Para Los Niños Charter School  
Charter Petition  

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INTRODUCTION

We are pleased to write this petition for renewal of the Para Los Niños Charter Elementary School (also referred to within this petition as PLN, or Charter School). 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.

As the President of the United States has said, education is the Civil Rights issue of our time as well as an issue of competitiveness, directly correlated with our economic and national security future. The sustenance of the achievement gap between ethnicities and economic classes threatens our national commitment to equity as well as our future standing as a world leader, due to limited and unequal opportunities to create a highly skilled, diverse, and innovative workforce.

To reach these educational and social goals for equity and competitiveness, an approach to supporting children and families must go beyond a traditional education focus. Schools, in their traditional forms, are not enough to address the multitude of needs and learning barriers facing many of our children.

Children who live in fear of abuse…who suffer from neglect…who are hungry or homeless…struggle to thrive in school, regardless of their potential or intellect. Families who are homeless and struggling to meet the basic needs of their children face tremendous barriers in providing healthy environments for their children to learn, develop and thrive. Communities that are unsafe, with limited social opportunities for housing, employment and recreation, and connection with others, hinder children and families in living stable and well lives.

Accordingly, at Para Los Niños, we are intensifying our focus on the whole child, understanding that children live and learn with 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 which addresses each child’s needs in the context of his/her family and community, providing comprehensive and accessible supports in spaces where children and families can best and most readily access them.

The Para Los Niños Urban Education Model 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, 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.

The theory behind our work

Our educational approach is theoretically situated within a socio cultural context; inspired by educational and social theorists that recognize students as a product of their environments, view the best curriculums as student-led, and place tremendous value on the cultural capital - those experiences, backgrounds, and cultural knowledge- that our children and families bring with them to our school sites.

In our Para Los Niños schools we connect school and home lives, looking at children in their entirety and responding to their physical, behavioral, and academic needs in a comprehensive way. We learn about our children, their families and the community, creating learning environments and curriculum around their experiences that will afford opportunities to access, relate to and engage with the learning. Our children are supported in developing their critical thinking skills and are active participants in their learning. Past indicators of student engagement and achievement at our school have told the story of students who are highly motivated to come to school and learn, and families who feel in partnership with the school.

Student Achievement

We acknowledge that relevant and engaging learning environments are only one part of the equation in helping our students to bridge the achievement gap. We understand that helping students acquire the knowledge and skills to engage with and demonstrate their content knowledge in ways such as through standardized tests is foundational to creating the democratizing educational experiences towards which we strive and which we believe will guide our students along paths of success in their lives.

The test scores in 2008, 2009, and 2010 have provided us an opportunity to explore the gaps that existed in our learning environment and teaching practices. We are fully committed to continuous examination and improvement of the Para Los Niños Charter Elementary School, characterized by a learning environment where students, teachers, administrators and parents are engaged in regular and ongoing opportunities to measure student academic progress, identify areas for academic improvement, and master state subject content areas in ways that develop both their content knowledge as well as their skills in and familiarity with standardized assessments.

“LAUSD-Specific Language”

Affirmations and Assurances

Para Los Niños Charter Elementary School shall:
• Be nonsectarian in its programs, admission policies, employment practices and all other
operations.

- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation 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.

History of Para Los Niños

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 has grown, now a leader in providing educational, mental health services and family support services to children and their families. In 2011, our combined direct and indirect services benefited 20,000 children, youth, and their families across some of the most economically challenged neighborhoods in Los Angeles and San Bernardino counties. PLN’s current programs include: 1) The Para Los Niños Charter Elementary and Middle Schools; 2) Para Los Niños- Evelyn Thurman Gratts Primary Center; 3) Child development centers; 4) Mental Health services through a contract with the Los Angeles Country Department of Mental Health; 5) Workforce Investment Act; 6) Foster Youth; and 7) Case management, home visitation and a variety of family assistance and support, funded by Los Angeles County Department of Children and Family Services, First 5 LA, and a variety of other public and private partners.

One hundred percent of children and families served by PLN come from low-income households. Ninety-nine percent of our students are Latino and Spanish-speaking, with a minority fluent in English. Children in our targeted areas face numerous environmental stressors that increase their risks of negative academic and social outcomes. Research shows that these risk factors—including poverty, linguistic isolation, disadvantaged minority status, under-resourced schools, diminishing employment opportunities, and
stressful life events in the family, for example—place children at heightened risk for a host of devastating school and life outcomes. These include cognitive and emotional development problems, increased rates of school failure, and overall threats to children’s academic and social wellbeing such as abuse and neglect (Orfield & Lee, 2005; Rumberger & Paradelo, 2005). By addressing the social risk factors and educational opportunity gaps facing many of the children who are supported by our services and attend our schools, we play an important role in closing the achievement gap and breaking cycles of poverty that plague our urban communities.

In 2009, the PLN Board of Directors and staff members embarked on an intensive planning process, through which a new strategic plan was articulated for the next five years. The plan expands the agency’s mission to help children and their families succeed in school and in life. To achieve this, PLN has intensified its focus on supporting the whole child, understanding that the overall well-being of a child is directly related to the context of the school a child attends, and the family and community in which s/he lives and interacts.

In our 30 years of operation, we have grown steadily and have expanded our scope and focus of support. Today, Para Los Niños is a nonprofit organization dedicated to the academic success and social wellbeing of children in the highest poverty communities of Los Angeles and San Bernardino counties. We place education at the core of our mission to break generational cycles of poverty and to close the achievement gap for children living in underserved communities.

PLN is accredited by the Council on Accreditation of Services for Family and Children. PLN has a reputation for excellence throughout Los Angeles and across the nation. Our many honors received include the Bank of America Neighborhood Excellence Initiative Award; National Council of La Raza/Annie E. Casey Foundation Family Strengthening Award; and Excellence in Education Award from Senator Barbara Boxer. The agency was named Western Regional Honoree for the 2006 NCLR/Ford Motor Company Affiliate of the Year Awards, and a Treasure of Los Angeles by the Central City Association. In 2008, President/CEO Gisselle Acevedo was named a Woman Making History by U.S. Senator Barbara Boxer, and was honored with the Inspiration Award by the National Association of Women Business Owners of Los Angeles. In 2010, she was named CEO of the Year by Los Angeles Business Journal. Recognizing PLN’s high-quality work over the past 30 years, the Los Angeles City Council officially proclaimed January 21, 2011, “Para Los Niños Day”.

History of the Para Los Niños Charter

The PLN Charter Elementary School was granted a five-year charter from LAUSD, beginning in the 2002-2003 school year. The school has a maximum capacity of 390 children in grades K-5. The curriculum, as discussed in this petition, reflects a culture of achievement, integrating a full range of skills in reading, writing, mathematics, social sciences and science. English Language Learners are educated in an environment that facilities content proficiency and fluency in both oral and written Spanish and English.
The building

From 2002-2006, the PLN Charter Elementary School was housed on the first floor of a leased facility at 1617 East 7th Street in central Los Angeles. As the school expanded in grade level and enrollment, it became necessary to seek additional space. Children, families, teachers and staff expressed their strong desire to remain at that location- due to the proximity to many parents’ workplaces and their strong affinities for the facility itself. Therefore, in 2006, PLN purchased the two-story Charter School building so that renovations could be completed and classroom space expanded. Renovations to the site, which were completed in September 2006, converted the second floor into classrooms, doubled space availability, and reconfigured existing space. Work on the facility also included the addition of ADA- compliant bathrooms on the converted second floor, and an elevator between the floors. Thirteen additional classrooms were created for the Charter School (the school is now comprised of 17 classrooms).

Additional features of the renovated and expanded Charter School include:

- The Classrooms: The thirteen new classrooms as well as the four original classrooms are designed with special attention to aesthetics that promote critical thinking, curiosity and inquiry. These qualities are aligned with our pedagogy, which is founded on the respect for children’s abilities to inquire about topic areas and construct knowledge in different ways.
- The Library: The school library, located on the second floor of the school, contains an extensive age-appropriate collection of books, as well as a welcoming reception area, work and learning space, and carpeted reading area.
- An “Atelier” (an art studio): The Atelier is a working art studio where children develop art skills and collaborate on short and long-term projects that are directly connected to their work in science, social studies and mathematics. Children have opportunities to work with a different media - such as clay, wire, tiles, blocks, paint, charcoal, and a wide variety of natural and recyclable materials.
- A Community Hall: The Community Hall serves as both a cafeteria where children receive hot meals and nutritious snacks, as well as an auditorium where children’s productions, activities and events for the whole family take place. The Community Hall is adjacent to the large outdoor charter school playground, providing easy access for outdoor recreation and activities.
- School-age Care Office: The School-age Care Office provides a place for parents to meet with School-age Care personnel, and a training area for staff.
- A Lounge: The lounge is located on the second floor and provides easy access for teachers and staff to meet.
- Art Walls: The art walls showcase student work and documentation of the learning process through print and pictures. This gives an opportunity for children to see their work reflected throughout the school environment and
provides the community a view and understanding of how the children translate their learning into rich, deep and creative art.

- Therapy room: This is a quiet room where mental health services are provided.
- RSP/learning center: This spacious room allows students with special needs to receive individual educational support
- Behavior Specialist “Cool Down Room”: This is a quiet room where students can be supported by the behavior therapist in using common safe school language, in resolving conflicts, and in developing coping strategies
- Curriculum Library-Teacher Resource center: This space houses resources for teachers to utilize when developing their instructional plans
- Family Advocate Office: This office houses the family advocates, who play an important role in the facilitation of community-affiliated resources or support. Playing a social service function, advocates help agencies, schools and government programs connect with the children and families who can benefit from support or crisis prevention.
- P.E. Coach Office: This office houses the physical education teacher, who instructs school age students on healthy living, exercise, and physical fitness.
- Curriculum Coordinator Office: This office houses the curriculum coordinator who facilitates and supports data analysis, implementation of assessments and lessons, and individualized support for teachers in developing their instructional and assessment plans.
- Assistant Principal’s Office: This office houses the assistant principal/dean of students, who is responsible for creating and maintaining a safe, healthy, and supportive environment and culture that engaged both children who attend the school and their families.
- Nurse’s office: This office is where a nurse will be housed 2 and a half days, shared with the on-site middle school on that day and located at PLN’s other charter school site, the Evelyn- Thurman Gratts Primary Center.

How school has achieved goals of original charter

The overarching goal set forth in the original charter petition was to provide a comprehensive and responsive approach to education and student achievement that meets individual students’ educational, social and psychological needs, in a positive, developmentally appropriate and intellectually challenging school environment. This goal and the accompanying educational approach was designed to provide the critical supports necessary to afford opportunities for children from low-income, non-English-speaking families to attain high levels of academic achievement; to view learning as a positive, attainable goal; to apply life skills daily to create a safe and healthy environment for themselves, their peers and family; and to relate to other people with self-confidence and positive behaviors.
The PLN Charter Elementary School is working diligently toward this goal and its related objectives through the development and implementation of its curriculum as follows:

Access to high levels of academic achievement

The original petition described a broad curriculum that was based on California State Content Standards and was chosen to promote high levels of academic achievement. Over the past nine years, an overall teaching philosophy and methodology was developed in close consultation with researchers from UCLA’s Center for Research and Development on Standards and Student Testing (CRESST), and consultants from UCLA’s University Elementary School Critical Thinking Institute. This pedagogy, guided by the latest brain research and best practices, and inspired by the Reggio Emilia approach and a constructivist theory of education, is described in detail in this renewal petition. In short, our approach to teaching and learning promotes academic achievement through research-based methods that develop in-depth conceptual understanding and opportunities for children to construct their knowledge based on relevant learning experiences and their own personal experiences.

Our methodologies are carried out in a safe, nurturing learning environment that encourages critical thinking, inquiry and Academic English Language Development. Teachers serve as researchers – learning from their students and guiding them as they study “big ideas” and concepts in depth. Within this teacher-researcher role, educators carefully listen, observe and document student’s work while provoking and stimulating critical thinking. Teachers are also committed to reflection about their own practices to ensure continuous responsiveness to academic requirements as well as student interests and needs.

Curriculum

The school’s literacy and language arts curriculum was modified to address the needs of PLN Charter Elementary School’s predominantly English-Language-Learner population.

The original charter petition stated that the primary language of students (Spanish) would be used as a building block for literacy. Using this idea (and building on it using current research), the school’s program was developed. Children enter the PLN Charter Elementary School in kindergarten and gain literacy in Spanish, and then begin formal transition to English in third grade.

At the same time, an Academic English is developed (in math, social studies, science) beginning in Kindergarten. The language arts curricula cited in the original charter – the Ohio State University Early Literacy Learning Initiative and the California Early Literacy Learning Project – were integrated into a Balanced Literacy Program. A Balanced Literacy Program is an approach to helping all students learn to read and write effectively, based on the belief that all students are capable of reading and writing. Balanced Literacy is a model for teaching children in a child-centered classroom,
providing many opportunities for real life reading and writing experiences. Balanced Literacy classrooms focus on four different types of reading and writing experiences:

1) Read aloud and Modeled writing 
2) Shared reading and writing 
3) Guided reading and writing 
4) Independent reading and writing 

Student Achievement

Programmatic Enhancements

The test scores for the 2009-2010 school year mandated examination of instructional and assessment gaps, with an API of 699 in 2010 compared with 733 and 702 in 2008 and 2009, respectively. Therefore, in the 2010-2011 School Year, Para Los Niños committed substantial resources toward a targeted focus on student achievement: a one year contract with experts in the field of achievement turnaround; the purchase of a web-based instructional program focused on the mastery of state standards; the hiring of a curriculum coordinator to ensure usage of student data to improve achievement; and the hiring of a new principal.

Supported by a grant from the Drown Foundation, Para Los Niños was able to enter into a one-year contract with John Simmons and Strategic Learning Initiatives (SLI), a nonprofit organization serving public schools throughout the country. SLI launched its turnaround strategy at the Para Los Niños Charter Elementary School, building on and investing in the leadership and skills of the staff already working in our school.

SLI utilizes a “Focused Instruction Process,” which includes four components: shared leadership, targeted professional development, continuous improvement, and parent engagement. An eight step process is used to make sure that students master academic skills by being provided focused lessons, formative assessments, re-teaching opportunities after assessments, and reassessments to measure their progress.

Teachers and staff were provided ongoing professional development on how to implement focused lessons that are informed by student data and are specific to California standards- based skills. The skills were practiced school wide and all teachers were held accountable to implement focused lessons and assessments. Assessments were used to help gauge student understanding of skills in order to foster future lessons. All skills were maintained through spiraling lessons on other content areas and through collaborative meetings within and across grade levels.
The school has also purchased the Standards Plus curriculum, which helps students achieve by meeting high educational core standards. These instructional materials will be integrated into each school day.

