisfactorily.
Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions of the job.

Approximately 50% of time is spent sitting, while frequently required to walk, stand and bend. Must be able to talk and hear well. Good vision is imperative. Occasionally required to stoop, kneel, crouch or crawl. Employee will be required to lift and/or move unassisted up to 25 pounds.
**Principal Job Description**

**About Para Los Niños**
Para Los Niños is a nonprofit organization that has worked for more than thirty years to create academic success and social well-being for children. Through six early education centers and three charter schools (K-8), we offer high-quality education integrated with family supports, mental health services, and parent and community engagement opportunities to children and families living in poverty in Los Angeles.

The Para Los Niños-Evelyn Thurman Gratts Primary Center serves 360 children in grades TK-2 living in and around Pico-Union area, just west of downtown Los Angeles. We focus on preparing children for success in elementary school and beyond through a Reggio-inspired, project-based approach to learning.

The principal serves as the instructional leader and administrator of the PLN – Gratts Primary Center, creating and implementing policies, programs, curriculum activities, and budgets to promote high levels of academic achievement, the educational development of each student and the professional development of each staff member.

**Essential Duties**
- Provides instructional leadership, consistent with the goals of PLN Charter Schools.
- Builds a school learning community focused on improving student achievement.
- Plans, evaluates and recommends school-wide programs, policies, goals and objectives.
- Responsible for the ongoing development and evaluation of the instructional program. Observes classroom environments and makes recommendations for improvement in instruction and class management as appropriate.
- Receives and responds to inquiries, concerns and complaints from teachers, students and parents. Works to resolve administrative, instructional and behavioral problems.
- Promotes a positive nurturing environment for staff, students, parents, and community.
- Provides leadership for the development, implementation, and monitoring of school resources.
- Coordinates the school testing and accountability programs.
- 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 in-service education for school personnel.
- Assigns staff members and delegates the necessary authority to assist in the management and operation of the school.
- Provides leadership for library/media center and the application of technology to instruction.
- Sets and maintains high standards for student performance.
- Molds student discipline policies to meet unique student population needs.
- Provides leadership in implementing categorically funded programs.
- Develops and controls the school budget within Para Los Niños administrative and finance guidelines.
- Cooperates with outside evaluators in their efforts to assess the school’s performance by establishing 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 productive, safe and focused.
• Supports the public relation efforts of the school by attending to visiting guests and donors, working closely with the Development department to promote and represent school at various off-site fundraising events, conferences and symposia.
• Ensures compliance with federal and state statutes as they apply to its charter.
• Attends PLN Charter School Board meetings and other community meetings or events aimed at promoting or developing PLN and its schools (i.e. student recruitment)
• Carries out mission, vision and values established by the President/CEO and Board of Directors.
• Participates in the overall agency Continuous Quality Improvement Process.
• Performs other duties as assigned by CEO.

Qualifications
• A Master’s degree in education administration, curriculum or related field.
• Minimum of five (5) years of teaching and two (2) years of educational administration and curriculum development required.
• A valid California Teaching Credential, including the completion of an administrative training course—A valid California Administrative Credential highly desirable
• Experience working in an urban school setting
• Knowledge of bilingual education
• 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) preferred.

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

Physical Requirements
To perform this job the individual must be able to carry out all essential functions satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions of the job. Approximately 50% of time is spent sitting, while frequently required to walk, stand and bend. Must be able to talk and hear well. Good vision is imperative. Occasionally required to stoop, kneel, crouch or crawl. Employee will be required to lift and/or move unassisted up to 25 pounds.

Assistant Principal Job Description
Under the general supervision of the Principal, the Assistant Principal will assist in the administration of one or multiple charter schools including hiring and evaluating staff and providing leadership in the
areas of personnel, curriculum development, student programs, budgets and contracts. Responsibilities also include school safety, student attendance, and student discipline and community relations.

**Essential Duties:**

- Supervises pupil services programs, including discipline, attendance, guidance, special education, English Language Learner (ELL), 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.
- Serves as a liaison to safety and children/youth service agencies in resolving student control and student attendance and welfare problems.
- 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 development of a master program schedule and calendar.
- Assumes responsibility for assisting in the general supervision of all school activities involving pupils, teachers, and other school personnel.
- Assists in the promotion of positive school climate and staff morale and an effective learning climate in the school.
- Assumes responsibility for the school in the absence of the principal.
- Maintains high standards of student conduct and enforces discipline according to due process for the rights of students.
- Coordinates the organization, distribution, and collection of state and federally mandated testing programs for the accurate collection of student data.
- Supervises the maintenance of the statewide student identifier system (CSIS).
- Supervises distribution and maintenance of textbooks and school library, technological, and audiovisual equipment and supplies.
- Assists Principal with reporting school wide assessment data
- Assists Principal in the supervision of the safety and security of pupils, buildings, 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).
- Prepares and submits Title III report to LACOE.
- Facilitates school-wide parent engagement meetings.
- Monitors fiscal expenditures related to special education funds.
- Facilitates student Personalized Learning Plan.
- Facilitates SST meetings.
• Serves as Discipline Coordinator.

Other General Job Duties
• Participates in the overall agency Quality Improvement process
• Must have the ability to nurture respectful relationship with clients and children, and must be sensitive to the cultural needs of the population served
• Performs other duties as assigned by Supervisor

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

Education/Experience
• A master’s degree from an accredited college or university in educational administration, instructional technology, or a closely related field.
• Valid California teaching, pupil personnel service or administrative services credential.
• At least four years of successful elementary, middle or junior high school teaching experience, including the completion of an administrative training course.
• At least one year of verifiable experience in a non-classroom leadership position such as coordinator, instructional coach, etc.

Knowledge, Skills, Abilities, and Personal Characteristics
• Ability to effectively plan, organize, and coordinate the management functions and activities of an elementary or middle school operation.
• Demonstrate a positive instructional leadership model.
• Effectively analyze problems, issues, and concerns, and formulate appropriate alternative solutions.
• Establish and maintain effective organizational, public, and community relationships.
• Understanding of, and sensitive to, the needs of the various cultural and ethnic groups in the school community.
• Advanced skill in dealing with students and staff with diverse needs at various levels.
• Understand and carry out oral and written directions with minimal supervisory controls.
• Intermediate to advanced knowledge and ability to develop, monitor and evaluate curriculum, discipline plans and supervision/safety plans.
• Knowledge of special education administration.
• Excellent interpersonal relations and oral and written communication skills.
• Knowledge of the Education Code, Charter School policies and operating procedures.
• Bilingual English/Spanish.

Special Requirements
• Must have a reliable automobile for use on the job (mileage to be reimbursed). Valid California Driver License. State required automobile insurance coverage;
• TB clearance, to be renewed every two years

Physical Requirements
To perform this job the individual must be able to carry out all essential functions satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions of the job. Approximately 50% of time is spent sitting, while frequently required
to walk, stand and bend. Must be able to talk and hear well. Good vision is imperative. Occasionally required to stoop, kneel, crouch or crawl. Employee will be required to lift and/or move unassisted up to 25 pounds.

**Teacher Job Description**

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

**Essential Duties**

- Carries out Mission, Vision, and values established by the President/C.E.O. and Board of Directors.
- Participates in the overall agency Accreditation Quality Improvement process.
- Establishes a culture of high expectations for students.
- Implements performance goals in instructional design consistent with California State Standards and PLN Charter School academic/instructional guidelines.
- 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 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, refine classroom activities to differentiate instruction for each student and issue reports to inform parents of progress.
- Builds upon student’s knowledge and experience when planning.
- Works collaboratively with faculty members and Principal to address and resolve student issues.
- Maintains accurate student and attendance records.
- Meet monthly with Principal to discuss student progress and teacher professional progress
- Participates in on-going professional growth identified in the Charter and by staff.
- Participates in faculty and professional meetings, staff meetings including school governance.
- 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.
- Abides by all state and federal mandates in reporting sexual or physical abuse and neglect.
- 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 of Arts
• 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 Early Elementary Level
• Ability to and willingness to implement PLN Charter Instructional Guidelines and Best Practices.
• Demonstrated success working with students in under-resourced communities
• Bilingual (English/Spanish) preferred
• Authorization to teach in Spanish preferred

Physical Requirements
Employees must be able to perform the following essential functions:
• Observe, see, hear, and respond to children’s needs, emergencies and conflicts that may occur in the school or on the playground.
• Lift 30 pounds from the floor to a waist-high table when necessary.
• Reach a child 20 to 30 feet away within 30 seconds without endangering the staff person’s health.
• Crouch to a child’s height, maintain eye contact at the child’s level, sit on the floor, and stand tall enough to reach children on the highest piece of equipment.
• Be aware of the cognitive, social, and physical needs of children.
• Handle the responsibilities and routine stress often associated with providing childcare services.

Physical Education Teacher Job Description
Under the supervision of the School Principal, the Physical Education Teacher is responsible for carrying out the educational program outlined in the Charter, providing a high-quality and integrated curriculum, follow accepted principles, practices, rules, and regulations of the California State Standards for Physical Education Guidelines for elementary school, and evaluating student performance using designated assessments and student work.

Essential Duties
• Carries out Mission, Vision, and Values established by the President/C.E.O. and Board of Directors
• Develops, coordinates and delivers physical education assessments, lessons, and activities to students in classrooms and on the playground and fields
• Administers pre- and post- tests to all students to assess physical fitness and growth during the year; provides grades to classroom teacher per reporting period
• Makes referrals to Student Success Team for students who may require Special Needs
• Understands and utilizes the California State Standards for Physical Education Guidelines for Kindergarten and First Grade
• Works closely with teachers and principal at school site to coordinate activities, prepare materials, obtain supplies and set up necessary equipment
• Takes responsibility to secure health, hygiene, safety and overall well-being of the children
• Must be sensitive to the cultural and socioeconomic characteristics
• Evaluates recess/ lunch and an on-going basis to make recommendations for games and rules during these periods
• Provides training to teacher assistants for physical fitness activities, rules and safety for the recess and lunch periods
Other Required Duties

- Maintains records of progress for each student
- Prepares required reports
- Responsible for neatness and cleanliness of the physical fitness storage areas and any facilities used
- Participates in on-going professional growth
- Participates in all staff meetings
- Maintains good attendance
- Takes responsibility for reporting any abnormal symptoms or behaviors of child abuse, neglect and illness to the principal, parents and/or needed authorities as appropriate and stipulated by law
- Performs other job related duties as assigned or request by Principal

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

Education/Experience
- Bachelor’s Degree in Physical Education or related field
- California Teaching Credential with Authorization to teach Physical Education and English Learners
- Two or more years of experience teaching physical education and multi-grade levels

Special Skills/Knowledge/Abilities
- Excellent interpersonal skills
- Communicates effectively orally and in writing
- Demonstrates a pleasant attitude and maintains a courteous demeanor while working with students, staff and the public
- Bilingual (E/S)

Special Requirements
- Valid/current CPR/1st Aid Certification
- Must have a reliable automobile for use on the job (mileage to be reimbursed).
- Valid California Driver License. State required automobile insurance coverage.
- TB clearance, to be renewed every two years

Physical Requirements
To perform this job the individual must be able to carry out all essential functions satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions of the job.
- Observe, see, hear and respond to children’s needs, emergencies and conflicts that may occur in the school or on the playground
- Lift 30 pounds from the floor to a waist-high table when necessary
- Reach a child 20 to 30 feet away within 30 seconds without endangering the staff person’s health
- Crouch to a child’s height, maintain eye contact at the child’s level, sit on the floor and stand tall enough to reach children on the highest piece of equipment
• Be aware of the cognitive, social and physical needs of children
• Handle the responsibilities and routine stress often associated with providing childcare services.