**Staffing**

The charter school is very excited to welcome a new principal to the school: Titus Campos. Mr. Campos comes to the school with twenty years of experience in education, ranging in positions from classroom teaching to Title I Coordinator, also serving as both an Assistant Principal and Principal at schools in the Los Angeles Unified School District. Mr. Campos has strong expertise and credentials in administration and reading and language arts. His combination of experiences, familiarity with the community, and strong professional networks make him a strong and capable leader to maintain and enhance the momentum around student achievement at the school.

To enhance the ways teachers use focused instruction and data to develop instruction and assessment plans, a curriculum coordinator has been hired to work with staff at the Para Los Niños Charter Elementary School. This individual is responsible for overseeing the implementation of grade level curriculum maps, data analysis and providing teacher support and resources to ensure the mastery of skills. Our curriculum coordinator comes to the Para Los Niños Charter Elementary School with many years of experience in the classroom (as a teacher in both traditional and charter schools) and directing instructional and assessment programs in schools. She has already made tremendous contributions toward supporting teachers and the school in creating and implementing a specific and focused plan for student achievement overall, and with students whose needs may require additional differentiation.

**Promising Results**

The 2011 API scores demonstrated strong results from our comprehensive focus on student achievement, with an API of 737; a 38 point increase from the API of 699 in 2010. We expect this growth to continue with our programmatic and staffing enhancements.

**The school curriculum**

The school’s math curriculum now includes enVision by Scotts Foresman –Addison Wesley. Teachers have been given professional development on how to implement the state adopted curriculum and implement technology related to topic areas. Teachers have also received training on Cognitively Guided Instruction (also referred to as CGI math), where teachers learn to use the approach to teaching mathematics that uses a student's own mathematical thinking as the basis for instruction.

The school’s science curriculum was developed and maintained by staff from the PLN Charter Elementary School (in coordination with a UCLA consultant from the Critical Thinking Institute at University Elementary School—referred to as a “pedagogista” in the
Reggio approach). In efforts to improve student achievement teachers have incorporated the English language development standards as well as Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Design (GLAD) strategies.

Through this curriculum, students explore science concepts in-depth, and they also learn about the interconnections between different areas of science such as Life, Physical and Earth Science. Using a teaching methodology that encourages the use of firsthand experiences and multiple ways of representing knowledge helps students deepen their understanding of concepts and big ideas. This supports student development in expertise and influences how they organize, represent and interpret information in their environment – all of which is recommended by the National Research Council. Para Los Niños has also partnered with the Palos Verdes Peninsula Land Conservancy to enrich learning experiences and engaged in conservation through education tied to the California state standards for science curriculum.

A cadre of PLN Charter Elementary teachers attended the UCLA Critical Thinking Institute, which enabled them to develop a comprehensive, grade-level-appropriate social studies curriculum. Ongoing professional development for PLN Charter teachers allows them to develop a stronger understanding of inquiry and project-based learning. The curriculum and teaching methodology help students become experts in that area of study. Students also learn to make connections between concepts and interconnections between areas of study, such as geography and economics; life science and physical sciences, etc.

Visual and performing arts, as well as technology, are used to promote understanding of subject matter and retention of knowledge – promoting higher-order thinking and problem-solving.

Supporting in-depth student learning versus mere breadth of information facilitates opportunities to develop expertise versus novice knowledge, and is recommended by the National Research Council. Together with UCLA consultants, our teachers drew recommendations from *How People Learn: Brain, Mind, Experience, and School* (Bransford et al, eds., National Research Council, 1999) in order to create the curriculum and practices that are used at the PLN Charter and address the different needs of the student population.

Universal access is addressed through the Para Los Niños Charter Elementary School curriculum. Through the curriculum English Language Learners and children with special needs are supported with the use of SDAIE, GLAD and differentiated instruction. Students are given the opportunity to learn in small group instruction, reteach of concepts, clarification of skills and extra attention and practice.

In addition to the success we have had in improving student achievement as measured by state and federal standardized measures, our school has maintained a rate of student attendance between 96% and 97% since 2006. Our families demonstrate a strong degree of satisfaction with the services they receive at Para Los Niños as is evidenced by parents.
continued choices to enroll their children in PLN programs. Our families see their children being nurtured and growing in our programs, and they continue to trust us to provide excellent services as their children develop from infants to early adolescence.

**Designing opportunities for meaningful participation**

Another objective cited in the original charter petition was “designing opportunities for meaningful participation.” The methodology of instruction described in this renewal petition was chosen for its ability to provide these meaningful opportunities across subject areas and experiences. Areas of study are often decided upon by both the teacher and the students. While some areas demand more teacher-directed activities in order to ensure that core standards (Language Arts, Math, Science, Social Studies) are met, student interests, experiences, and multiple modes of learning are incorporated into lessons, empowering students and motivating them to learn. The arts are an integral part of this process: Students may create an interpretative dance or painting to illustrate a learned concept. Success Criteria rubrics assist with formative assessment and guide teacher with data analysis and further instruction. As described in the initial charter, field trips are also an important part of the school day, bringing concepts to life for children as they participate in different learning experiences. These firsthand fieldtrip experiences provide background knowledge for all children, and increase their opportunities to explore places and concepts beyond their immediate environments.

Collectively and across all subject areas, original charter objective have been achieved and institutionalized, as opportunities for meaningful participation are an integral part of each school day.

**Teaching and applying life skills**

The original charter petition included an objective related to supporting students at risk of negative school and life outcomes in developing the competencies needed to overcome the social risk factors and learning barriers that many of our students face. The PLN Charter Elementary principal and teaching staff chose to implement Cool Schools — a Safe School curriculum designed by UCLA/UES to directly address risk behaviors including violence, gangs, bullying, drugs and alcohol, etc. The Safe School Guidelines set expectations with regard to school behavior. Safe School is both a preventative and responsive educational system that guides children in developing appropriate interaction skills. Time is spent each school day exploring these concepts using Safe School and Cool Tools — concrete materials that teach abstract ideas. An example activity may include the use of a kaleidoscope, demonstrating an important life lesson related to people often seeing things differently. Additionally, teachers take time out of each school day to address immediate behavioral issues and resolve them. As a result, students have learned and applied life skills — increasing their abilities to get along with one another, express their opinions in appropriate ways, set positive goals related to social interaction, and promote safety in their school community and local neighborhoods. (Please see Cool Tools Curriculum, Appendix A)

**Devising and implementing bonding, caring and support systems**
As noted in the original charter petition, 92% of the students who attend the PLN Charter Elementary School attend from 7 a.m. to 6 p.m. each weekday. The school is a second home to them, and therefore a key objective is to create an environment that is caring and supportive; where students can create and maintain bonds with adults and peers. Activities occur each school day and are specifically designed to bring children closer together, to promote a recognition and understanding of differences, and to promote the school as a safe haven for children. Children develop their voices through daily activities and through encouragement of diverse ways of expressing themselves. — And teachers listen to them. This creates an environment rich in communication and caring.

To supplement and maintain a continuum of message with the regular activities during the day with students, families are provided opportunities to explore and learn tools and strategies that promote academic and social success at home. Through parent conferences, family learning activities, and an open door policy, staff and families work together to ensure that plans are in place to support child and family wellness. Through these partnerships, each family can draw on the additional resources of PLN overall — including family support services, basic/emergency needs services and supplies, and mental health counseling — to mitigate risk factors and promote learning and life outcomes. Teachers, administrators and/or parents may recommend that a child or family receive these support services and link families to appropriate resources when needed.

Each parent/caregiver signs a parent contract when enrolling his/her student at our school. This contract signals a commitment to their child and to the school. In the contract, parents agree to participate in parent-teacher conferences, school-wide workshops, and monthly parent meetings. Additionally, parents agree to read daily with their child and to communicate regularly with teachers regarding homework, classroom activities, and any questions or concerns they have regarding their child’s development.

The goals and objectives of the original charter petition have been achieved — and they continue to be expanded as the teaching methodology and curricula are put into practice.

NEED FOR THE PARA LOS NIÑOS CHARTER ELEMENTARY SCHOOL - VALUE ADDED TO THE DISTRICT BY THE EXISTENCE OF THE CHARTER SCHOOL

The District has benefited from the existence of PLN Charter Elementary because our charter school effectively addresses the needs of some of children in the district most at risk of negative academic outcomes and social outcomes— students who experience high poverty and associated very low levels of academic achievement. These students, most of whom come from high poverty communities, are predominantly English Language Learner students whose immediate neighborhoods are often plagued with violence, gang activity and drug trafficking. In the small-school environment of our school, students and families can build strong relationships with the school, promoting academic achievement and positive overall social outcomes. Most students spend their entire day (from 7 a.m. to 6 p.m.) at PLN Charter, as the school offers a safe haven with some of the longest
hours available for any LAUSD school. Time spent in this environment that responds to “the whole child,” and supports children and families along a spectrum of wellness needs, plays an integral role in each student’s success, as the Para Los Niños Charter Elementary becomes their second home.

The unique attributes of the school have benefited the community by providing an effective academic curriculum as well as a safe and secure place for community children to grow and learn. As part of the larger Para Los Ninos organization, for example, the school can offer its students and families coordinated and integrated support services both in the home and in the school setting. Families have access to clinical services, including family therapy and counseling which can be conducted at the school as necessary to promote effective interventions. Through the school’s Early Exit Transitional Bilingual Program students are able to continue to acquire the necessary content knowledge and skills as they acquire Academic English Language Vocabulary and skills to be successful in English.

Without the resources of the PLN Charter Elementary School, many enrolled students would face obstacles to success in their home schools. Potential challenges include struggling to learn English without specific interventions and without the benefit of a curriculum designed specifically to promote English Literacy by building on primary language literacy. Additionally, these children and families would in many cases face challenges in finding and accessing needed support services due to lack of coordination of services, off-site locations, etc.

With effective and targeted curricula, and responsive and integrated support services, we have demonstrated our role in supporting children in reaching academic success and overall well-being, for both the students and their families. The overarching value added to the district by the existence of the charter school is the reduction of social risks and learning barriers our efforts support, leading to a closing of the achievement gap and contributing to a break in the generational cycles of disenfranchisement and poverty that plague many high poverty communities in the Los Angeles Unified School District.
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)

*"LAUSD-Specific Language"

School Information

The address of the PLN Charter Elementary School is 1617 E. 7th Street, Los Angeles, CA 90021.
The phone number of the PLN Charter Elementary School is 213.239.6605.
The contact person for the PLN Charter Elementary School is Gisselle Acevedo-213.250.4800.

The term of this charter shall be from SY 2012-2013 through SY 2016-2017.

The grade configuration is K-5th grade.
The number of students in SY 2012-2013 will be 355 students.
The grade levels of the students in the SY 2012-2013 will be K-5th grade.
The scheduled opening date (first day of school) of the PLN Charter Elementary School is August 14, 2012
The admission requirements include the following: The PLN Charter Elementary School will admit all pupils who wish to attend as outlined in Education Code 47605(d)(2)(A). Admission to the PLN Charter Elementary School is non-discriminatory, and is open to any resident of the State of California. The school does not charge admission. PLN Charter Elementary School adheres to all laws regarding minimum age for public school attendance. It is non-sectarian and non-discriminatory in all areas of its operation.

The operational capacity will be 390 students. Here is the enrollment rollout plan for the next five years:

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</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>355</td>
<td>390</td>
<td>390</td>
<td>390</td>
<td>390</td>
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</tbody>
</table>

The instructional calendar will be Monday, August 14, 2012 to Tuesday, June 4, 2013,, (see school calendar below).
The bell schedule for the PLN Charter Elementary School will be:
Monday, Wednesday, Friday 8:00AM-3:00PM
Tuesday and Thursday 8:00AM-2:00PM

If space is available, traveling students will have the option to attend.
Para Los Niños Charter Elementary School
School Calendar 2012-2013

First Day of School: Tuesday, August 14th

Labor Day Holiday (No School): Monday, September 3rd
Veteran’s Day Holiday (No School): Monday, November 12th

Thanksgiving Holiday: Thursday-Friday, November 22nd to 23rd

Winter Break: Monday, December 17th – Friday, January 4th
Dr. Martin Luther King, Jr. Bday (No School): Monday, January 21st

President’s Day Holiday (No School): Monday, February 18th

Spring Break: Monday, March 25th – Friday, March 29th

Memorial Day Holiday (No School): Monday, May 27th

Last Day of School for Students: Tuesday, June 4th

School Hours for 2012-2013
Kinder-5th Grade
Monday, Wednesday, Friday 8:00AM-3:00PM
Tuesday and Thursday 8:00AM-2:00PM

2012-2013 - Recess and Lunch Schedule

<table>
<thead>
<tr>
<th>Grade</th>
<th>Recess</th>
<th>Lunch - eat</th>
<th>Lunch - play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>10:00-10:30 am</td>
<td>11:40 am - 12:40 pm</td>
<td>Please see Kinder schedule below</td>
</tr>
<tr>
<td>3 classrooms</td>
<td>Snack in the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TAs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1st grade
4 classrooms
9:00 - 9:20 am
Island Benches
TAs
11:00 - 11:20 am
Island Benches
TAs
11:20 -11:40 a.m.
TAs

2nd grade
2 classrooms
9:20 - 9:40 am
Patio Benches
TAs
11:20 -11:40 am
Patio Benches
TAs
11:00 - 11:20 am
TAs

3rd grade
2 classrooms
9:40 - 10:00 am
Island Benches
TAs
11:40am - 12:00pm
Island Benches
TAs
12:00 - 12:20 p.m.
TAs

4th grade
2 classrooms
10:00 - 10:20 am
Patio Benches
TAs
12:00 - 12:20 pm
Patio Benches
TAs
11:40am - 12:00pm
TAs

5th grade
2 classrooms
10:20 - 10:40 am
Island Benches
TAs
12:20 - 12:40 pm
Island Benches
TAs
12:40 -1:00 pm
TAs

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2012 - 2013 Kindergarten Lunch Schedule
(Eat in Cafetorium, play on Early Childhood yard)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>T.A.</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td>TA 1</td>
<td>Play 11:40-12:00, Eat 12:00-12:20</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>T.A. 2</td>
<td>Play 12:00-12:20, Eat 12:20-12:40</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>T. A. 3</td>
<td>Eat 12:00-12:20, Play 12:20-12:40</td>
</tr>
</tbody>
</table>

The Students

PLN Charter Elementary School is located in a downtown Los Angeles community that is plagued by the effects of drug trafficking, gang activity, prostitution, other violence and poor housing conditions. The population at the school reflects the demographics of this community and the clients that Para Los Niños currently serves, according to agency-wide database. Ninety-nine percent of children served at the PLN Charter Elementary School are Latino and Spanish-speaking, with a minority fluent in English. Ninety-eight percent of clients have low or very low incomes. The average family is a single mother
with three to four children (Please see Demographic and Academic Achievement Matrix, Appendix B)

The school will continue working with grades K-5, serving 355 students in the year 2012-2013.