**Special Education Teacher Job Description**

Under the supervision of the School Principal, the Special Education Teacher provides instruction, assessments and delivers appropriate programs of individualized instruction to students enrolled in the Special Day Class.

**Essential Duties**

- Provides direct instruction in the academic areas to the pupils enrolled in the Special Day Class.
- Collaborates with teachers to plan, provide instruction and assess progress for special day class students.
- Instructs students for the purpose of improving their success in academic, interpersonal and daily living skills through specified Individualized Education programs (IEP) goals.
- Conducts assessments, both criterion referenced and standardized, as appropriate to the IEP.
- Provides a positive learning environment that stimulates student learning and maintenance of skills.
- Monitors and reports pupil academic and behavioral progress as related to the IEP.
- Develops Individualized Education Programs and provide instruction and services for pupils who are assigned to the special day class.
- Prepares teaching materials and reports for the purpose of implementing lesson plans and providing documentation of student progress.
- Participates in the review and revision of individualized education programs of pupils.
- Supervises instructional assistants and students.
- Prepares and maintains a variety of records, files and reports related to assigned activities and student progress and behavior as required by federal, state, and SELPA regulations.
- Supports the policies and programs of PLN and perform assigned duties consistent with school and Special Education policies, regulations and procedures.
- Coordinates and conducts various team meetings and implement team recommendations as assigned.
- Utilizes evaluation data for the modification of instruction and curriculum.
- Provides professional development for parents or staff on a variety of special education topics as directed.
- 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.

**Other Duties**

- Carry out mission, vision, and values established by Para Los Niños’ president/CEO and board of directors, as well as those established by the Charter School.
- Participate in the overall agency accreditation/continuous quality improvement processes.
- Performs other duties as assigned by Supervisor.

**Qualifications**

**Education/Experience**
• California Teaching Credential (Special Education – Moderate/Severe).
• Experience working with students with special needs and English language learners.
• BCLAD/CLAD certification preferred
• Bachelor’s degree

Special Skills/Knowledge/Abilities
• Knowledge of the Individual with Disabilities Education Act (IDEA) and California State Special Education laws and regulations.
• Ability to provide consultation and screening to determine eligibility for special education services.
• Demonstrated ability to implement effective classroom strategies for special education students.
• Ability to provide in-service training, including curriculum resource to regular staff.
• 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.
• Strong written and verbal communication skills.
• Bilingual (E/S) desirable

Special Requirements
• Must have reliable automobile for use on the job (mileage to be reimbursed). Valid Class C driver’s license, transportation and state required automobile insurance coverage.
• T.B. clearance, to be renewed every two years.

Physical Requirements
To perform this job the individual must be able to carry out all essential functions satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions of the job. Approximately fifty percent of the time is spent sitting, while frequently required to walk, stand and bend. Must be able to talk and hear well. Good vision is imperative. Occasionally required to stoop, kneel, crouch or crawl. Employee will be required to life and/or move unassisted up to twenty-five pounds.

School Social Worker Job Description
Under the supervision of the Assistant Principal, The School Social Worker provides social work services to students and will promote and enhance the overall school academic mission by providing services that strengthen home, school, and community partnerships and address barriers to learning and achievement.

Essential Duties
• Conducts assessments and evaluations in accordance with family and student rights.
• Uses student, family, and school assessment results to identify needs that affect student learning and develop appropriate interventions for students and their families.
• Develops long-term and short-term intervention plans consistent with curriculum; students’ needs, strengths, diversity and life experiences; and social and emotional factors.
• Collaborates with Assistant Principal, teachers, parents and various other professionals to develop and implement parent education curriculum.
• Takes active steps to improve student attendance via parent conferencing, home visits, progress monitoring, good attendance incentive programs, and assists families in addressing factors that contribute to poor attendance.

• Promotes family support of students’ learning experience within the context of multicultural understanding and competencies via crisis intervention and response, home visits, conflict resolution, individual and group counseling, therapy, consultation, program development and coordination of school and community services.

• Advocates and facilitates change that effectively responds to the needs of students, families, and school using appropriate statutes, policies, and procedures.

• Collaborates with parents, Assistant Principal, teachers, and surrounding schools to develop a thriving parent center that is attractive to ALL school families.

• Consults with stakeholders to facilitate an understanding of factors in the home, school, and community that affect students.

• Works with the PLN internal teams (School, Family Resource Center, etc.) and external individuals, groups, and organizations to develop programs or systems of care that support and enhance the health, social and emotional well-being, and safety to students.

• Promotes collaboration among community health and mental health service providers and facilitates student access to these services.

• Conducts individual and/or system-wide surveys to assess the school and/or community needs.

• Works with the Assistant Principal/Social Services Administrator in planning programs that promote a safe, healthy, caring school climate that fosters academic success.

• 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.

• Organizes time, resources and workload in order to meet job responsibilities.

• Participates in Family-centered Case Planning Meetings to develop initial treatment plans, establishing the most appropriate case plan goals, and review of client’s progress.

• Participates in the Individual Education Plan (IEP) process as required.

• Participates in various counseling group activities including teaching parenting education classes, support groups or self-help groups.

• Provides individual and group counseling for students and/or generates referrals for such services to be provided by PLN Mental Health.

• Develops and implements a system by which classroom observations and teacher conferencing takes place with regularity.

• Participates in staff meetings, case conferences and professional consultation as necessary.

• Supervises social work interns.

Other Job-Related Duties

• Carries out Mission, Vision, and Values established by the President/C.E.O. and Board of Directors.

• Participate in the agency’s Continuous Quality Improvement process for the division.

• Performs other job related duties as directed by supervisor.

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

**Education/Experience**
- Master’s in Social Work, currently registered as an Associate Clinical Social Worker
- Licensed Clinical Social Worker (LCSW) preferred
- Pupil Personnel Credential – Counseling, preferred
- At least three years of experience providing direct services to school-age children.

**Special Skills/Knowledge/Abilities**
- 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 (E/S) required.

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

**Physical Requirements**
To perform this job the individual must be able to carry out all essential functions satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions of the job. Approximately fifty percent of the time is spent sitting, while frequently required to walk, stand and bend. Must be able to talk and hear well. Good vision is imperative. Occasionally required to stoop, kneel, crouch or crawl. Employee will be required to lift and/or move unassisted up to twenty five pounds.

**Resource Specialist Teacher Job Description**
Under the supervision of the School Principal; the Resource Specialist Teacher provides instruction and services for those pupils whose needs have been identified in an individualized education program developed by the individualized education program team and who are assigned to regular classroom teachers for the majority of a school day.

**Essential Duties**
• Provides direct instruction in the academic areas to special education program pupils on a one-to-one or small group basis, either in the resource room or the regular classroom.
• Refers pupils who do not demonstrate appropriate progress to the individualized education program team.
• Coordinates special education services with the regular school programs for each pupil with special needs enrolled in the Resource Specialist Program.
• Monitors pupil progress on a regular basis, participating in the review, revision of individualized education programs, as appropriate.
• Provides a positive learning environment that stimulates student learning and maintenance of skills.
• Provides consultation, resource information and material regarding individuals with special needs to their parents and to regular staff members.
• Consults with parents and regular classroom teacher 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.
• Evaluates and reviews pupils’ academic and social progress.
• Applies effective classroom management techniques.
• Utilizes evaluation data for the modification of instruction and curriculum.
• Assists Teachers in writing Present Levels of Performance
• Provides Professional Development on a variety of special education topics.
• 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.
• Creates and maintains Individualize Education Program (IEP) records on the LAUSD Welligent Database.

Other Duties
• Carry out mission, vision, and values established by Para Los Niños’ president/CEO and board of directors, as well as those established by the Charter School.
• Participate in the overall agency accreditation/continuous quality improvement processes.
• Performs other duties as assigned by Supervisor.

Qualifications
Education/Experience
• Possess valid California Special Education Teaching credential. Mild/Moderate or Moderate/Severe Certification.
• Minimum 4 years teaching experience and at least two years of professional training and/or experience with special education students.

Special Skills/Knowledge/Abilities
• Knowledge of the Individual with Disabilities Education Act (IDEA) and California State Special Education laws and regulations.
• Ability to provide consultation and screening to determine eligibility for special education services.
• Knowledge of resources available to parents of special education students.
• Ability to provide in-service training, including curriculum resource to regular staff.
• Knowledge of IEP process
• 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) required.; BCLAD preferred

Special Requirements
• Must have reliable automobile for use on the job (mileage to be reimbursed). Valid Class C
driver’s license, transportation and state required automobile insurance coverage.
• T.B. clearance, to be renewed every two years.

Physical Requirements
To perform this job the individual must be able to carry out all essential functions satisfactorily.
Reasonable accommodations may be made to enable qualified individuals with disabilities to perform
the essential functions of the job. Approximately fifty percent of the time is spent sitting, while
frequently required to walk, stand and bend. Must be able to talk and hear well. Good vision is
imperative. Occasionally required to stoop, kneel, crouch or crawl. Employee will be required to life
and/or move unassisted up to twenty-five pounds.

Office Manager Job Description
Under the direct supervision of the Principal, the Office Manager will ensure the efficient operation of
the Para Los Niños (PLN) Gratts Primary Center to support the students, parents, and school staff.