<table>
<thead>
<tr>
<th>Projected Student Characteristics for PLN Charter Elementary School</th>
<th>Year 2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity (majority)</td>
<td>99% Latino</td>
</tr>
<tr>
<td>% of English Language Learners</td>
<td>73%</td>
</tr>
<tr>
<td>% Free/Reduced Lunch</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Average number of students per class</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

DATA SOURCE: PLN Database

The Para Los Niños Charter Elementary is committed to enrolling a population of students that is reflective of the local demographics, in terms of ethnicity, socioeconomics, and achievement history.

Surrounding Schools

The PLN Charter Elementary School enrolls students in grades K-5. In developing our instructional model for the school, we have continued to consider demographic and academic achievement data for LAUSD public and public charter schools within approximately 2-mile radius of the PLN Charter Elementary School. (Please see Demographic and Academic Achievement Matrix, Appendix B.)

Mission Statement

The mission of the Para Los Niños Charter Elementary School is to help children in grades K-5 and their families succeed.

Vision Statement
In keeping with the vision for Para Los Niños as an organization, our school will be a Center for Urban Education providing students and their families with all the support and tools necessary to ensure academic success for our students.

An Educated Person in the 21st century

Para Los Niños believes that in order to be successful, our students must become active citizens in a democracy that is still being shaped. The 21st century is characterized by an exponential and ever-accelerating growth of knowledge. Therefore, critical inquiry, inclusive of the ability to learn, question, process, and use resources is a core component of learning and acquiring content knowledge. As we seek to educate the whole child at the PLN Charter Elementary School, 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.

Instructional Framework- The Para Los Niños Urban Education Approach

Our curriculum and instructional practices are strongly influenced by recommendations from the National Research Council report in *How People Learn: Brain, Mind, Experience, and School* (Bransford et al, eds., National Research Council, 1999); and *How People Learn: Bridging Research and Practice* (Bransford et al, eds., National Research Council, 2000), which views optimal learning as focused on depth vs. breadth, views understanding as construction and use of knowledge, and creates opportunities for students to be self-motivated and both problem solvers and problem generators.

The educational approach at the PLN Charter School is framed within a constructivist learning theory, proposing that successful learning happens when students are afforded opportunities to build upon knowledge they already have. When a student can use his/her life experiences and interests to construct new knowledge, learning is more effective, engaging, and active. This framework relies heavily on guided discovery where students are led through questions and activities to discover, discuss, appreciate and verbalize the new knowledge.

This framework is appropriate to what we know about best practices designed to meet the needs of our population of predominantly economically disadvantaged students and English Language Learners, and by previous success operating our charter school. Conscious of the negative consequences that result in the common disconnect between children’s home lives and traditional educational settings, we utilize student experiences, engage students and their parents, and provide relevant learning opportunities that support learning.

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

Accordingly, our educational program takes into account the whole child, understanding that children live and learn with the context of a family; and a family lives and learns within the context of a community. We coordinate and integrate effective educational services with social support services in a way that aims to promote and support overall well-being of children and families, and partners with families to identify community strengths, needs and solutions to best support academic and life success.

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

How learning best occurs

Our experience in working with infants-6th graders in schools (through our early childhood programs, this K-5 charter elementary school, and our charter middle school) along with our practices of keeping abreast of best practices around the country has led to the development of our understanding of how learning best occurs. This understanding provides the foundation upon which we have developed our instructional program for our anticipated student population of primarily English Language Learners from socio-economically disadvantaged homes. The school is guided by our mission and vision (stated above in this petition), as well as the following tenets of what we know about how children learn:

- Children learn best when the learning is purposeful and has personal meaning to them.
- Children learn best when actively involved in the learning process through hands-on and first-hand experiences.
- Most children perform best in English literacy skills when they have first established fluency in their primary language.
- Learning to ask questions is fundamental to extending learning that contributes to becoming life-long learners.
- Children’s learning increases when they are in a safe environment where they feel comfortable to take risks.

Self-Motivated, Competent, and Lifelong Learners
The goals of the program enable students to become self-motivated, competent and lifelong learners. High academic achievement is accomplished in a number of ways: The primary language will serve as a building block to literacy in both Spanish and English; students will have ample opportunities to participate in experiential learning that fosters language and concept development; students will participate in the systematic instruction of explicit literacy skills and multiple comprehension strategies to develop effective, fluent reading; classrooms will feature student-centered environments that enable students to construct their knowledge based on life experiences, further fostering learning; students will have the opportunity to observe and develop models of quality work; and the school will provide extended learning opportunities through additional school days, after-school programs and enrichment activities. Classroom units have real world application, involve technology and use the arts. Teaching strategies are varied — whole group, small group, individual and cooperative — based on student need, motivation and learning style. Parents are also provided with the knowledge and tools they need to support their children’s achievement in school through school-parent partnerships, ongoing engagement with parents during formal and informal meeting times, and parent-targeted workshops, activities, and events.

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

Our school’s cooperative learning and instructional approaches create the natural environment for incorporating life skills of getting along, expressing one’s opinion, setting goals and decision-making. The curriculum addresses specific risk behaviors of alcohol, drugs, violence and gangs. Conflict management and development of peer relations are explored daily through the Safe School, Cool Tools curriculum.

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

A day in the life of a PLN Charter Elementary school student
(This is reflective of a student who is enrolled in the Early-Exit Transitional Bilingual Program)

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

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

7:55am: The kindergarten teachers enter the cafeteria, beaming with energy and
liveliness that only adults that work with children have the privilege of
experiencing. The classes gather to line up with their teachers, amongst the choral
voices yelling, “Buenos dias Ms.______!” “Good morning Mr.______!”

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

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

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

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

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

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

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

10:30 am: The rituals for “Writers Workshop” begin with the teacher asking the writers to prepare their materials. “Taller de Escritores” begins, where the students narrate their personal experiences and create published masterpieces.

11:00 am: Readers’ Workshop in Spanish begins. The students embark on the wonderful journey of reading, losing themselves in books and imagining worlds that they create; developing creative and critical thinking skills.

12:00 pm: The kindergarten classrooms go have their warm lunch of Mexican chicken tamales in the cafeteria, and then go to the pre-school yard for play time. On the yard, they play on the apparatus, ride tricycles, and engage in dramatic play. There are two teaching assistants supervising the students.

12:40 pm: The students return to their respective classrooms, where they are immersed in a world of intense English Language Development, exploration, critical thinking, and hand on experiences. The second part of the day begins with a read aloud. The teacher animatedly reads to the scholars, “We’re Going on a Bear Hunt,” a wonderful book filled with action, prepositional phrases, suspense, and rich language.
1:10pm: The Cognitively-Guided-Instructional Math Workshop begins. The kindergarten students delve into their counting collections and mathematicians’ notebooks, where they record their mathematical reasoning. The classroom is filled with the clanking noises of pebbles, glass counters, and many other eclectic household objects that the students are using for counting and computation.

2:00pm: At this time, it is time for Science Workshop, where the students are studying the process of germination and the parts of a plant. They are working on a flow chart of the different stages of plant growth. Some students are sketching, some writing, some planting seeds, and some creating a plant nursery in the dramatic play area. You can see soil, seeds, non-fiction texts, and magnifying glasses scattered meaningfully throughout the room. The scientists are hard at work.

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

3:00pm: Some students stay in the classroom with the after school teacher, while others are taken home by parents, grandmothers, older siblings, or friends. The fourth grader comes rushing down to pick up his little sister from kindergarten. When their family arrives, the kindergartener can be heard sharing the novelties, tender adventures, and extraordinary happenings of her day at PLN.

Sample Daily Schedules included on the following pages:

PLN Charter Elementary School has a full-time Physical Education credentialed teacher who provides instruction to students in grades K-5. Students in grades 1st-5th meet the required 200 minutes of physical education every ten school days as per Education Code 51210.

The sample schedules also reflect the school-wide implementation of Focused Instruction and Success Time. During Focused instruction, students receive instruction on standards based English Language Arts content. Teachers lead students in specific grade level skills that address English Language Arts Content. Students then have an opportunity to independently practice skills. Students are assessed on the mastery of these skills and then placed in groups to work in centers that address areas of need or provide enrichment opportunity for students demonstrating mastery. This time allocated in the schedules is referred to as Success Time.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:15</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>Time</td>
<td>1st Period</td>
<td>2nd Period</td>
<td>3rd Period</td>
<td>4th Period</td>
<td>5th Period</td>
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<td>---------------------</td>
</tr>
<tr>
<td>8:15-9:00</td>
<td>Math</td>
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<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Focused Instruction &amp; Success Time</td>
<td>Focused Instruction &amp; Success Time</td>
<td>Focused Instruction &amp; Success Time</td>
<td>Focused Instruction &amp; Success Time</td>
<td>Focused Instruction &amp; Success Time</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Indoor Recess</td>
<td>Indoor Recess</td>
<td>Indoor Recess</td>
<td>Indoor Recess</td>
<td>Indoor Recess</td>
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<tr>
<td>10:00-10:45</td>
<td>Phonics Word Study</td>
<td>Phonics Word Study</td>
<td>Phonics Word Study</td>
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</tr>
<tr>
<td>10:45-11:15</td>
<td>Reader’s Workshop</td>
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<td>Reader’s Workshop</td>
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<tr>
<td>11:15-11:40</td>
<td>Writer’s Workshop</td>
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<tr>
<td>11:40-12:20</td>
<td>Lunch</td>
<td>Lunch</td>
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<tr>
<td>12:20-12:45</td>
<td>ELD</td>
<td>ELD</td>
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<tr>
<td>12:45-1:00</td>
<td>Read Aloud with Accountable Talk</td>
<td>Read Aloud with Accountable Talk</td>
<td>Read Aloud with Accountable Talk</td>
<td>Read Aloud with Accountable Talk</td>
<td>12:45-1:15 Physical Education</td>
</tr>
<tr>
<td>2:25-2:50</td>
<td>Read Aloud with Accountable Talk</td>
<td>2:00 Clean-up Dismissal</td>
<td>Read Aloud with Accountable Talk</td>
<td>2:00 Clean-up Dismissal</td>
<td>Read Aloud with Accountable Talk</td>
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<tr>
<td>2:50-3:00</td>
<td>Clean-up Dismissal</td>
<td>Clean-up Dismissal</td>
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<tr>
<td>Time</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
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</tr>
<tr>
<td>8:00-8:15</td>
<td>Morning Business</td>
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<td>Morning Business</td>
<td>Morning Business</td>
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<tr>
<td>8:15-8:55</td>
<td>Focused Instruction &amp; Success Time</td>
<td>Focused Instruction &amp; Success Time</td>
<td>Focused Instruction &amp; Success Time</td>
<td>Focused Instruction &amp; Success Time</td>
<td>Focused Instruction &amp; Success Time</td>
</tr>
<tr>
<td>9:20-9:40</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>9:40-11:00</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>11:00-11:40</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
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<tr>
<td>11:40-11:55</td>
<td>Read Aloud w/ Accountable Talk</td>
<td>Read Aloud w/ Accountable Talk</td>
<td>Read Aloud w/ Accountable Talk</td>
<td>Read Aloud w/ Accountable Talk</td>
<td>Read Aloud w/ Accountable Talk</td>
</tr>
<tr>
<td>11:55-12:35</td>
<td>Reader’s Workshop</td>
<td>Reader’s Workshop</td>
<td>Reader’s Workshop</td>
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</tr>
<tr>
<td>12:35-1:10</td>
<td>ELD</td>
<td>ELD</td>
<td>ELD</td>
<td>ELD</td>
<td>ELD</td>
</tr>
<tr>
<td>1:10-1:50</td>
<td>Writer’s Workshop</td>
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<tr>
<td>1:50-2:30</td>
<td>Physical Education</td>
<td>1:50-2:00 Closing</td>
<td>Physical Education</td>
<td>1:50-2:00 Closing</td>
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<tr>
<td>2:30-3:00</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
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</tbody>
</table>
### 3rd-5th Grade Language Arts and Social Studies Block

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:10</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
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<td>10:55-11:25</td>
<td>Word Study Guided Reading</td>
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<td>11:00-11:10 Read Aloud</td>
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<td>11:25-11:40</td>
<td>Shared Reading Vocabulary</td>
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<td>Writing Workshop</td>
<td>12:20-12:50 Reader’s Workshop</td>
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<tr>
<td>1:00-2:00</td>
<td>Social Studies</td>
<td>1:00-1:50 Social Studies</td>
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<td>1:00-1:50 Social Studies</td>
<td>12:50-1:15 Phonics</td>
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<tr>
<td>2:00-2:20</td>
<td>Clean-up Review Homework</td>
<td>1:50-2:00 Clean up/Review HW</td>
<td>Clean-up Review Homework</td>
<td>1:50-2:00 Clean up/Review HW</td>
<td>1:15-1:30 Read Aloud</td>
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<td>2:20-3:00</td>
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<td>Physical Education</td>
<td>1:30-2:00 Writer’s Workshop</td>
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<td>2:00-2:20 Clean-up &amp; HW Review</td>
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NOTE: Students in grades 3 through 5 receive content area instruction on a daily basis. Both groups of students rotate from one teacher to another. The Language Arts teacher provides instruction in ELD and the Focused Language Protocol/Success Time to their homeroom students.
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<th>Time</th>
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<td>1:40-1:50</td>
<td>Clean-up &amp; HW Review</td>
<td>1:40-2:00 Clean-up &amp; HW Review</td>
<td>Clean-up &amp; HW Review</td>
<td>1:40-2:00 Clean-up &amp; HW Review</td>
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<td>2:20-3:00</td>
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<td>8:45-10:00</td>
<td>Spanish Literacy</td>
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<td>10:00-10:30</td>
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<td>10:30-12:00</td>
<td>Readers and Writer’s Workshop SPA</td>
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<tr>
<td>1:10-2:00</td>
<td>Math (Eng)</td>
<td>(1:00-1:30) Math (Eng)</td>
<td>(1:00-1:20) P.E.</td>
<td>(1:00-1:30) Math (Eng)</td>
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<tr>
<td>1:45-2:30</td>
<td>Science (SPA)</td>
<td>(1:30-1:55) Social Studies (SPA)</td>
<td>Science (SPA)</td>
<td>(1:30-1:55) Social Studies (SPA)</td>
<td>Science (SPA)</td>
</tr>
<tr>
<td>2:30-2:55</td>
<td>Read Aloud (SPA)</td>
<td>(2:00) Clean-Up Dismissal</td>
<td>Read Aloud (SPA)</td>
<td>(2:00) Clean-Up Dismissal</td>
<td>Read Aloud (SPA)</td>
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<td>2:55-3:00</td>
<td>Dismissal</td>
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Total Instructional Days=180

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<tr>
<th>Annual Instructional Minutes</th>
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<td>K</td>
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<tr>
<td>PLN-Charter Elementary School</td>
<td>60,120</td>
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<td>Ed Code Required</td>
<td>36,000</td>
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</table>

We will not have any minimum days during the 2012-2013 school year. Our weekly instructional minutes schedule is as follows:

<table>
<thead>
<tr>
<th>Mondays, Wednesdays, and Fridays</th>
<th>8:00 a.m. to 3:00 p.m.</th>
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</thead>
<tbody>
<tr>
<td>Tuesdays and Thursdays</td>
<td>8:00 a.m. to 2:00 p.m.</td>
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</table>

Please note that the above schedule includes a 20 minute recess period as well as a 40 minute lunch.

On Tuesdays and Thursdays, students are released at two o’clock in order for teachers to engage in professional development. In addition to the schedule listed above, there are six days out of the year; students are released at 2:00 p.m. in order for teachers to meet parents for individual conferences.

Parent Conference’s Schedule:

<table>
<thead>
<tr>
<th>EARLY DISMISSAL DATES</th>
<th>STUDENT HOURS</th>
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</thead>
<tbody>
<tr>
<td>November 12-16, 2012</td>
<td>8:00 a.m. to 2:00 p.m.</td>
</tr>
<tr>
<td>March 18-22, 2013</td>
<td>8:00 a.m. to 2:00 p.m.</td>
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</table>

The Rationale For Allocation of Instructional Time

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

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

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

**Teaching Methodologies**

At the PLN Charter Elementary School we understand the importance of both content knowledge and modes of instruction; the information students learn and how we provide opportunities for children to learn. Within a constructivist instructional framework, teaching methodologies scaffold students in setting goals, reflecting on their learning, and actively engaging in the learning process. Teachers model, guide, and collaborate with students, develop instructional opportunities for inquiry and open ended questions, and make learning meaningful to students by building on student strengths and interests.

Our teachers list the California Content Standards as content area objectives in their curriculum and, simultaneously, prioritize the development of 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. Teachers pay careful attention to the creation of a purposeful environment and the development of relationships and community.

**Building Relationships**

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

**Evidence-Based Decisions**

The Para Los Niños Charter Elementary School 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 universal assessment. Based on well-articulated outcomes, teachers, family advocates and support staff will assess student capacity in academic achievement, social skills, home environment, and mental health. Students are then recommended to appropriate services in education (e.g., general education program, remedial support, intense intervention, special education) and, if necessary, social, mental health, and/or
family services offered within the larger PLN agency or through our local community partner agencies. The effective use of the RtI² model hinges on regular and systematic documentation of student activities and progress and the use of this information to inform practice. School staff work with other service providers in using a variety of assessment tools (e.g., classroom based assessment, standardized tests, diagnostic assessments, feedback from parents and support service providers) to ascertain student progress and build a comprehensive portfolio for each student in his or her advisory. Appropriate staff regularly modifies student goals and services based on the information provided through these assessment tools.

**A Culture of Empowerment**

At the core of each teacher’s interactions with students and families at the Para Los Niños Charter Elementary School is a belief in the capacity of each child to be highly successful. Student strengths are identified, celebrated, and used as the foundation for future learning. Conversations with students and parents emphasize what students can and will accomplish. Students are expected to produce high-quality work and participate in activities that are challenging. Our school places students, their ideas, their conversations, and their goals at the center of all learning. Teachers act as guides, facilitating the acquisition of skills necessary to achieve individual goals. Any classroom dialogue should have at least a 50:50 ratio between adult and student talk, and teachers instruct through a curriculum of inquiry. The Para Los Niños Charter Elementary School 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.

**Constructing Environment**

At the Para Los Niños Charter Elementary School, the environment in which students learn is considered a critical element of the instructional program, and, as such, careful attention is paid to the construction of a safe and stimulating school environment. No person can be expected to perform at an optimal level when personal safety is an issue, whether real or perceived. Our programs are committed to providing all children a safe, nurturing, respectful environment free of harassment. Once safety is established, the environment opens up as a place in our schools with carefully organized provoking and stimulating objects, books, and other materials. Our intent is to create space for children to wonder and question, explore and discuss. The environment extends to all areas in our facilities 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.

**Making Learning Meaningful**

Our approach to learning is based on new brain-based research from many branches of science that has been compiled and described by the National Research Council in *How People Learn: Brain, Mind, Experience, and School* (Bransford et al, eds., National Research Council, 1999); and *How People Learn: Bridging Research and Practice*
The PLN Charter Elementary School program is based on key conclusions from The National Research Council which has informed the development of our instructional methodologies.

With respect to teacher expertise, this research council concludes that teachers know their disciplines well and continue to learn and develop as professionals in terms of content knowledge and instructional practice. Our school incorporates these recommendations by supporting continuous growth through professional development in curriculum development and planning, and by implementing formative assessments that teachers need to support student learning. Teachers participate in professional development during twice-weekly periods from 2:00-4:30pm. During this time, teachers meet with an expert research practitioner in the area of science or social studies to plan lessons that respond to student’s development. It is through these meetings that teachers are able to discuss and further develop their pedagogical knowledge, together with content knowledge, as recommended by the National Research Council. The teachers have opportunities to discuss how they will assess students and how best to help students progress toward goals.

With respect to learning, this research council concludes that skills and knowledge must be constructed as students form concepts, understand parts of larger concepts, and are aware of themselves as learners and co-constructors of knowledge. When children are both problem solvers and problem generators, they become self-motivated and improve their problem solving strategies. Our school responds to these conclusions by focusing on conceptual development through year-long studies of “big ideas” in each subject, as described below. California State Standards in literacy and mathematics are also incorporated into the teaching of other subjects (science and social studies) so that children develop academic language in English in each content area. Children work as a class and in groups to become specialized experts who explore sciences and social studies concepts in depth. To further student awareness of themselves as learners, students use various forms of representation (i.e. writing, sketches with verbal descriptions, graphics, visual, art media, dance, movement, song, poem, etc.), goal setting, and reflection to demonstrate their understanding. Through these varied ways of demonstrating their thinking, students are given opportunities to explore their strengths as learners. These different means of representation are used as formative assessments for teachers to evaluate student skills and comprehension.
Therefore, our work with experts from universities and utilization of the recommendations from the National Research Council has informed our multidisciplinary methodology – a methodology that supports the needs of children – especially English Language Learners.

**Pedagogical Strategies- The Inspiration of the Reggio Emilia Method**

The Reggio method is one in which each child’s intellectual, emotional, social and moral potentials are carefully cultivated and guided. The principal educational vehicle involves children in long-term engrossing projects, which are carried using multiple modalities (*The Hundred Languages of Children*, Edwards, Gandini, & Forman, 1996). Key to the success of the method is the collaboration among school, parents and community in order to provide quality educational experiences for children.

Under the Reggio method, children are thought to have at least “100 languages,” including music, dance, building, writing, talking, signing, etc. These multiple languages are used to help children build knowledge and understand the world around them, and the natural environment is incorporated as much as possible (Carnegie Mellon University, Cyert Center Program for Collaborative Learning, 2006).

Elements from the Critical Thinking Institute at UES/UCLA and the key aspects of the Reggio Method in the *The Hundred Languages of Children* (Edwards, Gandini, & Forman, 1996) are employed in the areas listed below. These elements have been tailored at PLN Charter to incorporate the recommendations of the National Research Council, as described above, and to respond to the needs of our students:

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

**Project-based instruction:** Projects create opportunities to learn complex problems as well as to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization – all skills that are needed for academic success. Projects will also link the curriculum content with students’ real world experiences, making learning relevant, meaningful and valuable to their lives outside of school. Many of our students’ projects will be community and relationship oriented.
**Integrated curriculum:** To facilitate deep learning and connections across subjects (e.g., social studies and language arts) teachers will collaborate to integrate themes and concepts in designing lessons.

**Culturally appropriate curriculum and instruction:** A multicultural curriculum and culturally sensitive pedagogy will enable students to appreciate and respect their own and each others’ heritages and experiences to develop an understanding of multiple perspectives.

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

**Diagnostic assessment:** Teachers will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments will inform decisions about the curriculum and teaching strategies as well as individual supports for students. One important assessment component is PLN’s Benchmark System. PLN Charter Elementary staff will administer standards-based assessments three times a year in reading, writing and mathematics. These results are used to guide classroom instruction, individual student support and teacher professional development.

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

**Art Integrated Curriculum:** Visual and performing arts are woven throughout the curriculum as a way to broaden student perspectives and strengthen understanding in the core subjects. PLN will bring the community’s cultural resources into the classroom.

**Integrated technology:** A recent upgrading of technology has provided all teachers with laptops and classrooms with four computers. Also, as added support, some classrooms have Smartboards and iPads. This technology will be used as a tool throughout students’ courses to provide them access to information and multiple methods of expressing their understanding. In addition, resources have been allocated to web-based instructional programs to support students in content areas and study habits.

**Balanced Literacy:** A balanced literacy framework is used as a model to implement literacy instruction in the classrooms. Also utilized are SIOP and GLAD models for English Language Development (to be described below).

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

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

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

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

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

**Environment:** Environment is considered the "third teacher." Teachers carefully organize provoking and stimulating objects, books, and other materials for students to wonder and question. Space is allocated for small and large group projects and small intimate spaces for one, two or three children. The environment extends out of the classroom and into hallways as public display of grade-level work that incorporates state standards. Children’s work, visual representations of concepts, and collections that children have made from former outings, are displayed both at the children's and adult eye level. Common areas become the vehicle for creating a stimulating community environment that reflects academic standards, as well as the behavioral expectations, for the community.

The Reggio method was initially developed for childcare and early education programs. However, progressive educators in the United States have taken useful insights from
Reggio into primary education (Edwards, Three Approaches from Europe: Waldorf, Montessori & Reggio Emilia, Early Childhood Research & Practice, vol. 4, No. 1, Spring 2002). Specifically, the Reggio Emilia approach has been adapted and tailored for use in elementary schools in the United States, including to an extent the UCLA’s University Elementary School (UES), the PLN Charter Elementary School, and other elementary schools in Los Angeles, including other LAUSD charter schools.

Using the recommendations from the National Research Council and the Reggio method, PLN Charter teachers meet every week to discuss what core concepts they need to cover, derived from the subject-specific curricula described below. Once these concepts are identified, the manner in which they are explored is largely derived from dialogue between teachers and students (as described above). Subjects such as science and social studies involve student-directed learning experiences. For example, please see attachment #4 – two science curricula for kindergarteners and 3rd-4th graders. The “big idea” and curricular concept are introduced by the teacher, and then students participate in learning experiences that allow them to explore the concept using the “hundred languages” of the Reggio method.

INSTRUCTIONAL PROGRAM AND CURRICULUM

The PLN Charter Elementary School’s instructional program has been operating successfully since the initial charter was granted in 2002. In its first year, our school enrolled children in kindergarten, and has added one grade each year thereafter. Now in its 10th year of operation, the PLN Charter Elementary School has 366 children enrolled from K-5th grades, with a maximum capacity of 390 children in K-5th grades. As enrollment increases, additional teachers will be recruited.

The Para Los Niños Charter Elementary School is committed to being a safe and welcoming place for children and families and institutes practices and policies to support meeting the following goals:

- All students will have access to a rigorous and supported California standards-based academic program. Para Los Niños is also committed to a transition to the common core standards as per the state’s established timeline.
- All students and families will be well-known by an advisory teacher
- All students and families will have access to Para Los Niños social services via an on-site Social Services coordinator

All students will participate in a baseline assessment process to identify students with specialized academic and social service needs.

Student Achievement

Para Los Niños takes a holistic approach at improving student achievement at the school-wide level. Our plan is designed to meet the needs of all students by improving quality of instruction in the classrooms and refining the systems in place to support students who
are struggling and may require additional interventions. Another focus area that supports our plan is parent and student engagement as this is critical to the success of all our students.

Good first instruction is necessary for teaching and learning to occur. Our teachers spent the summer being trained in GLAD and SIOP to insure that all our students are accessing the curriculum. Teachers collaborate with their grade levels and across grade levels to design lessons that are at the appropriate level of rigor for the standards, and that will prepare students to demonstrate deep understanding of key facts and/or concepts.

Our school administrators analyzed data with teachers and reflected on instructional practices and the systems in place to support students who are struggling in the classroom. In order to address these needs we determined that multiple measures were necessary to uncover the gaps and skills with which these students struggle. Teachers are using Dibels Next assessments which provide us with benchmark information in regards to our students overall reading skills. Teachers and staff will use this information as well as other classroom assessments to create individualized learning plans for these students. Students not meeting benchmark will also be progress monitored so that we can determine if interventions are working or if there is a need to refine goals. Other interventions in place include a before school tutoring program that will provide additional support for students who may just need extra time during the day to reinforce and practice basic skills. The school will also target a small cohort of students to pilot a learning center where teachers will work with them to help them acquire skills that are hindering performance. The students invited to participate in the learning center are students who require intensive interventions as demonstrated by data.

**SCOPE AND SEQUENCE**

<table>
<thead>
<tr>
<th>KINDERGARTEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science (CORE)</td>
</tr>
<tr>
<td>Students participate in year-long study of “big ideas” in science. Big ideas covered in the kindergarten year include physical properties of materials, liquids, and begin to understand the concept of evaporation. Students learn through observation and investigation and integrate Literacy activities to record and make sense of the changes they see. Kindergarten students learn about plants and animals and the structures that make them unique. Science is also integrated in the Arts as students use their drawings as well to record their observations and through the inquiry process the teacher facilitates learning experiences to deepen their understanding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Science</th>
<th>1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture,</td>
</tr>
</tbody>
</table>
flexibility, attraction to magnets, floating, sinking).
b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other. 
c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.

<table>
<thead>
<tr>
<th>Life Science</th>
<th>2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, and insects).</td>
</tr>
<tr>
<td></td>
<td>b. Students know stories sometimes give plants and animals attributes they do not really have.</td>
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<tr>
<td></td>
<td>c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Earth Science</th>
<th>3. Earth is composed of land, air, and water. As a basis for understanding this concept:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.</td>
</tr>
<tr>
<td></td>
<td>b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.</td>
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<tr>
<td></td>
<td>c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Investigation and Experimentation</th>
<th>4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Observe common objects by using the five senses.</td>
</tr>
<tr>
<td></td>
<td>b. Describe the properties of common objects.</td>
</tr>
<tr>
<td></td>
<td>c. Describe the relative position of objects by using one reference (e.g., above or below).</td>
</tr>
<tr>
<td></td>
<td>d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).</td>
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<tr>
<td></td>
<td>e. Communicate observations orally and through drawings.</td>
</tr>
</tbody>
</table>

**Mathematics (CORE)**

By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare describe, and sort objects, and develop a sense of properties and patterns.