Essential Job Duties
• Actively maintains a welcoming and respectful front office environment for parents, staff,
  students, and visitors to the school
• Manages all aspects of Attendance Reporting and PLN 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.
• Monitors records verification of incoming students, prepares transcripts for current students,
  and prepare withdrawal forms for transferring students.
• Responsible for managing student attendance and pupil services under the direction of the
  Principal.
• Supervises the maintenance of office equipment, including copier, fax machine, etc.
• Maintains files of incoming /outgoing correspondence, memos and any other documentation
  relevant to the services rendered by the school.
• Prepares reports, correspondence and other program material on behalf of the school principal.
• Independently, or in accordance with administrative instructions, develops school
  communications in English and Spanish based on a thorough knowledge of school policies,
  regulations, and operational procedures.
• Types, translates, and distributes school correspondence including but not limited to letters,
  memos and weekly bullets.
• Translates for parent meetings and school events
• Acts as a liaison with other PLN departments and other fiscal contracted service providers.
• Manages the ordering and tracking of school supplies under the direction of the school principal
• Handles confidential and non-routine information appropriately and explains policies when necessary.
• Maintains files of incoming/outgoing correspondence, memos and any other documentation relevant to the services rendered by the school.
• Coordinates staff and community meetings for school.
• Assists in the coordination of special school events.
• Assists in ensuring school and agency policies and procedures are being followed and complied with in appropriate timeframes
• Responsible for testing coordination.
• Takes responsibility to secure health, hygiene, safety and overall well-being of the children of the school.

Other Job Duties:
• Carries out mission, vision and values established by the President/CEO and Board of Directors.
• Participates in the overall agency Continuous Quality Improvement Process.
• Performs other duties as assigned by Supervisor.

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

Education/Experience
• A minimum of an Associate’s Degree. B.A. preferred.
• A minimum of two years of school administrative experience required.

Special Skills/Abilities
• Strong commitment to the mission, policies, goals and philosophy of Para Los Niños
• Strong organizational, time management and multi-tasking skills
• Ability to work independently and as a team member
• Ability to handle information with confidentiality
• Must have the ability to consistently show good judgment and decision making skills
• Possess strong creative and organizational abilities
• Professional appearance and attitude
• Excellent communication skills, both oral and written
• Proficiency with the Microsoft office suite
• Computer literate with hands-on experience
• Must type 55-60 wpm.
• 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

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

Physical Requirements
To perform this job the individual must be able to carry out all essential functions satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions of the job. Approximately 50% of the time is spent sitting, while frequently required to walk, stand and bend. Must be able to talk and hear well. Good vision is imperative. Occasionally required to stoop, kneel, crouch, or crawl. Employee will be required to lift and/or move unassisted up to 25 pounds.

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

Essential Job Duties
• Acts as a receptionist and provides information to the public visiting the school and by telephone regarding school programs and policies.
• Manages the reception area to ensure effective telephone and mail communications both internally and externally to maintain professional image.
• Acts as secretary to the Principal; receives visitors and screens calls; screens mail; takes and refer messages for teachers.
• Types a variety of materials from oral directions, rough draft, copy or notes.
• Provides assistance to teachers on work requiring the use of office machines.
• Maintains files of incoming/outgoing correspondence, memos and any other documentation relevant to the services rendered by the school.
• Orients new parent groups on office administrative policies and procedures.
• Assists in the preparation of test score records.
• Maintains records of student attendance and prepares regular reports on registration, enrollment, and attendance. Telephones and confers with parents regarding pupil absences and other matters of student welfare.
• Prepares monthly parent and faculty/staff monthly calendars.
• Schedules and organizes activities as assigned by Principal or Office Manager such as SST and IEP meetings, travel plans, itineraries and teacher observations.
• Assists in securing substitute teachers and classified personnel.
• Assists in maintaining appropriate student behavior in the school office.
• Initiate purchase orders as requested by Principal.
• Performs first aid and dispenses medication as needed to students in the absence of the nurse and in accordance with PLN medication policy and procedures. Processes employee and student injury reports.

Other Job Duties:
• Carries out mission, vision and values established by the President/CEO and Board of Directors.
• Participates in the overall agency Continuous Quality Improvement Process.
• Performs other duties as assigned by supervisor.

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

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

Special Skills/Abilities

- Strong commitment to the mission, policies, goals and philosophy of Para Los Niños
- Types 45 wpm
- Ability to work independently and as a team member
- Ability to nurture respectful relationships with parents and children and must be sensitive to the cultural needs of the population served.
- Acquire and maintain certificates in CPR and First Aid
- Work well under pressure of deadlines and with frequent interruptions.
- Must have the ability to consistently show good judgment and decision making skills.
- Professional appearance and attitude.
- Proficiency with the Microsoft office suite
- Able to communicate effectively verbally and in writing
- Bilingual in Spanish and English required.

Special Requirements

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

Physical Requirements

To perform this job the individual must be able to carry out all essential functions satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions of the job. Approximately 50% of the time is spent sitting, while frequently required to walk, stand and bend. Must be able to talk and hear well. Good vision is imperative. Occasionally required to stoop, kneel crouch, or crawl. Employee will be required to lift and/or move unassisted up to 25 pounds.

Administrative / Special Education Clerk Job Description

Under the supervision of the Assistant Principal, the Administrative/Special Education Clerk will provide clerical and administrative support to the Assistant Principal. This position is responsible for general clerical duties, including, when possible, transferring phone calls, and taking messages, greeting office visitors and typing or word processing of letters, reports and other forms. This position is responsible for managing the enrollment of students in the extended academic day program at the Primary Center and for tracking data, including attendance in the program. This position will assist the Assistant Principal with preparing for IEP and SST meetings including coordinating the scheduling of these meetings and preparing the appropriate documents.

Essential Duties

- Receive visitors and other persons seeking assistance and directs them to the proper staff.
- Answers incoming telephone calls, determine purpose of callers and forward calls to appropriate personnel or department.
• Maintains files of all incoming/outgoing correspondence, memos and any other documentation relevant to the services rendered by the program.
• Types and translates letters, reports and other program material as needed.
• Maintains and monitor the children’s waiting list.
• Responsible for children’s enrollment and re-certification process.
• Maintains all participants’ files in accordance with required state guidelines and in collaboration with the Primary Center’s Office Manager.
• Sets up appointments for new children’s enrollments.
• Contacts parents to provide them with information regarding the program and respond to parent inquiries.
• Gathers service data and prepares contracted required reports, food count and/or other program reports in an accurate and timely manner.
• Assists Assistant Principal with any special projects related to the overall operation of the program.
• May perform other duties as directed by the Assistant Principal or Principal.

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

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

Special Skills/Abilities
• Strong commitment to the mission, policies, goals and philosophy of Para Los Niños.
• Bilingual (English/Spanish) with the ability to translate.
• Typing skills 35 wpm.
• Computer literate with hands-on experience in MS Word, MS Excel and data management.
• Able to communicate effectively verbally and in writing.
• Must be organized, flexible and detail oriented.
• Must have the ability to nurture respectful relationship with clients and children, and must be sensitive to the cultural needs of the population served.
• Knowledge of Welligent data system preferred.

Special Requirements
• Must have a reliable automobile for use on the job (mileage to be reimbursed). Valid California Driver License. State required automobile insurance coverage;
• TB clearance, to be renewed every two years.

Physical Requirements
To perform this job the individual must be able to carry out all essential functions satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions of the job. Approximately 50% of time is spent sitting, while frequently required to walk, stand and bend. Must be able to talk and hear well. Good vision is imperative. Occasionally
required to stoop, kneel, crouch or crawl. Employee will be required to lift and/or move unassisted up to 25 pounds.

**Library Media Specialist Job Description**

Under the general supervision of the Principal, the Library Media Specialist performs a variety of computer, clerical, and library duties in the school library; and provides assistance to students and teachers in the full utilization of services, materials and resources.

**Essential Duties**

- Operates all computers, printers, and software applicable to the library/media center. Includes use of CD ROM, Internet, and electronic catalog circulation program, and word processing, desktop publishing and spreadsheet application.
- Assists students and staff in the circulation of library materials, use of the online catalog, and use of online database resources.
- Assists students in learning basic library skills, and selection of books and library media.
- Helps maintain library media equipment.
- Collects miscellaneous library fees/fines.
- Provides library information and services to the teaching staff as directed by the supervisors.
- Processes new library media materials, magazines and books received for circulation.
- Types catalog cards and other items.
- Sorts returned materials by type, location, or unit of library to which assigned.
- Inputs data into electronic and card catalog and circulation system.
- Files and checks catalog cards.
- Maintains record on overdue library books.
- Assist with inventory of library books and library media equipment and materials.
- Assists in keeping the library clean and orderly.
- Assists with book and bulletin board displays.
- Records receipt of payment for lost or damaged materials.
- Collects and records fines.
- Supervises the library and the computer lab.
- Attends library-related meetings, workshops and in-service programs.

**Other Duties**

- Carry out mission, vision, and values established by Para Los Niños’ president/CEO and board of directors, as well as those established by the Charter School.
- Participate in the overall agency accreditation/continuous quality improvement processes.
- Performs other duties as assigned by Supervisor.

**Qualifications**

**Education/Experience**

- Minimum of sixty (60) hours of college education or AA degree.
- At least one year of previous library work experience.

**Special Skills / Knowledge / Abilities**

- Knowledge of modern office methods, practices and procedures, including filing systems, receptionist and telephone techniques, and library correspondence a directed by supervisor.
- Knowledge of Standard reference materials.
• Ability to perform clerical tasks with limited supervision and assume clerical responsibility for the library’s operations.
• Ability to use the Dewy decimal classification system.
• Ability to maintain order and discipline among students using the library.
• Ability to communicate effectively with students, parents, faculty and administrators.
• Ability to type 40-45 wpm
• Must be well organized and multi-task oriented.
• High degree of computer literacy/proficiency in MS Office applications.
• Good oral and writing skills.
• Bilingual (E/S) preferred.

Special Requirements
• Must have reliable automobile for use on the job (mileage to be reimbursed). Valid Class C driver’s license, transportation and state required automobile insurance coverage.
• T.B. clearance, to be renewed every two years.

Physical Requirements
To perform this job the individual must be able to carry out all essential functions satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions of the job. Approximately fifty percent of the time is spent sitting, while frequently required to walk, stand and bend. Must be able to talk and hear well. Good vision is imperative. Occasionally required to stoop, kneel, crouch or crawl. Employee will be required to life and/or move unassisted up to twenty-five pounds.

Teacher Assistant Job Description

Under the supervision of the Principal, the Teacher Assistant is responsible for supporting classroom instruction as directed by the classroom teachers. The Teacher Assistant will implement the goals and objectives of the program through activities that are physically intellectually and creatively stimulating and require the active participation of the Teacher Assistant. The Teacher Assistant is responsible for supervising students during the lunch period and engaging students in organized activities during lunch playtime.

Essential Duties
• Supervising participants to comply with school rules.
• Keeps classroom neat and orderly.
• Responsible for reporting any abnormal symptoms and or behaviors observed in the work with students. This includes possible evidence of abuse or neglect as well as any injuries or illnesses.
• Supervises the health and safety needs of the children on and off grounds, including field trips.
• Develops, organizes, and executes safe and engaging activities for students during lunch playtime.
• Supports classroom teachers as directed by the teacher with activities including: making copies, leading small group activities in the classroom, lunch supervision, transitioning students from one activity or place to another, supporting individual students with special needs, and supervising whole class activities to support 1:1 student assessment during benchmarking periods.
• Assists in record keeping as assigned by the Principal.
• Provides academic assistance and enrichment for students.
• Must have the ability to nurture respectful relationship with client and children and must be sensitive to the client’s cultural and socioeconomic characteristics.
• Carries out Mission, Vision, and Values established by the President/C.E.O. and Board of Directors.
• Participates in the overall agency Accreditation Quality Improvement process
• Performs other duties as directed by Supervisor.

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

• Minimum 60 general education units completed or an AA degree and enrollment in an accredited college or university or a Bachelor’s Degree from an accredited college or university.
• Experience working with children in a school setting.
• Bilingual (E/S) preferred.

Physical Requirements
Employees must be able to perform the following essential functions:

• Observe, see, hear, and respond to children’s needs, emergencies and conflicts that may occur in the child care center or on the playground.
• Lift 30 pounds from the floor to a waist-high table when necessary.
• Reach a child 20 to 30 feet away within 30 seconds without endangering the staff person’s health.
• Crouch to a child’s height, maintain eye contact at the child’s level, sit on the floor, and stand tall enough to reach children on the highest piece of equipment.
• Be aware of the cognitive, social, and physical needs of children.
• Handle the responsibilities and routine stress often associated with providing childcare services.

Special Education Instructional Aide Job Description
Under the general direction of the Special Day Class Teacher, the Special Education Instructional Aide performs a variety of instructional and behavioral support activities for special education students and helps students needing physical assistance related to medical disabilities (including toileting needs, when necessary).

Essential Duties
• Performs instructional related activities such as the presentation of lessons for special day class students.
• Prepares instructional material for special needs students.
• Organizes and teaches small learning centers.
• Assists the teacher in specialized demonstrations or the use of electronic equipment and presentation of materials and methods to reinforce lessons to students.
• Assist special education students in using instructional materials and equipment.
• Assists teacher in maintaining an environment conducive for learning and encouraging appropriate behavior by the students using a consistent team approach.
• Assists teacher in carrying out positive reinforcement procedures and preventative/reactive strategies identified in a behavior support plan.
- Under the teacher’s direction, participates in data collection on behaviors as part of behavior support plan development and implementation.
- Assists teacher on field trips by helping students with physical needs, maintaining discipline, and reinforcing learning situations.
- Assists in implementing and assessing student IEP goals.
- Performs generalized activities such as maintaining and organizing student records, classroom materials.
- Perform clerical duties related to special education.
- Prepare student work areas.
- Assist students with lifting, carrying, personal hygiene, mobility and structural adaptations and medical needs.

Other Duties
- Carry out mission, vision, and values established by Para Los Niños’ president/CEO and board of directors, as well as those established by the Charter School.
- Participate in the overall agency accreditation/continuous quality improvement processes.
- Performs other duties as assigned by Supervisor.

Qualifications
Education/Experience
- Minimum of sixty (60) hours of college education. Completion of at least 6 semester units related with the instruction, physical care, or well-being of children with disabilities.
- At least one year of paid experience in an education program for children with special needs.

Special Knowledge/Skills/Abilities
- Knowledge of physical and emotional needs of children at various age levels.
- Knowledge of needs of special education students in both a regular education as well as a special education classroom setting.
- Ability to gain students’ confidence.
- Ability to work harmoniously with students, parents, teachers and staff.
- Ability to act calmly and appropriately in emergencies.
- Ability to take orders and follow instructions accurately.
- Assists in feeding and toileting of students with special needs.
- Must possess a valid First Aid Certificate issued by a recognized First Aid training program.
- Bilingual (E/S) preferred.

Special Requirements
- Must have reliable automobile for use on the job (mileage to be reimbursed). Valid Class C driver’s license, transportation and state required automobile insurance coverage.
- T.B. clearance, to be renewed every two years.

Physical Requirements
To perform this job the individual must be able to carry out all essential functions satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions of the job. Approximately fifty percent of the time is spent sitting, while frequently required to walk, stand and bend. Must be able to talk and hear well. Good vision is imperative. Occasionally required to stoop, kneel, crouch or crawl. Employee will be required to life and/or move unassisted up to twenty-five pounds.
Assistant Coach / Associate Teacher Job Description

Under the supervision of the Physical Education Teacher and Principal, the Assistant Coach will aid the Teacher in the supervision and care of children in grades TK-1st and organize activities and supervise students during after-school hours. Non-exempt / part time.

Essential Duties

- Carries out Mission, Vision, and Values established by the President/C.E.O. and Board of Directors.
- Participates in the overall agency Accreditation Quality Improvement process.
- Responsible for providing all aspects of physical and emotional care for school age children.
- Responsible for reporting any abnormal symptoms and or behaviors observed in the program. This includes possible evidence of abuse or neglect as well as any injuries or illnesses.
- Supervises health and safety needs of the children on and off grounds, including field trips.
- Provides a nurturing environment, which supports the individual development of each child.
- Carries out activities in all skilled areas including physical education related games and activities.
- Assists in record keeping as assigned.
- Provides one-on-one assistance for students during physical education as needed.
- Participates in special activities and functions as needed outside of working hours.
- Must have the ability to nurture respectful relationship with client and children and must be sensitive to the cultural needs of the population served.
- Supervises participants to comply with the Primary Center rules.
- Works cooperatively with all teaching staff to integrate school activities in a productive manner.
- Performs other duties as directed by supervisor.

Qualifications

- 12 General Education semester units completed
- Credits toward university level degree in education or related field preferred
- Experience working with Elementary-Aged students in school setting
- Experience working with Elementary-Aged students in sports-related activities
- Bilingual English/Spanish preferred.

Physical Requirements

Childcare employees must be able to perform the following essential functions:

- Observe, see, hear, and respond to children’s needs, emergencies and conflicts that may occur in the child care center or on the playground.
- Lift 30 pounds from the floor to a waist-high table when necessary.
- Reach a child 20 to 30 feet away within 30 seconds without endangering the staff person’s health.
- Crouch to a child’s height, maintain eye contact at the child’s level, sit on the floor, and stand tall enough to reach children on the highest piece of equipment.
- Be aware of the cognitive, social, and physical needs of children.
- Handle the responsibilities and routine stress often associated with providing childcare services.
ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PLAN

As an independent charter school operating on a Public School Choice campus, Charter School shall comply with all District health, safety, and emergency procedures and requirements and will be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. 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 child abuse awareness and reporting and bloodborne pathogens awareness, 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 Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. 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, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.
Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

**SAFE PLACE TO LEARN ACT**

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

PLN - Gratts Primary Center has comprehensive plans for ensuring the health and safety of all students and staff. These plans are comprised of relevant policies and procedures that guide the monitoring, reporting and response to potential risk.

I. **CUSTODIAN OF RECORD**

The Director of Human Resources and the Chief Administrative Office serve as the Custodian of Records and are responsible for renewing their status annually as required by the Department of Justice. PLN GPC is registered with the Department of Justice to receive subsequent arrest notification services for all employees and volunteers fingerprinted through our PLN ORI Account.

Each employee and volunteer submits a criminal background check via live scan to the Department of Justice as a condition of employment or service; the Department of Justice furnishes a criminal record summary for review and clearance. An employee or volunteer may not begin work until the criminal record results are received from the Department of Justice and the employee or volunteer is cleared to begin work as required by Education Code Section 44237.

If the potential for contact with students is determined, PLN GPC will obtain certification from vendors and contractors certifying that they have conducted required criminal background checks for their employees prior to any contact with students and have subsequent arrest notifications.

II. **STUDENT HEALTH AND WELLNESS**

**Student Safety**

The safety of all students is the first priority of PLN – Gratts Primary Center. In addition to the drills listed above, the Plan also details procedures for campus visitors, maintaining facilities and maintenance of safety supplies. The Compliance Coordinator and Director of Procurement work directly with school administration to take regular inventory of and restock all emergency supplies. All school staff receive training at the beginning of the school year on these topics.

Additionally, PLN GPC has a comprehensive Incident Reporting system to document, track and report all student (and staff) incidents. Specific school personnel are assigned and trained to enter incident data into agency software. The incident is reviewed by the Compliance Coordinator daily to categorize the level of severity and follow-up to make sure all response protocols are followed. Finally, quarterly reports are provided to senior management and the Board of Directors to ensure mitigation strategies are developed to avoid future occurrences.
In accordance with the Safe Place to Learn Act, PLN GPC has established policies and procedures to ensure students are not subjected to harassment, bullying or any form of discrimination. Parents are provided with a parent handbook that provides definitions and consequences. Furthermore, the policy explains the process of reporting complaints and response protocols, consistent with the Safe Place to Learn Act.

Student Health
PLN – Gratts Primary Center maintains a comprehensive School Wellness Policy that promotes and supports student health. The policy provides guidelines to ensure awareness of student health benefits, access to healthy food at school, food quality and physical activity. Healthy food guidelines are consistent with USDA recommendations, as referenced in the Healthy, Hunger-Free Kids Act of 2010.

PLN – Gratts Primary Center requires that all students have a documented physical exam upon starting school. Documented proof of the exam and clearance are maintained in the student file. If families do not have access to medical services, PLN GPC provides referral services to ensure the student’s medical needs are met.

Confidentiality (FERPA)
PLN – Gratts Primary Center manages the storage, maintenance, destruction and sharing of student records in accordance with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times. Specifically, PLN has a Record Retention and Destruction Policy. In addition to ensuring that student records are adequately protected and maintained, the policy is also for aiding staff in understanding their obligations protecting the confidentiality of students and their respective records.

Tuberculosis Testing
Employees, volunteers, vendors and independent contractors having frequent or prolonged contact with students are required to submit a Tuberculosis Test clearing them free of active tuberculosis as required in Ed. Code section 49406. In addition, new employees will be required to show proof of tuberculosis clearance within the past 60 days prior to initial employment. Tuberculosis test renewals and verifications will be maintained by PLN Human Resources office.

Training Management
PLN – Gratts Primary Center has a sophisticated learning management system that supports compliance with all required trainings, specifically, Blood-borne pathogens, Child Abuse Reporting and CPR/First Aid. The system automatically notifies relevant staff and their respective supervisor on the status of trainings. Staff have the option of participating in live or on-line trainings, where appropriate. Human Resources provides an additional level of compliance monitoring and follow-up to ensure 100% compliance. Reports are provided by the system to supervisors to reflect staff approaching due dates for trainings to ensure that they are never out of compliance. This includes compliance with the January 1, 2015 enforcement of AB 1432. PLN will ensure and demonstrate proof that all mandated reporters receive Child Abuse Training within the first 6 weeks of the school year (or within 6 weeks of employment).