Using enVison Math and Cognitive Guided Instruction (CGI), students explore concepts including addition, subtraction, greater numbers, fractions, and other basic concepts.
Each daily math session begins with “math rituals.” These include exercises working with days of the week, months of the year, calendar work, patterning in math, skip counting and a math read-aloud exercise. For about an hour a day students focus on the math rituals along with concepts and math applications in word problems through two to three activities. These activities include working with the teacher on specific problems, small group practice, and independent work with manipulatives.

| Number Sense       | 1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement)  
|                    | 2.0 Students understand and describe simple additions and subtractions  
|                    | 3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places: |
| Algebra and Functions | 1.0 Students sort and classify objects |
| Measurement and Geometry | 1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties  
|                    | 2.0 Students identify common objects in their environment and describe the geometric features |
| Statistics, Data Analysis, and Probability | 1.0 Students collect information about objects and events in their environment |
| Mathematical Reasoning | 1.0 Students make decisions about how to set up a problem:  
|                    | 2.0 Students solve problems in reasonable ways and justify their reasoning |

**Technology (NON-CORE)**

In Kindergarten students will learn about different computer parts and how to manipulate them. Students will learn how to open and close educational software program and will draw/paint software to express thoughts and ideas. Students know the school rules for using technology and demonstrate proper care of equipment.

| Creativity and Innovation | - Students apply existing knowledge to generate new ideas, products, or processes. |
| Communication and Collaboration | - Students interact, collaborate, and publish with peers, experts, or others employing a variety of digital environment and media. |
| Digital Citizenship | - Students exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. |
### Technology Operations and Concepts

- Students transfer current knowledge to learning of new technologies.

### English Language Arts (CORE)

Children may enter PLN Charter in either the Early Exit Transitional Bilingual or the Structured English Immersion Program. The students enrolled in the Early Exit Transitional Program receive Literacy Instruction in Spanish during the first two years in the program. The goal for these students is to help children acquire the English skills required to succeed in an English-only mainstream classroom.

Students enrolled in the Structured English Immersion Program work toward literacy in English.

By the end of Kindergarten students should master the foundational skills necessary to become proficient readers. Students should master print concepts, should apply phonological awareness and phonics and word recognition when reading. PLN Charter Elementary utilizes a Balanced Literacy approach which integrates the Speaking, Listening, Reading, and Writing domains so that students do not work on language skills in isolation. Students are engaged in Shared Reading experiences, Read-Alouds, Interactive Writing, Phonics and Word Study. The core of our program is Readers and Writer’s Workshop where students will build the necessary skills to become emergent readers and writers.

Using the Teacher’s College at Columbia University curriculum, students participate in Reader’s Workshops. The theme for Reader’s Workshop in Kindergarten is *We are Readers Exploring the Exciting World of Books*. These Reader’s Workshops provide mini-lessons that develop reading strategies, promote personal connection with stories and books and active involvement with reading, or link stories or reading with other experiences. Additionally, in the first half of the school year, kindergarteners participate in partner/shared reading time and short periods of independent reading time. Shared reading may take the form of class news, poems, songs or big books. The latter half of the school year, students move on to longer periods of independent reading. Reader’s theater and areas that promote active writing may also be part of each child’s day.

The focus for Writer’s Workshop in Kindergarten is introducing students to the written language and developing their sense of self as an author. Students writing work through the year will be developed through yearlong Units of Study that will enable students through structure and routine to build and sustain independent writing for long periods of time. Through the Units of Study students will use what they know about letters and sounds to spell words and write. Students will write brief narratives that capture a small moment or snapshot of a moment in time. Students will tell their stories using pictures and words and as the year progresses they will begin to elaborate and add more details to their stories. Students will engage with writing in the content area of Science as they work through the Living Like Writers, Living like Scientist Units. Students will create booklets where they will record their observation, collect information, and record details.
of their scientific investigations. As students journey through the writing process, they will work on mastering written conventions and strategies.

| Reading | 1.0 Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.  
2.0 Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).  
3.0 Students will listen to and respond to stories based on well-known characters, themes, plots, and settings. |
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</thead>
<tbody>
<tr>
<td>Writing</td>
<td>1.0 Students will write words and brief sentences that are legible.</td>
</tr>
<tr>
<td>Written and Oral English Language Conventions:</td>
<td>1.0 Students will write and speak with a command of Standard English conventions.</td>
</tr>
</tbody>
</table>
| Listening and Speaking: | 1.0 Students will listen and respond to oral communication. They will speak in clear and coherent sentences.  
2.0 Students will deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of organization and delivery strategies. |

**Social Science (CORE)**

The Social Science Theme in Kindergarten is Learning and Working Now and Long Ago. Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

In kindergarten, children begin their study of Social Science with an introduction to the process of recording history. Students gather oral history of their family through interviews and present it to the class. Geography concepts include the language of movement and mapping, interaction between people and environments, and the connection between science and social studies (plants, animals, human life). Identity/Culture concepts include cultural diversity (including differences between self and peers), empathy and multiple perspective and focuses on the contributions of others. Students also work on developing citizenship and learn to respect the rights of others by engaging in activities that develop their sense of justice and fairness.

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| K.1 Students understand that being a good citizen involves acting in certain ways.  
K.2 Students recognize national and state symbols and icons such |  |
as the national and state flags, the bald eagle, and the Statue of Liberty.
K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.
K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.
K.6 Students understand that history relates to events, people, and places of other times.

Physical Education (CORE)

Kindergarteners work on the simple understanding of how to improve fitness, coordination, and locomotor skills with day-to-day activity. Students focus on sharing and caring for each other through cooperative games and activities. In every class, the children stretch, run, and exercise. Each day a never-ending game is introduced that emphasizes particular locomotor movements and/or skills. Some important benchmarks to reach this year are:

- To enjoy overall physical activity alone or with others
- To develop a sense of gaining strength and improving overall fitness levels
- To acquire a "feeling strong" attitude
- To see overall improvement in social, emotional, and physical development through physical activities

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• <strong>Movement</strong>: 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Body Management</strong>: 1.6 Balance on one, two, three, four, and five body parts.</td>
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</table>

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<thead>
<tr>
<th>Standard 2</th>
<th>Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• <strong>Locomotor Movement</strong>: 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.</td>
</tr>
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<table>
<thead>
<tr>
<th>Standard 3</th>
<th>Students assess and maintain a level of physical fitness to improve health and performance.</th>
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<tbody>
<tr>
<td></td>
<td>• <strong>Fitness Concepts</strong> 3.1 Participate in physical activities that are enjoyable and challenging.</td>
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<thead>
<tr>
<th>Standard 4</th>
<th>Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</th>
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<tr>
<td></td>
<td>• <strong>Flexibility</strong>: 4.9 Identify the body part involved when stretching.</td>
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</table>

| Standard 5 | Students demonstrate and utilize knowledge of psychological |
First Graders continue learning about Science through big ideas. Inquiry based and study is generated from student questions. Student’s questions are generated through the inquiry process. Students conduct investigations and experimentations as a way of understanding the different concepts they will learn in first grade. Students learn that materials and earth go through the process of change and they learn how animals and plants must adapt to changes in their environment. Students have the opportunity to observe and record their findings through science journals. Students begin to develop an understanding of the scientific process as they predict and test their predictions through investigation.

| Physical Science | 1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept: |
|                 | a. Students know solids, liquids, and gases have different properties. |
|                 | b. Students know the properties of substances can change when the substances are mixed, cooled, or heated. |

| Life Science   | 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: |
|               | a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. |
|               | b. Students know both plants and animals need water, animals need food, and plants need light. |
|               | c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. |
|               | d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants). |
|               | e. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight. |

| Earth Science | 3. Weather can be observed, measured, and described. As a |
basis for understanding this concept:
   a. Students know how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.
   b. Students know that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.
   c. Students know the sun warms the land, air, and water.

Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
   a. Draw pictures that portray some features of the thing being described.
   b. Record observations and data with pictures, numbers, or written statements.
   c. Record observations on a bar graph.
   d. Describe the relative position of objects by using two references (e.g., above and next to, below and left of).
   e. Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.

Mathematics (CORE)

By the end of first grade, students understand and use the concept of ones and tens in the place value number system. Students add and subtract numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.

First graders are taught through enVision Math while also incorporating Cognitive Guided Instruction Strategies (CGI). Concepts include measurement (length, volume, mass), introduction to geometry, symmetry and equal parts, graphing, bar graphs, multiplication, division, fractions, time, probability and word problems. Math rituals, including math read-alouds, counting and problems of the day, continue at the beginning of each math session. Whole-group instruction includes introduction of the “concept of the week” (such as a geometric concept or graphing concept), games such as bingo, and other exercises. Small group rotations include activities with the teacher, teacher’s assistant, independent activity, and journal writing (journal writing may include magic number or word problem activities). For students who wish to spend more time with math, additional challenge activities are presented.
| Number Sense | 1.0 Students understand and use numbers up to 100.  
2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.  
3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places. |
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</thead>
<tbody>
<tr>
<td>Algebra and Functions</td>
<td>1.0 Students use number sentences with operational symbols and expressions to solve problems:</td>
</tr>
</tbody>
</table>
| Measurement and Geometry | 1.0 Students use direct comparison and nonstandard units to describe the measurements of objects:  
2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space: |
| Statistics, Data Analysis, and Probability | 1.0 Students organize, represent, and compare data by category on simple graphs and charts:  
2.0 Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors: |
| Mathematical Reasoning | 1.0 Students make decisions about how to set up a problem:  
2.0 Students solve problems and justify their reasoning:  
3.0 Students note connections between one problem and another. |

**Technology (NON-CORE)**

In first grade it is important to continue developing many of the skills that were worked on in kindergarten. It also gives us the opportunity to build on some of those skills and begin to get the students ready for the later grades. Typing skills are still important to practice, but still in first grade just like kindergarten the focus should be on technique rather than speed or accuracy. It is still important to allow the students to play educational games to continue to develop their mouse and keyboard skills. Students know the school rules for using technology and demonstrate proper care of equipment.

| Creativity and Innovation | - Students apply existing knowledge to generate new ideas, products, or processes. |
| Communication and Collaboration | - Students interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.  
- Students contribute to project teams to produce original works or solve problems. |
<p>| Research and Information | - Students process data and report results. |</p>
<table>
<thead>
<tr>
<th>Fluency</th>
<th>Critical Thinking, Problem Solving, and Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students identify and define authentic problems and significant questions for investigation.</td>
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</tr>
<tr>
<td>Digital Citizenship</td>
<td>- Students exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.</td>
</tr>
<tr>
<td>Technology Operations and Concepts</td>
<td>- Student transfer current knowledge to learning of new technologies.</td>
</tr>
</tbody>
</table>

**English Language Arts (CORE)**

First graders continue their Literacy Skills development in either the Early Exit Bilingual Transitional Program or the Structured English Immersion Program.

By the end of first grade, students should continue to develop the foundational skills to become proficient readers. In first grade students must demonstrate an understanding of the organization and basic features of print. They should be able to distinguish between the basic features in a sentence and demonstrate an understanding of spoken words, syllables, and sounds. First graders should know and apply grade level phonics and word analysis skills in decoding words and should read with sufficient accuracy and fluency to support comprehension.

The first grade theme for *Readers Workshop is Reader’s Build Good Habits*. In first grade teachers continue using the Balanced Literacy Approach to facilitate skill development. The Readers Workshop Units of Study engage students in mini-lessons that support student development as readers. The mini-lessons will focus on teaching students strategies for tackling difficult words and comprehension. First Grade students will read across the different genres to learn about different topics and the world. Students will continue to work and deepen their understanding through content area reading. Students will deepen their understanding of stories by working in book clubs and learning to think about the characters in a story. Leveled classroom libraries support children to find books at the appropriate reading level and increase each child’s excitement about books and literature. While partner and shared reading continue, independent reading time is increased.

During Writer’s Workshop, first graders will focus on building stamina and independence so that they can write quickly and fluently with focus on content. Through the units of study students will work with the following genres: narrative, persuasive, informative, and poetry. Students will continue to develop their command of conventions and spelling development. Student’s writing will be more purposeful and will expand their writing by including more details and complex sentences in their writing pieces. Students will also learn to revise their writing and will understand how going through each step of the writing process improves the quality of their stories.
### Reading

1.0 Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

2.0 Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.

3.0 Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements.

### Writing

1.0 Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing.

2.0 Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies.

### Written and Oral English Language Conventions:

1.0 Students write and speak with a command of standard English conventions appropriate to this grade level.

### Listening and Speaking:

1.0 Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

2.0 Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies.

### Social Science (CORE)

The first grade theme in Social Science is A Child’s Place in Time and Space. Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

Continuing their study, students in 1st grade focus on Community past and present.
They observe the school community and other surrounding community and examine the rights and responsibilities of citizenship “The Golden Rule”. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

| Standard 1 | Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.  
| Movement Concepts 1.1 demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.  
| Movement Concepts 1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills. |

| Standard 2 | Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and  

Physical Education (CORE)

First graders work hard all year on building their fitness, coordination, locomotor skills, and listening skills. The children work on ball handling fundamentals, rope climbing, tag games, and a variety of games that encourage specific skills and energy. Regular exercises such as daily sit-ups and push-ups, stretches, and a cardiovascular activity such as running are performed in each class to encourage fitness throughout the year. It is important for everyone to have fun and learn so they will continue to be active throughout their lives.
### Standard 3

Students assess and maintain a level of physical fitness to improve health and performance.

- **Fitness Concepts**: 3.1 Participate in physical activities that are enjoyable and challenging.

### Standard 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

- **Muscular Strength/Endurance**: 4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.

- **Muscular Strength/Endurance**: 4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.

### Standard 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

- **Self-Responsibility**: 5.1 Participate willingly in new physical activities.

- **Self-Responsibility**: 5.2 Identify and demonstrate

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### SECOND GRADE Science (CORE)

The “Big Idea” in the 2nd grade science revolves around Change. Students learn about the rock cycle and the physical properties that make up the different kind of rocks. Learning experiences include dissecting, sorting, collecting, sketching, and creative movements. Clay and 3D media is used to represent rocks and fossils. First-hand experiences include observing different types of rocks, field trips to observe different layers of the earth etc. Second-hand experiences include watching videos, sequencing pictures and storyboards. Reading books on rocks, weathering, and fossils. Students also create dramatic presentation of fossils, types of rocks, erosion, and weathering may also be part of each child’s day. In physical science, children experiment simple machines, and explore the concept of force and motion. Journal-writing allows students to record their observations from experiments, and it also enables students to express what they have learned and any questions they may have. Literacy experiences, in addition to journaling, may include shared writing pieces, Venn diagramming, and creating non-fiction books with pictures and text.

| Physical Science | 1. The motion of objects can be observed and measured. As a |
### Life Science

2. Plants and animals have predictable life cycles. As a basis for understanding this concept:
   a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
   b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.
   c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
   d. Students know there is variation among individuals of one kind within a population.
   e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
   f. Students know flowers and fruits are associated with reproduction in plants.

### Earth Science

3. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:
   a. Students know how to compare the physical properties of different kinds of rocks and know that
**rock is composed of different combinations of minerals.**

b. Students know smaller rocks come from the breakage and weathering of larger rocks.

c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.

d. Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.

e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

**Investigation and Experimentation**

<table>
<thead>
<tr>
<th>4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Make predictions based on observed patterns and not random guessing.</td>
</tr>
<tr>
<td>b. Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units.</td>
</tr>
<tr>
<td>c. Compare and sort common objects according to two or more physical attributes (e.g., color, shape, texture, size, weight).</td>
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<tr>
<td>d. Write or draw descriptions of a sequence of steps, events, and observations.</td>
</tr>
<tr>
<td>e. Construct bar graphs to record data, using appropriately labeled axes.</td>
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<tr>
<td>f. Use magnifiers or microscopes to observe and draw descriptions of small objects or small features of objects.</td>
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<tr>
<td>g. Follow oral instructions for a scientific investigation.</td>
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</tbody>
</table>

**Mathematics (CORE)**

By the end of second grade, students understand place value and number relationships in addition and subtraction and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and relationships among them by
paying attention to their geometric attributes. They collect and analyze data and verify answers.

Concepts explored in 2nd grades include measurement (length, volume, mass), introduction to geometry, symmetry and equal parts, graphing, bar graphs, multiplication, division, fractions, time, probability and word problems. Math rituals, including math read-alouds, counting and collecting, and problems of the day, continue at the beginning of each math session. Whole-group instruction includes introduction of the “concept of the week” (such as a geometric concept or graphing concept), games such as bingo, and other exercises. Small group rotations include activities with the teacher, teacher’s assistant, independent activity, and journal writing (journal writing may include magic number or word problem activities). For students who wish to spend more time with math, additional challenge activities are presented. Time is again reserved at the end of class to explore what each child has learned and achieved.

<table>
<thead>
<tr>
<th>Number Sense</th>
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</thead>
<tbody>
<tr>
<td>1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.</td>
</tr>
<tr>
<td>2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers.</td>
</tr>
<tr>
<td>3.0 Students model and solve simple problems involving multiplication and division.</td>
</tr>
<tr>
<td>4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole.</td>
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<tr>
<td>5.0 Students model and solve problems by representing, adding, and subtracting amounts of money.</td>
</tr>
<tr>
<td>6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Algebra and Functions</th>
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</thead>
<tbody>
<tr>
<td>1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.</td>
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</table>

<table>
<thead>
<tr>
<th>Measurement and Geometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured.</td>
</tr>
<tr>
<td>2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space.</td>
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</table>

<table>
<thead>
<tr>
<th>Statistics, Data Analysis, and Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations.</td>
</tr>
<tr>
<td>2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways.</td>
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</table>

<table>
<thead>
<tr>
<th>Mathematical</th>
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</thead>
<tbody>
<tr>
<td>1.0 Students make decisions about how to set up a problem.</td>
</tr>
<tr>
<td>Reasoning</td>
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**Technology (Non-Core)**

In Second grade it is important to continue to build and work on the skills that the students have been developing in first grade and kindergarten. Second Grade students will be ready to navigate virtual environments such as digital books, software, and websites. Second graders should be able to demonstrate safe and responsible use of technology, use digital resources to find information on a historical figure, use digital tools to create and communicate original ideas. This is also a good time to begin introducing the students to other parts of technology such as digital cameras. Students know the school rules for using technology and demonstrate proper care of equipment.

| Creativity and Innovation | - Students apply existing knowledge to generate new ideas, products, or processes. |
|                         | - Students create original works as a means of personal or group expression |
|                         | - Students identify trends and forecast possibilities. |

| Communication and Collaboration | - Students interact, collaborate, and publish with peers, experts, or others employing a variety of media and formats. |
|                                | - Students communicate information and ideas effectively to multiple audiences using a variety of media and formats. |

| Research and Information Fluency | - Students process data and report results. |

| Critical Thinking, Problem Solving, and Decision Making | - Students identify and define authentic problems and significant questions for investigation. |
|                                                         | - Students plan and manage activities to develop a solution or complete a project. |

| Digital Citizenship | - Students exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. |

|                                    | - Students understand and use technology systems. |

**English Language Arts (CORE)**

Students participating in the Early Exit Transitional Bilingual Program will transition into the Structured English Immersion program at the beginning of their second grade year.
By the end of second grade, students should know and apply grade-level phonics and word analysis skills in decoding words and Read with sufficient accuracy and fluency to support comprehension. Second graders should read grade level text with purpose and understanding.

The second grade focus in Reader’s Workshop is Taking Charge of Reading. Students continue to learn through direct and explicit instruction through mini-lessons. The focus of the mini-lessons is to build on essential skills such as tackling difficult words, monitoring for sense, and using fix-up strategies when sense falls apart. Students continue to work in partners and through their partnerships continue to build meaning as they talk about the different texts that they read. While partner and shared reading continue, independent reading time is increased. Leveled classroom libraries support children to find books at the appropriate reading level and increase each child’s excitement about books and literature. Second graders continue whole-group activities such as shared reading and writing. Vocabulary building continues, and students provide oral and written responses to literature.

Second graders continue to build on prior year’s learning. Second grade is a year where students will work towards developing competence and confidence in writing. Students will continue to work on routines and on what are the qualities of good writing. Second graders continue to work on building independence and stamina as Writers. Through the Units of Study second graders work on narrative writing and informational text. The focus on informational text is to develop well organized informative and explanatory text that is focused around one topic. As students work through the writing process, they continue to work on making their writing pieces better through the process of revision. Students work strengthening their understanding of writing conventions. An important component in writing workshop is building partnerships with other students to help propel the level of writing.

| Reading          | 1.0 Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. |
|                 | 2.0 Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed. |
|                 | 3.0. Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements. |

<p>| Writing         | 1.0 Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process. |</p>
<table>
<thead>
<tr>
<th>Written and Oral English Language Conventions:</th>
<th>2.0 Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and Speaking:</td>
<td>1.0 Students write and speak with a command of standard English conventions appropriate to this grade level.</td>
</tr>
<tr>
<td></td>
<td>1.0 Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</td>
</tr>
<tr>
<td></td>
<td>2.0 Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies.</td>
</tr>
</tbody>
</table>

### Social Science (CORE)

Second Graders explore social science studies through the theme of *People Who Make a Difference*. Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

Continuing their study, students in 2\(^{nd}\) grade students explore history concepts, including family traditions and people who have made a difference in their life. They explore customs, the community, and the gathering of information from multiple sources. They also study extraordinary people in history that have had an effect on them. Geography concepts at this level include mapping, graphic representations of locations, and the connection between science and social studies. Role playing is used in the exploration of Identity/Culture, as children examine the arts/beliefs and customs that are part of different cultures and important historical figures. Children continue to explore concepts in depth, and link their social studies subjects to other subjects, including science and literacy.
2.1 Students differentiate between things that happened long ago and things that happened yesterday.
2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
2.3 Students explain governmental institutions and practices in the United States and other countries.
2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.
2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).

**Physical Education (CORE)**

Second graders work hard all year on building their fitness, coordination, locomotor skills, and listening skills. The children work on ball handling fundamentals, rope climbing, tag games, and a variety of games that encourage specific skills and energy. Regular exercises such as daily sit-ups and push-ups, stretches, and a cardiovascular activity such as running are performed in each class to encourage fitness throughout the year. It is important for everyone to have fun and learn so they will continue to be active throughout their lives.

| Standard 1 | Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. |
| Standard 2 | Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. |
| Standard 3 | Students assess and maintain a level of physical fitness to improve health and performance. |

- **Movement Concepts:** 1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.
- **Movement Concepts:** 2.1 Define open space.
- **Movement Concepts:** 2.2 Explain how to reduce the impact force of an oncoming object.
- **Aerobic Capacity:** 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vig-
| Standard 4 | orous physical activities that increase breathing and heart rate.  

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**  

*Fitness Concepts*: 4.1 Explain the fuel requirements of the body during physical activity and inactivity.  

*Muscular Strength/Endurance*: 4.9 Describe how muscle strength and muscle endurance enhance motor skill performance.  

| Standard 5 | Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.  

- **Self-Responsibility**: 5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.  
- **Self-Responsibility**: 5.2 Accept responsibility for one’s own behavior in a group activity.  

|  |  
|---|---|
| **THIRD GRADE** |  
| **Science (CORE)** |  
| In 3rd grade the children continuing exploring Earth and Life science. Learning experience in earth science includes examination of cause and effect, field trips including hikes, and visiting the Living Desert. Experiments include observing cacti and observing different soil layers. Group projects may include representations the layers of the earth through clay sculpture, collage, storyboards, or dance. Literacy experiences include reading passages from a science text, creating a poem, using science words, and journaling their experiences.  

| Physical Science | 1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:  

a. Students know energy comes from the Sun to Earth in the form of light.  

b. Students know sources of stored energy take many forms, such as food, fuel, and batteries.  

c. Students know machines and living things convert stored energy to motion and heat.  

d. Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.  

|
e. Students know matter has three forms: solid, liquid, and gas.

f. Students know evaporation and melting are changes that occur when the objects are heated.

g. Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.

h. Students know all matter is made of small particles called atoms, too small to see with the naked eye.

i. Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.

2. Light has a source and travels in a direction. As a basis for understanding this concept:

   a. Students know sunlight can be blocked to create shadows.
   
   b. Students know light is reflected from mirrors and other surfaces.
   
   c. Students know the color of light striking an object affects the way the object is seen.
   
   d. Students know an object is seen when light traveling from the object enters the eye.

Life Science

3. Adaptations in physical structure or behavior may improve an organism’s chance for survival. As a basis for understanding this concept:

   a. Students know plants and animals have structures that serve different functions in growth, survival, and reproduction.
   
   b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
   
   c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
   
   d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
   
   e. Students know that some kinds of organisms that
Once lived on Earth have completely disappeared and that some of those resembled others that are alive today.

| Earth Science | 4. Objects in the sky move in regular and predictable patterns. As a basis for understanding this concept:  
| | a. Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.  
| | b. Students know the way in which the Moon's appearance changes during the four-week lunar cycle.  
| | c. Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.  
| | d. Students know that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.  
| | e. Students know the position of the Sun in the sky changes during the course of the day and from season to season. |

| Investigation and Experimentation | 5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:  
| | a. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.  
| | b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.  
| | c. Use numerical data in describing and comparing objects, events, and measurements.  
| | d. Predict the outcome of a simple investigation and compare the result with the prediction.  
| | e. Collect data in an investigation and analyze those data to develop a logical conclusion. |

| Mathematics (CORE) |  |
By the end of third grade, students deepen their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability.

Concepts explored in 3rd grade consist of place value of whole numbers, multiplication, addition, subtraction, division, and mathematical reasoning. Students will calculate and solve problems involving addition, subtraction, multiplication, and division. In the area of geometry, students will observe, describe, and compare the characteristics of plane and solid geometric figures Ex. Identify and classify polygons and triangles. Students will use their understanding to show relationships and solve problems.

<table>
<thead>
<tr>
<th>Number Sense</th>
<th>1.0 Students understand the place value of whole numbers.</th>
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<tbody>
<tr>
<td></td>
<td>2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division.</td>
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<tr>
<td></td>
<td>3.0 Students understand the relationship between whole numbers, simple fractions, and decimals.</td>
</tr>
<tr>
<td>Algebra and Functions</td>
<td>1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships.</td>
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<tr>
<td></td>
<td>2.0 Students represent simple functional relationships.</td>
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<tr>
<td>Measurement and Geometry</td>
<td>1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects.</td>
</tr>
<tr>
<td></td>
<td>2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.</td>
</tr>
<tr>
<td>Statistics, Data Analysis, and Probability</td>
<td>1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.</td>
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<tr>
<td>Mathematical Reasoning</td>
<td>1.0 Students make decisions about how to approach problems.</td>
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<td>2.0 Students use strategies, skills, and concepts in finding solutions.</td>
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<td>3.0 Students move beyond a particular problem by generalizing to other situations.</td>
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**Technology (Non-Core)**

Third grade students learn a variety of new technology skills. Third graders learn a traditional log on and log off with individual user names and passwords. These students also begin the development of keyboarding skills with touch-typing techniques. Several integrated technology lessons have been developed to help students learn math, science, and social studies skills. Third graders also participate in webquest activities, including a webquest on regions of the United States. Student begin using word, excel, PowerPoint,
and publisher to publish work. Students know the school rules for using technology and demonstrate proper care of equipment.

| Creativity and Innovation | - Students apply existing knowledge to generate new ideas, products, or processes.  
|                          | - Students create original works as a means of personal or group expression. |
| Communication and Collaboration | - Students interact, collaborate, and publish with peers, experts, or others employing a variety of media and formats.  
|                           | - Students communicate information and ideas effectively to multiple audiences using a variety of media and formats. |
| Research and Information Fluency | - Students plan strategies to guide inquiry.  
|                                | - Students process data and report results. |
| Critical Thinking, Problem Solving, and Decision Making | - Students identify and define authentic problems and significant questions for investigation.  
|                                                                  | - Students plan and manage activities to develop a solution or complete a project.  
|                                                                  | - Students collect and analyze data to identify solutions and/or make informed decisions. |
| Digital Citizenship | - Students exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. |
|                                      | - Students select and use applications effectively and productively.  
|                                      | - Students understand and use technology systems. |

**English Language Arts (CORE)**

By the end of third grade students should be able to know and apply grade-level phonics and word analysis skills in decoding words. Third graders read with sufficient accuracy and fluency to support comprehension. They read grade-level text with purpose and understanding.

The Third grade focus in Reader’s Workshop is *Building a Reading Life*. Students in grade three focus on the skill of interpretation and on continuing to build volume and stamina in reading. Students will work on thinking deeply about characters and will grow theories on their motivation. Third grade students also have the opportunity to work on book clubs. Through the use of book clubs students can begin to make text to text connections as they think about the characters across different books. Students will compare and contrast characters so that they can deepen their understanding through character study across texts. Independent reading is expanded, and shared/partner
reading time is reduced. Teachers spend a great deal of individual time with students, analyzing their strengths and areas to support, in order to work with students on becoming proficient readers.