Sexual Harassment
The Safe School Guidelines at the PLN – Gratts - Primary Center support Education Code Section 212.5 that specifically defines sexual harassment as any unwelcome sexual advances; requests for sexual
favors; and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or education environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the education institution.

Sexual harassment may include, but is not limited to, unwelcome:

- Verbal conduct such as the use of suggestive, derogatory, or vulgar comments (including catcalls and whistling); sexual innuendoes or slurs or making unwanted sexual advances,
- invitations, or comments; repeatedly asking for dates; making threats; and/or spreading rumors about or rating others as to their sexual activity or performance.
- Visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, drawings or graffiti of a sexual nature and/or use of obscene gestures, leering, or staring.
- Physical conduct such as unwanted touching, pinching, kissing, patting or hugging; the blocking of normal movement; stalking; assault; and/or interference with work or study directed at an individual because of the individual’s gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss and/or offers of benefits in return for sexual favors.
- Retaliation for opposing, reporting, threatening to report, or participating in an investigation or proceeding on a claim of sexual harassment.

Children will be assisted in using the Safe School Form to make a report to the school administration. The school administration will follow through with Safe School Reporting Procedures.

**Anti-bullying Policy** PLN – Gratts Primary Center is committed to providing a safe learning and working environment; will not tolerate bullying or any behavior that infringes on the safety or well-being of students, employees, or any other persons within the school, during school activities, events outside the school; and will not tolerate retaliation in any form when bullying has been reported. Our school policy requires that all personnel promote among students and staff mutual respect, tolerance, and acceptance. “All students and staff of public primary, elementary, junior high and senior high have the inalienable right to attend campuses which are safe, secure and peaceful.” (Article 1, Section 28 (c) of the California State Constitution)

The Safe School Guidelines summarize the guidelines for anti-bullying as stated below. Bullying is defined as aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Typically, the behavior is repeated over time and includes the use of hurtful words and/or acts.

Bullying behaviors may include, but are not necessarily limited to, the following:
• Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises or spreading hurtful rumors.
• Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
• Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.
• Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
• Cyber bullying: Sending insulting or threatening messages by phone, e-mail, web sites or any other electronic or written communication. Administrators and staff are responsible for creating an environment that will develop skills within students to understand and to take responsibility for helping to create a safe environment:

Administrators and staff are responsible for creating an environment that will develop skills within students to understand and to take responsibility for helping to create a safe environment:

• Do not engage in or contribute to bullying behaviors, actions, or words.
• Treat everyone with respect. Be sensitive as to how others might perceive your actions or words.
• Report bullying behavior to a trusted adult. Never engage in retaliatory behavior or ask of, encourage, or consent to anyone’s taking retaliatory actions on your behalf.
• Never engage in retaliatory behavior or ask of, encourage, or consent to anyone’s taking retaliatory actions on your behalf.

Children will use the Safe School Form to make a report to the school administration. The school administration will follow through with Safe School Reporting Procedures.

Prohibition Against Drugs, Tobacco, & Alcohol

Drugs, alcohol, tobacco, and nicotine products (such as cigarettes, chew, or other related products) are prohibited and students found to be in possession of, or to have used, such products while under school jurisdiction will receive specified consequences ranging from detention to suspension to recommendation for participation in Para Los Niños Family Services. Because possession of drugs at school may also constitute a crime, students will be reported to local law enforcement officials.

Any student found to have participated in the unlawful sale of drugs will be recommended for expulsion and may be subject to criminal prosecution.
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant 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 NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
• Hold an annual Title I meeting for parents of participating Title I students

• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I School wide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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.

PLN – Gratts Primary Center is a public school choice charter school that is mandated to serve up to 272 resident students in grades TK-1. Our community demographics are upwards of 95% Latino. As a result, we expect our student population to be more than 90% Latino in order to reflect the makeup of the community. However, to ensure that we make adequate progress towards maintaining LAUSD’s racial and ethnic balance goal we make a concerted effort to increase the diversity of our student population in the following ways:

1. Our School Plan for Achieving and Maintaining LAUSD’s Racial and Ethnic Balance Goal

At Para Los Ninos Gratts Primary Center we believe it is important to provide a rigorous academic program to a racially, ethnically, and socio-economically diverse group of students. We have taken several actions to produce and maintain a racial and ethnic balance for students that reside within the LAUSD mandated attendance boundary for our school. Although a very small percent of racial diversity is available within our jurisdiction we seek to increase the opportunities for non-Latino students who are also representative of the School’s community.

First, we reach out to schools and organizations to circulate information about our program in order to meet with parents and students from diverse backgrounds. It is difficult to recruit a diverse population within our relatively small attendance boundary; therefore we identify the potential educational programs within our attendance boundary that may yield diverse student populations: local Head Start programs, preschools, daycare centers and afterschool programs for four year olds. Since we only have
88 non-resident slots available all our efforts for non-resident students are conducted in areas with high levels of ethnic and racial diversity. We reach out to organizations west of the 110 in areas such as Koreatown, MacArthur Park, Hollywood, Westlake and communities such as Huntington Park and Watts within South LA. We then analyze the partnerships we have in our current community (LA’s Best, First 5, CCSA, community leaders and former parents) to determine who may best help us most effectively target various schools and community groups that serve a more diverse population. At the beginning of each new year (January), just three months prior to our lottery, we increase our recruitment efforts and solve problems around any recruitment challenges we have.

2. **Strategies to Ensure the Success of Our Plan to Maintain the LAUSD Racial and Ethnic Balance Goal**

The many strategies we use to achieve the racial/ethnic balance we seek are:

1. We set up quarterly community orientation meetings and school fairs inviting early education centers to learn more about our program, enrollment process and available slots.
2. We conduct summer orientation meetings before the opening of each school year to inform interested parents and students about our program and open slots; particularly parents from communities outside of our school attendance boundary.
3. Outreach meetings are held in multiple locations in the target area to ensure that all students in the area have an opportunity to attend the school.
4. We have developed a partnership with local schools, including private institutions that serve students from various backgrounds (Predominately African-American and Korean churches, mosques, and local community led workshops provided by First Five Metro LA).
5. We have ongoing open houses and school tours on a regular basis during the school year.
6. Partner with various pre-schools and early education centers to provide them with information specific to their grade levels.
7. We have information available through brochures, flyers and the school’s website.
8. We use our website to promote our enrollment process and timeline for enrollment.
9. We provide advertisements in English and Spanish to local radio and print media.
10. We provide neighboring community associations and schools with brochures/flyers and let them know that we have transitional-kindergarten.
11. Each year we bring the families of students from the Gratts EEC, which is located on our campus to tour the school, fill out enrollment forms and meet our staff to ask questions.

In order to provide school information to a more diverse population, PLN Gratts Primary Center targets families in areas that are located within a two mile radius of its campuses including the neighborhoods of Koreatown, MacArthur Park, Hollywood, North Hollywood, Inglewood, Huntington Park and Watts.

While these efforts happen throughout the year, we intensify our recruitment efforts January of each school year, which is approximately three months prior to our scheduled lottery in March.

Individuals within our teaching staff (grade level chairs), office staff and administrators have been identified to ensure that PLN – Gratts Primary Center enacts a year-round outreach effort to include families from across the racial and ethnic community spectrum. At the beginning of each school year the team creates goals for increasing the diversity of our student population. Over the past few years
we have seen an increase in the African-American and Middle Eastern populations within our community.

Our outreach efforts are primarily in English and Spanish, but have provided materials in Arabic and Korean. We also work to accommodate language needs as quickly as possible through parent volunteers and community support. PLN – Gratts Primary Center works diligently to maintain the ethnic and racial balance supported by LAUSD.
ELEMENT 8: ADMISSIONS REQUIREMENTS

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

PUBLIC SCHOOL CHOICE SCHOOL ADMISSIONS

Charter School shall maintain records of its annual enrollment process documenting that students who reside within the designated attendance boundary have been offered enrollment in Charter School prior to any other students being accepted. These records shall be made available to the District upon request.

In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Ed. Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of Ed. Code section 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, Charter School further agrees not to refuse any resident students unless the resident enrollment exceeds the District’s established maximum operational enrollment for the school. Charter School understands and agrees that the attendance boundary configuration is subject to change at the sole discretion of the Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on District norms.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.
Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

I. **Public School Choice Status**

In adherence to the Public School Choice Resolution (“Resolution”) and the State of California waiver to Education Code section 47605(d)(1) and (d)(2)(A), PLN GPC will enroll students from the impacted campuses that the new and underperforming school is intended to relieve and that students from the attendance areas of the designated overcrowded schools including students with disabilities will be served first and foremost.

PLN GPC will serve up to 360 students in grades TK-2 throughout its charter term. In the event of any remaining enrollment capacity, PLN GPC may enroll any student who wishes to attend PLN GPC. In the event there are more students interested in enrollment than there are available seats, PLN GPC shall implement a fair, transparent and neutral lottery procedure for selecting students for enrollment providing preference to any student residing within LAUSD’s jurisdiction.

II. **Public Random Drawing Procedures and Recruitment**

a. Method to communicate the rules: The rules and procedures of the drawing will be communicated to all applicants via a written letter accompanying the Lottery form.

b. Method to verify lottery procedures are fairly executed: Lottery procedures will be fairly executed, and will be overseen by principal and non-PLN-Gratts Primary Center employee of PLN to ensure that they are accurately followed. The lottery will take place at the PLN GPC on a date publicized to applicants, at a time convenient for families to attend (evening hours). Families need not attend the lottery to claim their child’s enrollment space.

c. Timelines: Open enrollment and lottery form for admission to PLN GPC will be accepted during an enrollment period annually. If the number of applications received during the enrollment period is greater than the school’s capacity at any grade level, attendance will be determined by a public, random drawing.

Priority admission to Para Los Niños – Evelyn Thurman Gratts Primary Center (PLN – Gratts) is open to any student in Transitional Kindergarten, Kindergarten or Grade 1 residing within the school’s attendance boundary as designated by the Los Angeles Unified School District. In addition to the spaces reserved for students residing in the attendance boundary of the school, PLN – Gratts may have space to enroll up to 54 students interested in attending the school but living outside the attendance boundary. Parents of these students should submit lottery form in the winter prior to the year the student should enroll.