Writing workshop in Third grade will focus on lifting the quality of student writing; on teaching rehearsal, revision, and editing skills; and on making reading writing connections. Students will be revisiting narrative writing so that they learn to write it really, really well, with increasing independence. Through workshop children will learn that writers carry a cumulative repertoire of strategies (a toolbox of sorts), drawing on these tools when writers want to compose a powerful personal narrative, we sometimes write about the first (or last) time we did something or about a time we learned something or a time we felt a strong emotion—hope, worry, sorrow. Students generate ideas for writing by thinking about major issues in their personal lives—bullying, family pressure, and fitting in at school with teachers suggesting strategies and immersing children in mentor texts.

| Reading | 1.0 Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. |
| Writing | 2.0 Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed. |
| Writing | 3.0 Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements. |
| Reading | 1.0 Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process. |
| Written and Oral English Language Conventions: | 2.0 Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies. |
| Written and Oral English Language Conventions: | 1.0 Students write and speak with a command of standard English conventions appropriate to this grade level. |
| Listening and Speaking: | 1.0 Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. |
| Listening and Speaking: | 2.0 Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a
command of standard American English and the organizational and delivery strategies.

**Social Science (CORE)**

Third graders study the big idea of Continuity and Change. Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

In the 3rd grade students focus on the concept of continuity and change through an exploration of migration. Students study the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and the environment both past and present. They describe the reason for rules of their city and how they affect our everyday life. Students also examine the economy in local regions past and present. Then use that understanding to build their comprehension of what human capital means to them.

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
3.2 Students describe the American Indian nations in their local region long ago and in the recent past.
3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.
3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

**Physical Education (CORE)**

Third graders work hard all year on building their fitness, coordination, locomotor skills, and listening skills. The children work on ball handling fundamentals, tag games, and a variety of games that encourage specific skills and energy. Regular exercises such as daily sit-ups and push-ups, stretches, and a cardiovascular activity such as running are performed in each class to encourage fitness throughout the year. It is important for everyone to have fun and learn so they will continue to be active throughout their lives.

**Standard 1**

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
  - *Movement Concepts* 1.1 Chase, flee, and move away from others in a constantly changing environment.
| Standard 2 | Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.  
  
  - *Manipulative Skills*: 2.2 Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body.  
  
  - *Manipulative Skills*: 2.3 Explain the difference between throwing to a stationary partner and throwing to a moving partner. |
|---|---|
| Standard 3 | Students assess and maintain a level of physical fitness to improve health and performance.  
  
  - *Aerobic Capacity*: 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large-muscle groups to increase breathing and heart rate. |
| Standard 4 | Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.  
  
  - *Fitness Concepts*: 4.1 Identify the body’s normal reactions to moderate to vigorous physical activity.  
  
  - *Fitness Concepts*: 4.2 List and define the components of physical fitness. |
| Standard 5 | Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.  
  
  - *Social Interaction*: 5.4 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities.  
  
  - *Social Interaction*: 5.5 Demonstrate respect for individual differences in physical abilities. |
In 4th grade, children begin exploration of earth sciences; students explore how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle). Learning experiences in earth science include examination of cause and effect, field trips including hikes and visits to the La Brea Tar Pits, experiments to explore magma flow, erupting volcanoes, etc. Students also explore electricity and magnetism. By experimenting with magnets and observing magnetic fields along with building circuits. Group projects may include representing the layers of earth, or representing an open circuit through clay sculpture, collage, storyboard or dance. Literacy experiences are once again integral to each child’s day, and may include reading passages from a science text, creating a poem using science words, and journaling their experiences.

Physical Science 1. Electricity and magnetism are related effects that have many useful applications in everyday life. As a basis for understanding this concept:
   a. Students know how to design and build simple series and parallel circuits by using components such as wires, batteries, and bulbs.
   b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth’s magnetic field.
   c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet.
   d. Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones.
   e. Students know electrically charged objects attract or repel each other.
   f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other.
   g. Students know electrical energy can be converted to heat, light, and motion.

Life Science 2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
   a. Students know plants are the primary source of matter and energy entering most food chains.
b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.

c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.

3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:

   a. Students know ecosystems can be characterized by their living and nonliving components.
   
   b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.
   
   c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.
   
   d. Students know that most microorganisms do not cause disease and that many are beneficial.

<table>
<thead>
<tr>
<th>Earth Science</th>
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<tbody>
<tr>
<td>4. The properties of rocks and minerals reflect the processes that formed them. As a basis for understanding this concept:</td>
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<td>\begin{itemize}</td>
</tr>
<tr>
<td>a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle).</td>
</tr>
<tr>
<td>b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.</td>
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<tr>
<td>5. Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:</td>
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<td>\begin{itemize}</td>
</tr>
<tr>
<td>a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.</td>
</tr>
<tr>
<td>b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.</td>
</tr>
<tr>
<td>c. Students know moving water erodes landforms, reshaping the land by taking it away from some</td>
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</tbody>
</table>
places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).

| Investigation and Experimentation | 6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:  
   a. Differentiate observation from inference (interpretation) and know scientists’ explanations come partly from what they observe and partly from how they interpret their observations.  
   b. Measure and estimate the weight, length, or volume of objects.  
   c. Formulate and justify predictions based on cause-and-effect relationships.  
   d. Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results.  
   e. Construct and interpret graphs from measurements.  
   f. Follow a set of written instructions for a scientific investigation. |

**Mathematics (CORE)**

By the end of fourth grade, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships, between, plane geometric figures. They collect, represent, and analyze data to answer questions.

In fourth grade math rituals are continued, and “problems of the day” are presented. Concepts of the week are presented on Monday and explored in depth through whole-group work throughout the week. Small group activities once again include rotations with the teacher, teacher’s assistant, independent activity, and journal time (word problems and reflection on what they have learned). Challenge activities, math books and two-person games are offered for those students who desire more math exposure. At the end of each class, time is reserved for students to share what they have learned and achieved.

| Number Sense | 1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers.  
2.0 Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals. |
| 3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations. |
| 4.0 Students know how to factor small whole numbers. |
| Algebra and Functions | 1.0 Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences. |
| 2.0 Students know how to manipulate equations. |
| Measurement and Geometry | 1.0 Students understand perimeter and area. |
| 2.0 Students use two-dimensional coordinate grids to represent points and graph lines and simple figures. |
| 3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems. |
| Statistics, Data Analysis, and Probability | 1.0 Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings. |
| 2.0 Students make predictions for simple probability situations. |
| Mathematical Reasoning | 1.0 Students make decisions about how to approach problems. |
| 2.0 Students use strategies, skills, and concepts in finding solutions. |
| 3.0 Students move beyond a particular problem by generalizing to other situations. |
| Technology (Non-Core) |
| Fourth grade students demonstrate knowledge and operation of technology. Fourth graders demonstrate familiarity with use of word, PowerPoint, publisher, and excel. Students know how to operate digital camera and incorporate those pictures into a working document. Students know how to save, name, and retrieve files. Fourth graders understand and accept the school’s acceptable use policy, and practice responsible use of technology and software. |
| Creativity and Innovation | - Students apply existing knowledge to generate new ideas, products, or processes. |
| - Students create original works as a means of personal or group expression |
| Communication and Collaboration | - Students interact, collaborate, and publish with peers, experts, or others employing a variety of media and formats. |
| - Students communicate information and ideas effectively to multiple audiences using a variety of media and formats. |
| Research and Information Fluency | - Students plan strategies to guide inquiry. |
| - Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks. |
| - Students process data and report results. |
| Critical Thinking | - Students identify and define authentic problems and significant questions for investigation. |
Problem Solving, and Decision Making

- Students plan and manage activities to develop a solution or complete a project.
- Students collect and analyze data to identify solutions and/or make informed decisions.

Digital Citizenship

- Students advocate and practice safe, legal, and responsible use of information and technology.
- Students exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

Technology Operations and Concepts

- Students transfer current knowledge to learning of new technologies.
- Students select and use applications effectively and productively.
- Students understand and use technology systems.

English Language Arts (CORE)

By the end of Fourth Grade students should know and apply grade-level phonics and word analysis skills in decoding words. Fourth graders should read with sufficient accuracy and fluency to support comprehension. They should also be able to read grade-level text with purpose and understanding.

Fourth graders continue working with the theme Building a Reading Life. Fourth graders continue to work on building volume and stamina in reading. Students work with informational text in the content area and use primary and secondary sources, while critiquing texts and being analytical readers and researchers. Students work on skills such as envisioning, predicting, synthesizing, inferring, and interpreting when it comes to constructing meaning for characters. Students need to be able to hold onto central plot line as well as holding onto minor characters and subordinate plots. Students need to follow the evolving setting and how it may impact the character development. Students should be able to follow and create timelines based on the events that may impact a main character.

Through Writer’s Workshop students work on raising the quality of personal narratives. Students will work on writing personal, persuasive essays and informational writing. Students are working on refining their writing through the appropriate use of writing mechanics and conventions. Students writing will demonstrate more syntactical complexity as the year progresses. They will work on improving paragraph structure and developing more refined pieces through the process of revision.

Reading

1.0 Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken
language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

2.0 Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.

3.0 Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements.

| Writing          | 1.0 Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.
|                 | 2.0 Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies. |
| Written and Oral English Language Conventions: | 1.0 Students write and speak with a command of Standard English conventions appropriate to this grade level. |
| Listening and Speaking: | 1.0 Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
|                 | 2.0 Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies. |

**Social Science (CORE)**

The major theme explored in fourth grade is California: A Changing State. Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

In 4th grade, history concepts include the history California, from prehistory to modern times. Children collect, organize and present information. Primary resources are used whenever possible, research reports are completed, and debates are held to illustrate multiple sides of a historical issue. Geography concepts are closely aligned with history, as children examine why people settled in California, and the impact of the physical environment on the people. Identity/Culture studies enable children to explore the many cultures (both historical and current) that make up California, and biographies are explored. Once again, children integrate their social studies with science and literacy when applicable – as they explore the many aspects of each big idea.
4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.
4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.
4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

**Physical Education (CORE)**

Fourth graders work hard all year on building their fitness, coordination, locomotor skills, and listening skills. The children work on ball handling fundamentals, striking fundamentals, kicking fundamentals, tossing and throwing fundamentals, tag games, and a variety of games that encourage specific skills and energy. Regular exercises such as daily sit-ups and push-ups, squats and lunges, stretches, and a cardiovascular activity such as running or jumping rope are performed in each class to encourage fitness throughout the year. It is important for everyone to have fun and learn so they will continue to be active throughout their lives.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- <em>Body Management</em>: 1.1 Perform simple balance stunts with a partner while sharing a common base of support.</td>
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<tr>
<td></td>
<td>- <em>Body Management</em>: 1.2 Change direction quickly to maintain the spacing between two players.</td>
</tr>
<tr>
<td>Standard 2</td>
<td>Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</td>
</tr>
<tr>
<td></td>
<td>- <em>Movement Concepts</em>: 2.1 Explain the difference between offense and defense.</td>
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<tr>
<td>Standard 3</td>
<td>Students assess and maintain a level of physical fitness to improve health and performance.</td>
</tr>
</tbody>
</table>
| Standard 4 | • Fitness Concepts: 3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities.  
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.  
• Fitness Concepts: 4.1 Identify the correct body alignment for performing lower-body stretches.  
• Fitness Concepts: 4.2 Explain the principles of physical fitness: frequency, intensity, time, and type.  
Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.  
• Social Interaction: 5.5 Include others in physical activities and respect individual differences in skill and motivation.  
• Group Dynamics: 5.6 Accept an opponent’s outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge in physical activities. |
|---|---|
| Standard 5 | FIFTH GRADE  
Science (CORE)  
Fifth graders continue exploration of Earth, Life, and Physical Science. Learning experiences at this level may include experimentation including formulation and testing of hypotheses, clay modeling, using the internet for research, and creating 3D representations. Graphing and journaling help children express what they have learned. Field trips continue to be an integral part of the curriculum, and children continue to learn through interaction with the natural world.  
Physical Science  
1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:  
a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.  
b. Students know all matter is made of atoms, which may combine to form molecules.  
c. Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals. |
| d. | Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties. |
| e. | Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays. |
| f. | Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds. |
| g. | Students know properties of solid, liquid, and gaseous substances, such as sugar (C₆H₁₂O₆), water (H₂O), helium (He), oxygen (O₂), nitrogen (N₂), and carbon dioxide (CO₂). |
| h. | Students know living organisms and most materials are composed of just a few elements. |
| i. | Students know the common properties of salts, such as sodium chloride (NaCl). |

<table>
<thead>
<tr>
<th>Life Science</th>
<th>2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Students know many multicellular organisms have specialized structures to support the transport of materials.</td>
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<tr>
<td>b.</td>
<td>Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO₂) and oxygen (O₂) are exchanged in the lungs and tissues.</td>
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<tr>
<td>c.</td>
<td>Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.</td>
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<tr>
<td>d.</td>
<td>Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.</td>
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<tr>
<td>e.</td>
<td>Students know how sugar, water, and minerals are transported in a vascular plant.</td>
</tr>
<tr>
<td>f.</td>
<td>Students know plants use carbon dioxide (CO₂) and energy from sunlight to build molecules of sugar and release oxygen.</td>
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<tr>
<td>g.</td>
<td>Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO₂) and water (respiration).</td>
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<tr>
<td>Earth Science</td>
<td>3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:</td>
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<tr>
<td></td>
<td>a. Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.</td>
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<tr>
<td></td>
<td>b. Students know that when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.</td>
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<td></td>
<td>c. Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.</td>
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<td></td>
<td>d. Students know that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.</td>
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<td></td>
<td>e. Students know the origin of the water used by their local communities.</td>
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<td></td>
<td>4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:</td>
</tr>
<tr>
<td></td>
<td>a. Students know uneven heating of Earth causes air movements (convection currents).</td>
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<tr>
<td></td>
<td>b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.</td>
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<tr>
<td></td>
<td>c. Students know the causes and effects of different types of severe weather.</td>
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<tr>
<td></td>
<td>d. Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.</td>
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<tr>
<td></td>
<td>e. Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.</td>
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<tr>
<td></td>
<td>5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:</td>
</tr>
</tbody>
</table>
### Investigation and Experimentation

| a. | Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium. |
| b. | Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets. |
| c. | Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet. |

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
- b. Develop a testable question.
- c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
- d. Identify the dependent and controlled variables in an investigation.
- e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.
- f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
- g. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
- h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
- i. Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

### Mathematics (CORE)

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

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

### Number Sense

1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers.

2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals.

### Algebra and Functions

1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.

### Measurement and Geometry

1.0 Students understand and compute the volumes and areas of simple objects.

2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures.