If we receive more lottery forms by the date specified on the lottery form than we have space for students, admission to PLN – Gratts for students residing outside of the attendance boundary of the school will be determined by a public random drawing in the Spring of the year prior to admission.

d. Location where the lottery will occur, efforts to ensure interested parties may observe:
The lottery takes place at PLN GPC in a room large enough to accommodate interested parties.

e. Date and time lottery will occur: Interested parties may attend the lottery, which is held on a date publicized to applicants, at a time convenient for families to attend.

f. Procedures to determine waiting list priorities: Applicants not granted an enrollment space during the lottery will be placed on a waiting list by grade level and sequence of selection.

g. Means of contacting parents/guardians of students from waiting list timeline for response: Future openings will be offered to those on the waiting list, and these openings will be communicated to families via phone and written letter. If the parent is reached by phone, they will have 24 hours to respond to an offer of admission. If the parent is not reached by phone, PLN GPC will send a written letter via registered mail, and parents will have one week from the date of the postmark to respond to an offer of admission. The office staff documents all communication and the materials stay on file through the school year.

Although, PLN GPC is bound by an attendance boundary it will continue to recruit and reach out to students with a history of low academic performance, socioeconomically disadvantaged students and students with disabilities. The many strategies PLN GPC uses to recruit said students are:

1. We set up quarterly community orientation meetings and school fairs inviting state preschool programs, which are targeted towards families living under the poverty line.

2. We conduct summer orientation meetings before the opening of each school year to inform interested parents and students about our special day class.

3. We actively recruit in communities with schools that in program improvement so as to offer an option for students with a history of low academic performance.
ELEMENT 9: ANNUAL FINANCIAL AUDITS

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

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

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 school’s Calendar
- h. Statistical Report – monthly according to 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

I. ANNUAL AUDITS

Based on their financial background, members of PLN’s Board of Directors volunteer to serve on the Audit Committee. The Board can appoint non-directors to the Audit Committee. The Audit Committee of Para Los Niños annually selects an independent auditor with experience in education finance to complete an annual audit of PLN GPC.

II. ANNUAL AUDIT PROCEDURES

1. The Audit Committee of PLN annually selects an independent auditor with experience in education finance to complete an annual audit of the PLN GPC.

2. PLN’s Chief Financial Officer contracts with the audit firm and the Director of Finance & Contract Compliance provides all necessary financial documents to the auditors. The audit is conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

3. The Audit Committee select only auditors that are included on the Certified Public Accountants Directory Service (CPADS) for K-12 Local Education Agency audits.

4. In addition, and in accordance with Government Auditing Standards, the auditors will issue a report on PLN’s internal control over financial reporting and test its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. To the extent required under applicable federal law, the audit scope will be expanded to include items and
processes specified in any applicable Office of Management and Budget Circulars. Any exception or deficiency will be resolved by examining the procedures and/or policies in place that allowed the deficiency to occur and making the appropriate changes to ensure that there is no reoccurrence. All exceptions will be resolved to the satisfaction of LAUSD.

5. The annual audit is completed within six months of the close of the fiscal year. The independent auditors present the audit and audit exceptions, if any, to the Audit Committee of Para Los Niños. The Audit Committee, in turn, presents the audit to the full Board of Directors for approval. The Chief Financial Officer is responsible for ensuring that the auditor forwards a copy of the audit, any findings and a corrective action plan to the Innovation and Charter Division at LAUSD or any other agency as LAUSD may direct.
**ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES**

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

**GENERAL PROVISIONS**

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

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

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

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

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

**STUDENTS WITH DISABILITIES**

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

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

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

**NOTIFICATION OF THE DISTRICT**

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

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

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

REHABILITATION PLANS

Pupils who are expelled from Charter School may be given a rehabilitation plan upon expulsion as developed by Charter School 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.

I. **DISCIPLINE FOUNDATION POLICY**

Discipline policies for PLN – Gratts Primary Center reflect our vision 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.

**General Discipline Policy**

PLN – Gratts Primary Center prescribes rules consistent with law or with the rules prescribed by the State Board of Education. PLN – Gratts Primary Center abides by Ed Code Section 48980 and 48981 mandating the notification to parent or guardian of all pupils registered in the school of the availability of school rules pertaining to student discipline.

In order to ensure a caring community for learning in a safe environment, the administration, teachers, staff, students and parents/guardians of PLN – Gratts Primary Center are committed to maintaining a safe school for everyone. As the law states, “All students and staff of public primary, elementary, junior high and senior high have the inalienable right to attend campuses which are safe, secure and peaceful.” *(Article 1, Section 28(c) of the California State Constitution)*

The discipline policies described herein will be disseminated to families and staff through the “Safe School Guidelines and Contract”. These guidelines include anti-bullying and harassment policies. The Safe School Guidelines are to be followed at school, at school-related events, and traveling to and from school. The guidelines will be reviewed on an annual basis upon return to school with parents through Back to School Night and through workshops by administration and teachers. “Safe School Guidelines and Contract” will be given to parents at the time of enrollment. Parents will be informed of the laws and the values that support the basis for these guidelines. Strategies to teach social skills will be taught to parents so that they can support the child’s social and behavioral development at home. These procedures comply with the California Education Code Section 35291.5 that authorizes each school to develop discipline rules and procedures. Additionally, PLN – Gratts Primary Center will abide by ensuring that this information is given to continuing pupils at the beginning of each school year and to any other pupils and their parents at the time of their enrollment. The PLN – Gratts Primary Center discipline policies will be reviewed and revised, if necessary, prior to the expiration of the term of this charter with the input and involvement of parents, students, and school-site staff.

Teachers will teach the guidelines in the context of the classrooms and provide social skill development throughout the year. Parents/guardians and students will be asked to acknowledge their understanding of the discipline policy and procedures in writing through the Safe School contract. Our Safe School
Guidelines require that all personnel promote mutual respect, tolerance, and acceptance among students, staff and parents.

In addition, Para Los Niños, the organization, is committed to providing training for all faculty and staff through Professional Assault Crisis Training (Pro-Act). The focus of this training is the prevention of potentially injurious circumstances, crisis de-escalation, and evasion as needed as a last result. PLN – Gratts Primary Center abides by the Use of Touch and Use of Discipline Policy under the Para Los Niños organization.

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.

Discipline procedures will involve individual conferences between student(s) and teachers and/or principal and administrators. While the development of appropriate behaviors will be taught through Council, class lessons will also be 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. Consequences for behaviors will include loss of privileges; letters or phone calls to parent/or guardian; parent/student/teacher conferences; behavioral contracts; in-house suspension; and Student Success Team meetings.

When a student has repeated difficulty meeting the behavior standards of the school, a Student Success Team (SST) will be convened by parents (guardians), teachers, Para Los Niños Family Services, Para Los Niños Clinical Services, principal and other relevant program coordinators. The SST will develop a support plan that describes the behavioral goals, type of assistance, modifications and interventions to be implemented to assist the student and/or family in improving student behavior during the school day and afterschool. The team will come to a consensus on the support plan, identify who is responsible to implement each item of the plan and create a timeline in which to achieve the goals. Suspension may be one option employed by the SST to assist in developing acceptable student conduct; however in-school suspension is considered preferable whenever possible and appropriate, in keeping with policies as outlined herein. A follow-up meeting date will be set at the initial SST meeting to ascertain progress. Failure to meet expected improvements, or repeated offenses, may lead to suspension or expulsion. A student may only be suspended or expelled for violations of the Grounds for Suspension Expulsion.

The parents (guardians) will be engaged in goal setting and be empowered to become self-advocates in regard to meeting family needs.

School-wide positive behavior support and intervention:

- When students are identified as needing behavior intervention, the classroom teacher meets with the school Principal, Assistant Principal or Social Worker to design a process to assist the student to assist the students with hi/her unique situation.
- Please refer to Element 1 for descriptions of our Positive Behavior Program, SST Process and our referral process for mental health services.

Alternatives to suspension, especially for behavior issues related to low academic achievement and attendance-related concerns:

- Prior to suspension the following alternatives are considered:
  - The student has “cool down” period in the Principal’s office
The student is referred for Social Skills Group

- A Parent or Guardian may attend class with the student for a period of the day
- Administrators engage in additional activities to provide academic and/or behavior support for at risk students.

- Professional development, including training in preventative strategies: Our school uses the Responsive Classroom program as the core social-emotional curriculum. Staff members received training on this program prior to the start of the school year. The program is comprehensive and includes preventative strategies.

II. **Grounds for Suspension and Expulsion**

A student may be suspended for no longer than five consecutive school days, but may be suspended for fewer. A student may be suspended for no more than 20 days in a school year. California Education Code Section 48925 defines expulsion as “the removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision, of school personnel....” The Student Success Team, including the principal, school administration, teacher, Para Los Niños Family Services, Para Los Niños Clinical Services, and other relevant program staff, is charged with ensuring the students recommended for expulsion are given a fair and impartial hearing and are afforded due process rights. The term of an expulsion may be for the balance of the semester of expulsion, and or the following school semester or for one calendar year, depending on the violation and/or the student’s social adjustment background.

Students are subject to suspension or expulsion for incidents occurring

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

A student may be suspended by the principal for any of the behaviors described in Education Code Sections 48900 et seq., (see Grounds for Suspension/Expulsion below), or any other violation of school policy or behavioral expectations. The principal shall determine whether to suspend the student from school, or to allow the student to remain on campus during the term of the classroom suspension. Students serving classroom suspensions must remain on campus under appropriate supervision. If such a suspension occurs, the principal shall, as soon as possible, ask the parent to attend a parent conference, at which the school administrator and Family Services personnel and /or Clinical Services personnel may also be present. If the student has committed an obscene act, engaged in habitual profanity or vulgarity, or has disrupted school activities, the teacher may require that the parent/guardian attend a portion of the school day in his or her child’s classroom.

**Grounds for Suspension/Expulsion**

Every effort will be made to avoid out-of-school suspension and expulsion, when possible. In-school suspension is preferred, due to lack of parental supervision during the school day and the anticipated at-risk nature of many PLN – Gratts Primary Center students. All mandatory expulsion offenses will include a mandatory suspension. Otherwise, we do not have any mandatory suspensions. While the goal of PLN – Gratts Primary Center’s discipline procedures is to avoid out-of-school suspension and expulsion...
when possible, rules and procedures for suspension and expulsion are consistent with state and federal law. Thus, grounds for suspension/expulsion include instances when a student has:

**Grounds for Suspension:**

- Caused/attempted to cause, or threatened to cause physical injury to another person (including all Para Los Niños faculty and staff);
- Willfully used force or violence upon another person, except in self-defense;
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object;
- Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind;
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage or intoxicant;
- Committed or attempted to commit robbery or extortion;
- Caused or attempted to cause damage to school property or private property;
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, close cigarettes, smokeless tobacco, snuff, chew packets.
- Committed an obscene act or engaged in habitual profanity or vulgarity; Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code;
- Knowingly received stolen school property or private property;
- Possessed an imitation firearm. As used here, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm;
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 288, 288a or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code;
- Harassed, threatened or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both;
- Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs;
- Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events;
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- Aiding or abetting, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may result in suspension, but not expulsion pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a)
• Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233;
• Intentionally engaged in harassment, threats or intimidation, directed against school or PLN personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile academic environment;
• Made terrorist threats against school officials or school property, or both. PLN – Gratts Primary Center counselors, teachers or administrators will recommend Para Los Niños Clinical Services and Para Los Niños Family Services to provide support for children and their families, in addition to suspension.

Mandatory Expulsion
PLN – Gratts Primary Center complies with California Education Code Section 48915, which states that a school principal is required to recommend a student’s expulsion when he or she determines that the student has committed one of the following while on campus or at a school-sponsored activity off campus:
• Possession of a firearm;
• Brandishing a knife at another person;
• Unlawfully selling a controlled substance;
• Committing or attempting to commit a sexual assault or committing a sexual battery;
• Possession of an explosive.

If a student is expelled or leaves PLN – Gratts Primary Center without completing the school year for any reason, PLN – Gratts Primary Center 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 cards, and health information.

Gun Free Safe Schools The Federal Gun Free Safe Schools Act and California law prohibit the possession of firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm will be subject to arrest and will be recommended for expulsion immediately. The term of expulsion shall be one year. “Possession” includes, but is not limited to, storage in lockers, purses, backpacks, or automobiles.

Due process rights of all students, including the appeals process to be used by parents/guardians who dispute the school’s suspension/expulsion decision:

Students who present an immediate threat to the health and safety of themselves and others may be immediately suspended from school and later expelled by the principal upon recommendation by the Student Success Team. Any student recommended for expulsion shall have a right to an expulsion hearing in compliance with the procedure outlined in Education Code section 48918. The principal will make a reasonable effort to contact the student’s parents by phone or in person before suspension occurs. Unless an emergency situation exists, pursuant to Education Code 48911 suspension by the principal or principal’s designee shall be preceded by an informal conference conducted by the principal or principal’s designee and, whenever practical, the teacher, supervisor, or school employee who referred the pupil to the principal of principal’s designee. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. PLN – Gratts Primary
Center students will not be released from school before the end of the day unless a parent or designated adult is available to supervise the student. A conference with parents and/or commitment to a SST will precede the student’s return to regular attendance, if suspended. No penalties will be imposed on a student for failure of the parent/guardian to comply with school requests.

III. SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference: Suspensions shall be preceded, if possible, by a conference conducted by the principal or principal’s designee with the student and his or her parents and, whenever practical, the teacher, supervisor or school employee who referred the students to the Principal.

This conference shall be held within two school days, unless the parent/guardian waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

1. Notice to Parents/Guardian: At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If 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.

Suspension Time Limits/Recommendations for Placement/Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive days per suspension. Upon recommendation of Placement/Expulsion by the Principal or Principal’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing. If the expulsion hearing does not recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Appealing a Suspension:
Should a parent/guardian dispute a suspension decision, he/she may appeal the decision within five days of the suspension notice in writing. Once the notice is received then an appeal meeting with PLN’s VP of Charter Schools will take place prior to the suspension, if possible and no longer than 5 days from
the written request. Due process information will be given to parents through the parent/student handbook.

IV. Expulsion Procedures
A student may be recommended for expulsion by the Principal. The student is entitled to an expulsion hearing, and the student may be expelled only following an evidentiary hearing before the CEO or her/his designee acting as the Hearing Officer (also known as the VP of Charter Schools), or before an Administrative Panel (employees and/or board members of PLN) to be assigned by the CEO. The Administrative Panel should consist of at least one member who is certificated and not a teacher of the pupil. The Administrative Panel or Hearing Officer may recommend expulsion for any student found to have committed an expellable offense. The hearing shall be held in a private, confidential setting. The student and/or guardian may waive their right to the expulsion hearing and accept expulsion at any time during the process.

1. Request for Hearing
A student recommended for expulsion is entitled to a hearing to determine whether the student should be expelled. The parent(s) or guardian of a student shall have ten (10) calendar days from issuance of a written notice of the Principal's recommendation for expulsion to file a written request for a hearing. If the parent waives their right to a hearing, then such a waiver must be agreed to in writing within 30 calendar days of the written notice, in which the expulsion determination is deemed to be uncontested and the expulsion becomes final as of the receipt of the written waiver. If requested and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the Student has committed an expellable offense.

2. Notice to Parent/Guardian
Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:
   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 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 school to any other school district or school to which the student seeks enrollment;
   5) State the opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
   6) State the right to inspect and obtain copies of all documents to be used at the hearing;
   7) State the opportunity to confront and question witnesses who testify at the hearing;
   8) State the opportunity to question evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses.
   9) State the opportunity for parents to request a one-time postponement of the hearing up to thirty (30) calendar days from the date of the written request.

3. Record of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording or minutes taken of the proceeding. The record shall include all written evidence presented.
4. **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. The format of the proceedings (whether the expulsion hearing is presented by the Hearing Officer or Administrative Panel) will be made by the CEO and President of PLN on a case by case basis taking into consideration the ability to provide a panel in a timely manner. Please note that the Hearing Officer is only appropriate as a last resort in the case that the administrative panel is unavailable within the timeline. Also, VP of Charter Schools and/or the CEO of PLN must be impartial as the Hearing Officer and therefore must be completely unaware of any information related to the proceedings of the expulsion case prior to being designated to preside over the hearing.

A determination by the Hearing Officer or Administrative Panel to expel must be supported by 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 Hearing Officer or Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

5. **Findings**

The decision of the Administrative Panel or Hearing Officer shall be in the form of written findings of fact and a written determination on the expulsion. If the Hearing Officer or Administrative Panel decides against expulsion, the pupil shall immediately be returned to his/her educational program.

6. **Written Notice to Expel**

Following a decision of the Hearing Officer or Administrative Panel to expel, the Principal shall send written notice of the decision to expel, including the findings of fact, to the student or parent/guardian. This notice shall also include 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 expulsion status. The written notice shall also inform the student's or parent/guardian of the right to appeal the expulsion to the Para Los Ninos Board of Directors, or a committee of members from the board of directors established for that purpose.

7. **Appeals**: Parents are notified of the appeals process at the beginning of the process when they are referred to the parent handbook and procedures for the expulsion hearing:

Within ten (10) calendar days from issuance of notice of the decision to expel, the student's parent/guardian may submit a written request to the Board of Directors to appeal the determination. The appeal will be considered by the Board or a committee established for expulsion appeals at its earliest opportunity, although no later than 30 school days from issuance of notice of the decision to expel. The Board shall consider the findings of fact and record of the hearing. Board consideration of an appeal is not a second or additional evidentiary hearing. If the Board overturns the appeal, the pupil shall immediately be returned to his/her educational program. Otherwise, the expulsion is final and there is no further appeal.

**Access to Education in the event of suspension, extended or otherwise:**

All students are ensured access to an education during suspension. For suspensions lasting more than 3 days, PLN will provide the following:

- All classwork and homework, including relevant teacher notes from each school day of suspension
• Weekly collection of classwork and homework for teacher correction and return to student while on suspension
• Weekly conference with parents to review homework and classwork for the week in order to send home supplemental classwork and homework for improved understanding
• When possible, record classroom lessons so that student can follow along with in-class instruction during suspension

**Electronic Devices**

The use of cellular phones, pagers or electronic signaling devices by students on campus is prohibited during normal school hours. If such a device is observed or heard by school staff, it may be confiscated until redeemed by a parent or guardian. Photographing, videotaping or otherwise recording individuals without their permission is strictly prohibited. If a cellular phone, pager or electronic signaling device rings or is visible during testing, the device will be confiscated and the student removed from the test situation. Exceptions to this policy may be granted by the school administrator for purposes relating to the health needs or individual needs of a student.

**Prohibition Against Firearms, Weapons, and Other Dangerous Objects**

PLN – Gratts Primary Center maintains a Zero Tolerance Policy for any type of dangerous object. Therefore, school administrators will take immediate appropriate action against any student found in possession of a dangerous object. Dangerous objects include, but are not limited to, knives (including Swiss Army-style knives, X-acto knives, utility knives), razor blades, martial arts combat equipment, clubs, brass knuckles, explosives, and any type of firearm or BB/Pellet gun (including replica guns). Any student who inadvertently brings an object onto campus that is prohibited should turn it in to a teacher or administrator immediately; doing so will in most cases avoid disciplinary consequences. Pursuant to the Federal Gun-Free Schools Act, and in accordance with California law, any student found in possession of a firearm shall be recommended for expulsion. Possession includes, but is not limited to, on a student’s person, in a student’s lockers, in a pocket of a jacket not being currently worn, or kept in purses, backpacks, or automobiles. Students expelled for gun possession shall be expelled for the term of one calendar year.

**Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days’ notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

V. Policies and Procedures Regarding Rehabilitation, Reinstatement, and Readmission

In the event of a decision to expel a student from PLN – Gratts Primary Center, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the students who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

Pupils who are expelled from PLN – Gratts Primary Center shall be given a rehabilitation plan upon expulsion as developed by the PLN – Gratts Primary Center 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to PLN – Gratts Primary Center for readmission.

PLN – Gratts Primary Center 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, the PLN – Gratts Primary Center governing board shall readmit the pupil, unless the PLN – Gratts Primary Center 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.
PLN – Gratts Primary Center will maintain outcome data including:

- Suspensions
- Expulsions and expulsion placements
- Reinstatements
- Out of district expellees

**Rehabilitation Plans**

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; reasonable attendance; and completion of school work.

**Readmission**

The readmission process will include a meeting with the Principal or designee, to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The VP of Charter Schools with consent from the principal or designee shall make a recommendation to the Governing 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 Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is issued. The Charter shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the Charter showing that the student has met the conditions of the rehabilitation plan. The Charter’s governing board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, the Charter shall remove record of the student’s expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEM

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

Certificated Staff Retirement Benefits
The PLN GPC certificated staff may choose to participate in the State Teachers Retirement System (CalSTRS). Para Los Niños contracts with the Los Angeles County Office of Education (LACOE) to provide the reporting and processing of retirement information services to comply with California Education Code Section 47611.3 for charter schools. Employees contribute the required percentage of their salary and PLN GPC contributes the employer’s required amount. All payroll and withholdings data from employees and from PLN GPC is reported to LACOE no later than the 5th of the month following payroll to be considered on time by LACOE.

Additionally, certificated staff who are 21 years of age or older and have completed at least three months of employment are also eligible to participate in Para Los Niños’ voluntary 401(k) Plan.

Staff Responsible for Ensuring Coverage
The PLN Director of Finance & Contract Compliance is responsible for ensuring that appropriate STRS payroll and withholdings reports required by LACOE are processed on time.

Classified Staff Retirement Benefits
All non-certificated staff are covered by the federal Social Security Act. The required percentage of contributions is deducted from employee salaries, and PLN GPC contributes an equal amount as required. Regular part-time and full-time employees who are 21 years of age or older and have completed at least three months of employment are eligible to participate in Para Los Niños’ voluntary 401(k) Plan.
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.
**Element 13: Rights of District Employees**

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
ELEMENT 14: MANDATORY DISPUTE RESOLUTION

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

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

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

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

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

President & CEO
Para Los Niños
500 Lucas Avenue
Los Angeles, CA 90017
Telephone: 213/250-4800
Fax: 213/572-0107

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 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.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

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

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“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.
ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES

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

PUBLIC SCHOOL CHOICE CLOSURE

In the event that Charter School closes for any reason or loses its Public School Choice status, the LAUSD campus used by Charter School shall revert to the full and exclusive control of the District, to be operated as a school or otherwise, at the sole discretion of the District.

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

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

**Designation of Responsible Person(s) and Funding of Closure**

Upon 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 immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and 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), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

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 the 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 the 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 this notification 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 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 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 school closure
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, which will include 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 school closure
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 school closure, by which Charter School shall provide employees with written verification of employment

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

**School and Student Records Retention and Transfer**
Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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 student records to the receiving schools shall be in accordance with 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 the 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, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. 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.

8. 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 CDE will notify the charter school and the authorizing entity of any liabilities the 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 the 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 the charter school.

This audit may serve as the school’s 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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:
1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of the 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 the 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. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

   c. Make final federal tax payments (employee taxes, etc.)

   d. File its final withholding tax return (Treasury Form 165).

   e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 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 16. The District therefore reserves the right to
seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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

Public School Choice Campus
As an independent charter school approved to operate a Public School Choice campus, Charter School shall cooperate with the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally, Charter School agrees to waive any and all rights under Ed. Code section 47614 (“Proposition 39”) for a period coterminous with its LAUSD Board of Education approval to operate a Public School Choice campus.

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. 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.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.
Charter School 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. 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 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. The District shall have 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 Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities**

  (i) **Pro Rata Share**: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
(ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school 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 charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

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

**INSURANCE**

**Insurance Requirements**
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. **Commercial General Liability**, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. **Workers’ Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. **Commercial Auto Liability**, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a
student bus service. If Charter School provides student bus 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 $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to 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, arising out of or relating to acts or omissions of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School 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, 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.

**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 Ed. 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.

**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 a 30-day notice to Charter School. When a 30-day notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours’ notice.

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).
District Required Language for Public School Choice Independent Charter School Renewal Petitions and Material Revisions

2014-2015

Addendum
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District Required Language for
Public School Choice (PSC) Independent Charter School
Renewal Petitions and Material Revisions

Dear Applicants:

On the following pages, you will find the “District Required Language” (“DRL”) that must be included in a comprehensive petition for a Public School Choice (PSC) independent charter school renewal or material revision of a PSC charter school charter.

Please follow the instructions below:

☐ Check the Charter Schools Division website (http://charterschools.lausd.net) to ensure that this document is the current version of the DRL for PSC charter schools, as it may be changed from time to time.

☐ Provide the “Assurances and Affirmations” page (the first page of the DRL) at the beginning of the petition, immediately after the table of contents.

☐ Place the DRL for each Element at the beginning of the Element under the Element heading. Use the Element headings provided in the DRL, including the statutory language for each Element.

☐ As shown here, please highlight all DRL in gray to facilitate easy identification of the DRL within the petition.

☐ On the Assurances and Affirmations page, replace “[Charter School]” with the name of the proposed charter school and replace “[short form of school name]” with an appropriate identifier.

☐ Do not add, delete, or change any provision of the DRL other than the instruction above.

☐ Ensure that all other provisions in the charter petition do not duplicate and are otherwise consistent with the provisions of the DRL.

☐ Note that Element 11 does not include DRL other than its heading.
ASSURANCES AND AFFIRMATIONS

[Charter School] (also referred to herein as “[short form of school name]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).\(^1\)

- Admit all pupils who wish to attend the school. Ed. Code § 47605(d)(2)(A).\(^1\)

- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

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\(^1\) This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.
Pursuant to the Public School Choice (PSC) Resolution, Charter School makes the following assurances:

- Charter School is a not for profit entity.

- Charter School shall maintain a record of financial solvency and sustainability.

- Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.

- In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Ed. Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of Ed. Code section 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

- While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, Charter School further agrees not to refuse any resident students unless the resident enrollment exceeds the District’s established maximum operational enrollment for the school. Charter School understands and agrees that the attendance boundary configuration is subject to change at the sole discretion of the Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on District norms.

- Charter School agrees to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the “opt out” procedures set forth in “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” A parent’s “opt-out” decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

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

NOTE: Charter School currently participates in, and operates on a District campus under the auspices of, the District’s Public School Choice program. In the event that Charter School no longer participates in the PSC program, the PSC-specific provisions of the DRL included in this Charter will become inapplicable and inoperative; all provisions of the standard DRL will apply.
**ELEMENT 1 – THE EDUCATIONAL PROGRAM**

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

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

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

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

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

**ACADEMIC CALENDAR AND SCHEDULES**

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

**TRANSITIONAL KINDERGARTEN**

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

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

**English Learners**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the 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 EL program assessment. 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 ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding 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.

**Public School Choice Service Plan for Students with Disabilities**

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, Charter School agrees to sign the Public School Choice Service Plan for Students with Disabilities Assurance Form ("Assurance Form"). The Assurance Form assures that the awarded PSC Charter School will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree. Signing the Assurance Form also assures that Charter School, which has been selected to operate a PSC school, agrees to use positive behavioral interventions and supports to address the learning and behavioral needs of students with disabilities in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) and to comply with the District’s Discipline Foundation Policy. Charter School, selected to operate a PSC school, further agrees to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, Charter School agrees to participate in the Los Angeles Unified School District’s Special Education Local Plan Area (SELPA), as required by all public schools formed or approved by the District.

**Special Education Program**

Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two 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 but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.-

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools
District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

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

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

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

- CBEDS (Including Charter Schools)

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

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

- Dropout (Including Charter Schools)

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

- Monthly SESAC and Suspension data (Including Charter Schools)

- Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

**Element 2 — Measurable Pupil Outcomes and**

**Element 3 — Method by Which Pupil Progress Toward Outcomes Will Be Measured**

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

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

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

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

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, 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.

**PUBLIC SCHOOL CHOICE PERFORMANCE**

Charter School will track the same information presented in the LAUSD School Report Cards.

To ensure sharing of best practices, Charter School agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This participation may involve survey or interviews with teachers and parents to understand factors associated with student performance.

Charter School’s performance will be evaluated pursuant to the requirements of the Public School Choice program.

**ELEMENT 4 — GOVERNANCE**

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

**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 comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.
Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

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

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

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of *California Code of Regulations*, title 5, sections 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.
LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for the school, 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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(I). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. 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 school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” Ed. Code § 47605(b)(5)(F).

HEALTH, SAFETY AND EMERGENCY PLAN

As an independent charter school operating on a Public School Choice campus, Charter School shall comply with all District health, safety, and emergency procedures and requirements and will be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. 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 child abuse awareness and reporting and bloodborne
pathogens awareness, 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 Plan, and keep it readily available for use and review upon CSD request.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. 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, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.
ELEMENT 7 — MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant 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 NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact

- Hold an annual Title I meeting for parents of participating Title I students

- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

- Complete and submit Local Education Agency (LEA) Plan to CDE

- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

- Maintain inventory of equipment purchased with categorical funds, where applicable

- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

- Participate in any applicable federal program monitoring conducted by the California Department of Education

- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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 8 – ADMISSION REQUIREMENTS**

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

**PUBLIC SCHOOL CHOICE SCHOOL ADMISSIONS**

Charter School shall maintain records of its annual enrollment process documenting that students who reside within the designated attendance boundary have been offered enrollment in Charter School prior to any other students being accepted. These records shall be made available to the District upon request.
In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Ed. Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of Ed. Code section 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, Charter School further agrees not to refuse any resident students unless the resident enrollment exceeds the District’s established maximum operational enrollment for the school. Charter School understands and agrees that the attendance boundary configuration is subject to change at the sole discretion of the Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on District norms.

**McKinney-Vento Homeless Assistance Act**

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

**Non-Discrimination**

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

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

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 school’s Calendar of Reports
r. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

• P1, first week of January
• P2, first week of April

s. Instructional Calendar – annually five weeks prior to first day of instruction
t. Other reports as requested by the District

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.
Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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

**STUDENTS WITH DISABILITIES**

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

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

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

**NOTIFICATION OF THE DISTRICT**

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

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

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

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**OUTCOME DATA**

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

**REHABILITATION PLANS**

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

**READMISSION**

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

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

[NOTE: No District Required Language is being provided for inclusion in this element.]

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION
“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N).

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

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

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

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Charter School
[See Element 14]

6) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation.
following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

8) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

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

Charter School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“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.

ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

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

PUBLIC SCHOOL CHOICE CLOSURE

In the event that Charter School closes for any reason or loses its Public School Choice status, the LAUSD campus used by Charter School shall revert to the full and exclusive control of the District, to be operated as a school or otherwise, at the sole discretion of the District.

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

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

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

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

**Closure Action**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

**Closure Procedures**

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

**Designation of Responsible Person(s) and Funding of Closure**

Upon 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 immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and 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), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

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 the 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 the 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 this notification 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 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 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 school closure
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, which will include 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 school closure

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 school closure, by which Charter School shall provide employees with written verification of employment

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

School and Student Records Retention and Transfer
Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

9. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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.

10. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

11. 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.

12. 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 the student records.

13. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

14. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

15. 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.

16. 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.

   i. **Financial Close-Out**
   After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the 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 the 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 the charter school.

This audit may serve as the school’s 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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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.

ii. Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:
5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of the 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 the 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:

f. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

g. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

h. Make final federal tax payments (employee taxes, etc.)

i. File its final withholding tax return (Treasury Form 165).

j. File its final return with the IRS (Form 990 and Schedule).

This Element 16 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 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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

Public School Choice Campus
As an independent charter school approved to operate a Public School Choice campus, Charter School shall cooperate with the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally, Charter School agrees to waive any and all rights under Ed.Code section 47614 ("Proposition 39") for a period coterminous with its LAUSD Board of Education approval to operate a Public School Choice campus.

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. 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.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be
permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School 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. 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 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. The District shall have 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 Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
• **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  
  (iii) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (iv) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

• **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (iii) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (iv) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

• **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or
use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school 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 charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

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

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

5. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000.
without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus 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 $50,000 per occurrence, with no self-insured retention.

9. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

10. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

11. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

12. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance
Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:
"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to 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.

**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 Ed. 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.

**AUDIT AND INSPECTION OF RECORDS**

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

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

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

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

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

**Internal Fiscal Controls**

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).
Local Control and Accountability Plan
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).