### Statistics, Data Analysis, and Probability

1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes.

### Mathematical Reasoning

1.0 Students make decisions about how to approach problems.

2.0 Students use strategies, skills, and concepts in finding solutions.

3.0 Students move beyond a particular problem by generalizing to other situations.

### Technology (Non-Core)

Fifth grade students continue to demonstrate knowledge and operation of technology. Fifth graders demonstrate familiarity with use of word, PowerPoint, publisher, and excel. Students produce useful documents such as stories, report, and newsletters. Students know how to operate digital camera and incorporate those pictures into a working document. Students conduct research using the internet and make decisions on the accuracy of information. Students know how to save, name, and retrieve files. Fifth graders understand and accept the school’s acceptable use policy, and practice responsible use of technology and software.
| Creativity and Innovation | - Students apply existing knowledge to generate new ideas, products, or processes.  
- Students create original works as a means of personal or group expression  
- Students use models and simulations to explore complex systems and issues. |
|--------------------------|-------------------------------------------------------------------------------------------------|
| Communication and Collaboration | - Students interact, collaborate, and publish with peers, experts, or others employing a variety of media and formats.  
- Students communicate information and ideas effectively to multiple audiences using a variety of media and formats.  
- Students develop cultural understanding and global awareness by engaging with learners of other cultures. |
| Research and Information Fluency | - Students plan strategies to guide inquiry.  
- Students locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.  
- Students evaluate and select information sources and digital tools based on the appropriateness to specific tasks.  
- Students process data and report results. |
| Critical Thinking, Problem Solving, and Decision Making | - Students identify and define authentic problems and significant questions for investigation.  
- Students plan and manage activities to develop a solution or complete a project.  
- Students collect and analyze data to identify solutions and/or make informed decisions.  
- Students use multiple processes and diverse perspectives to explore alternative solutions. |
| Digital Citizenship | - Students advocate and practice safe, legal, and responsible use of information and technology.  
- Students exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.  
- Students demonstrate personal responsibility for lifelong learning.  
- Students exhibit leadership for digital citizenship. |
- Students select and use applications effectively and productively.  
- Students understand and use technology systems.  
- Students troubleshoot systems and applications. |

**English Language Arts (CORE)**

By the end of fifth grade, students must know and apply grade level phonics and word analysis skills in decoding words. Fifth graders must read with sufficient accuracy and fluency to support comprehension. They should also be able to read grade-level text with purpose and understanding.

The Reader’s Workshop theme is *Agency and Independence*. Students begin to monitor their reading volume, and study authors and genres they are becoming passionate about. Students are accessing their repertoire of reading skills to read complex text with high levels of engagement and comprehension. Fifth grade readers begin to infer about characters’ motivations, changes, and the lessons they learn, and to interpret across texts by analyzing characters. Students work on nonfiction text by focusing on writing a research report. Students are responding to literature though the main focus of the year continues to be building on volume and stamina.

By the end of Fifth grade students will write their own memoirs. The memoir is written at the end of the fifth grade year so that students will produce a quality memoir as they will draw from yearlong learning in order to raise the quality of their writing. Students will write interpretive essay, research based argumentative essays, informational writing, and historical fiction or fantasy fiction piece. Students will learn to view writing as a craft as they continue to work on revising their writing pieces, on skill development, and writing with proper grammar and conventions.

| Reading | 1.0 Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.  
2.0 Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.  
3.0 Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. |

| Writing | 1.0 Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. |
Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

2.0 Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies.

| Written and Oral English Language Conventions: | 1.0 Students write and speak with a command of standard English conventions appropriate to this grade level. |
| Listening and Speaking: | 1.0 Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.  
2.0 Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies. |

**Social Science (CORE)**

Through the Fifth grade theme United States History and Geography: Making a New Nation, students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people; a nation that has gone through a revolution that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students’ fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

In fifth grade, students learn about the development of the new nation to the settling of new colonies, the Revolutionary War, and westward expansion. Fifth graders explore each historical concept in depth using timelines, research reports, primary resources, illustrative materials and debates. Geography concepts include why people settled in the United States and the impact of the physical environment. Explorers’ routes are traced, and topographical maps are used. Identity/Culture concepts explored include the interconnections and interactions (and conflicts) among different American cultures throughout history. Children identify problems and central issues, and analyze points of view, as they explore each of these topics in depth.

| 5.1 Students describe the major pre-Columbian settlements, |
including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.
5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
5.5 Students explain the causes of the American Revolution.
5.6 Students understand the course and consequences of the American Revolution.
5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.
5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.
5.9 Students know the location of the current 50 states and the names of their capitals.

Physical Education (CORE)

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

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<tr>
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<th>Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</th>
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<td>• Body Management: 1.1 Perform simple small-group balance stunts by distributing weight and base of support.</td>
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<tr>
<td></td>
<td>• Manipulative Skills: 1.4 Enter, jump, and leave a long rope turned by others.</td>
</tr>
</tbody>
</table>

| Standard 2 | Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and |

99
**Standard 3**

Performance of physical activities.
- **Manipulative Skills**: 2.4 Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery.

**Students assess and maintain a level of physical fitness to improve health and performance.**

- **Fitness Concepts**: 3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking.

**Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

- **Muscular Strength/Endurance**: 4.13 Explain the benefits of having strong arm, chest, and back muscles.

**Standard 4**

**Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**

- **Group Dynamics**: 5.7 Accommodate individual differences in others’ physical abilities in small-group activities.
- **Group Dynamics**: 5.8 Appreciate physical games and activities reflecting diverse heritages.

**Standard 5**

**English Language Development Grades K-2**

The goal for all English Learner students is English Language Proficiency. In order to develop proficiency in Listening, Speaking, Reading, and Writing students must be able to understand English Language and produce language orally in social and academic settings.

- Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).
- Answer simple questions with one- to two-word responses
- Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).
- Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects.
- Recite familiar rhymes, songs, and simple stories

**English Language Development Grades 3-5**
The goal for all English Learner students is English Language Proficiency. In order to develop proficiency in Listening, Speaking, Reading, and Writing students must be able to understand English Language and should speak clearly and comprehensibly by using standard English Grammatical Forms. Students should be able to negotiate and initiate social conversations. They should be able to write short narratives that demonstrate knowledge of sentence structure. Students should perform at grade level in all content areas and demonstrate the skills necessary in English Language to reclassify as Fluent in English.

- Apply knowledge of sound/symbol relationships and basic word-formation rules to derive meaning from written text (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).

- Apply knowledge of academic and social vocabulary while reading independently.

- Read and orally respond to familiar stories and other texts by answering factual comprehension questions about cause-and-effect relationships.

- Write a multi-paragraph essay with consistent use of standard grammatical forms.

- Produce independent writing with consistency use of capitalization, punctuation, and correct spelling.

Professional Development
The Leadership Team conducted a needs assessment to obtain feedback from stakeholders regarding topics and formats of professional development.
Our professional development plan at PLN Charter Elementary School includes how Special Education plays into instructional practices and is based on the following ASCD principles:

- Reflect alignment with the California Standards for the Teaching Profession related to content, process, and context;
- Directly focused on helping to improve student achievement and support student learning;
- Support the continuing development of professional learning communities and collaboration;
- Be ongoing and job embedded (e.g. peer coaching, mentoring, administrator feedback);
- Focus on standards-based instruction;
- Differentiated;
- Include on-going reflection and evaluation.
**Need:** Provide ongoing professional development and support in the curricular areas identified as having the greatest need.

<table>
<thead>
<tr>
<th>MEASURABLE OBJECTIVE</th>
<th>ACTIVITIES</th>
<th>TIMELINE</th>
<th>PARTICIPANTS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>based on identified need</td>
<td>to meet the identified need</td>
<td>for completing the activity</td>
<td>invited or required</td>
<td>How will results be measured?</td>
</tr>
<tr>
<td>All new teachers will be trained in the use of inquiry based instruction.</td>
<td>-Training will be provided three times throughout the year. This will include classroom visits. -PLC Teams will focus on improving student learning in mathematics. Much of this conversation will include the use of investigations.</td>
<td>2012-2013 school year</td>
<td>All new teachers.</td>
<td>An evaluation will be provided to participants at the end of each professional development session.</td>
</tr>
<tr>
<td>Math teachers in grades 3-5 will be trained in the use of cognitively guided instruction.</td>
<td>-Training at a summer conference on the UCLA campus will be offered to teachers in grades 3-5. -PLC Teams will focus on improving student learning in mathematics.</td>
<td>2012-2013 school year</td>
<td>-Teachers will be encouraged to participate in the summer training. -All math teachers will work together in a PLC Team.</td>
<td>Evaluation form used after the conference and at the end of each PLC Team Meeting.</td>
</tr>
<tr>
<td>ELA/SLA teachers will be trained in</td>
<td>-Training at a summer institute at</td>
<td>2012-2013 school year</td>
<td>-Teachers will be encouraged to participate in the</td>
<td>Evaluation form used after the conference and</td>
</tr>
</tbody>
</table>
**Need:** Provide professional development to assist teachers and buildings in the use of student assessment data.

<table>
<thead>
<tr>
<th>MEASURABLE OBJECTIVE</th>
<th>ACTIVITIES</th>
<th>TIMELINE</th>
<th>PARTICIPANTS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>based on identified need to meet the identified need for completing the activity invited or required</td>
<td>How will results be measured?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| All teachers will be trained in the use of data systems and the RTI framework. | -Train new teachers.  
-Training as needed within grade levels. | 2012-2013 school year | All teachers and SSC members. | -An evaluation will be provided to participants at the end of each professional development session.  
-Direct feedback will be given to each teacher during data chats. |

**Need:** Provide ongoing professional development in the use of technology to engage students as active learners.

<table>
<thead>
<tr>
<th>MEASURABLE OBJECTIVE</th>
<th>ACTIVITIES</th>
<th>TIMELINE</th>
<th>PARTICIPANTS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>based on identified need to meet the identified need for completing the activity invited or required</td>
<td>How will results be measured?</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
| Train all teachers who have interactive whiteboards in their classroom. | -Training provided to all new users of Smart boards.  
-Ongoing training is optional for those who have used | 2012-2013 school year | All teachers with interactive whiteboards in their classrooms. | End of activity evaluation. |
<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>PROFESSIONAL DEVELOPMENT</th>
</tr>
</thead>
</table>
| 2012-2013   | 1. Implement Professional Learning Communities.  
             2. Implement Project Based Learning by The Buck Institute.  
             3. Implement Thinking Maps to supports English Learners.  
             4. Create mid-semester writing assessments.  
             5. Enhance readers and writers workshop.  
             6. Introduce cognitively guided instruction in mathematics.  
             7. Understanding of general metrics and data analysis. |
             2. Revisit PBL.  
             3. Revisit GLAD strategies and Thinking Maps training.  
             4. Revise mid-semester writing assessments and anchor papers.  
             5. Continue to enhance readers and writers workshop.  
             6. Continue implementing CGI.  
             7. Analyze data. |
             2. PBL and higher level questioning strategies.  
             3. Instructional supports for EL’s.  
             4. Writing assessments and rubrics.  
             5. Continue developing readers and writers workshop.  
             6. Continue learning about CGI.  
             7. Analyze data. |
| 2015-2016   | 1. Support PLC’s.  
             2. Continue PBL and higher level questioning.  
             3. Continue researching and implementing effective EL support strategies.  
             4. Revise writing assessments and rubrics.  
             5. Readers and writers workshop.  
             6. Cognitively Guided Instruction.  
             7. Analyze data. |
| 2016-2017   | 1. Professional Learning Communities  
             2. Project Based Learning and higher level questioning strategies.  
             3. Strategies to support English Learners  
             4. Writing assessments and rubrics  
             5. Readers and writers workshop  
             6. Cognitively Guided Instruction in Mathematics  
             7. Analyze data  
             8. Conduct PD needs assessment to be reviewed by Leadership Team. Plan next steps. |
Subject-Specific Curricula

Language and literacy development
Our school has two programs for literacy instruction: 1) Early Exit Transitional Bilingual program and 2) Structured English Immersion program.

The Early Exit Transitional Bilingual program - Drawing from research on effective literacy instruction for English Language Learners, K-1 students in this program at our school learn to read in their primary language (Spanish). Other content areas that are taught in Spanish are Social Studies and Science. Research shows that oral proficiency and literacy in the child’s first language can be used to facilitate literacy development in English — including word reading, reading comprehension, reading strategies, spelling and writing. Language minority students who are literate in their first language are advantaged in the acquisition of English literacy. (Developing Literacy in Second-Language Learners: A Report of the National Literacy Panel on Language Minority-Children and Youth, Lawrence Erlbaum Associates, Inc., 2006).

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

PLN Charter Elementary School Balanced Literacy Program

Although we have an Early Exit Transitional Bilingual Program and a structured English Immersion program, PLN Charter Elementary utilizes the Teachers’ College Readers and Writers Model for literacy instruction. The only difference between programs is the target language that is utilized during instruction. The Early Exit Transitional Program focuses on teaching students to read and write in Spanish to facilitate the transition to English, while the focus of the Structured English Immersion Program is English Literacy. The Reading and Writing Institute program, as developed at Columbia University, includes key elements: Reading Aloud with Accountable Talk; Interactive Writing; Guided Reading; Shared Reading; Independent Writing; and Independent Reading. Systematic instruction is provided in word recognition, including phonological awareness and phonics, comprehension strategies and vocabulary development (Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction, National Reading Panel, 2000 (NIH
Children are also given ample time to practice reading decodable books in the early grades and then chapter and non-fiction books as they progress. Materials, strategies and techniques align with student needs, based on developmentally appropriate expectations such as those outlined in *Preventing Reading Difficulties in Young Children* (1998) and the *Report of the National Reading Panel* (2001). In daily reading “workshops,” students are explicitly taught the strategies and habits of effective reading. They learn to talk, think and write well about their reading, and to live richly literate lives. Book clubs (beginning in 3rd grade) enable students to read together, developing literacy and comprehension. All of these components are a part of the PLN Charter Elementary School Balanced Literacy Program.

**Balanced Literacy**: A balanced literacy framework is used as a model to implement literacy instruction in the classrooms:

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

Writing is developed from the earliest stages alongside reading. Children use their knowledge of sounds and symbols to communicate their ideas. They learn to organize and structure ideas, to write in a variety of genres, and to use the conventions of print appropriately (*Calkins, The Art of Teaching Writing*). In writing “workshops,” students learn to observe their lives and the world around them, and to collect, draft, revise, and publish well-crafted narrative and expository texts.

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

PLN Charter Elementary School recently adopted the Into English! Language program, an English Language Development program designed by Hampton Brown for grades K-5 to meet the needs of English Language Learners. Into English! provides English Language Learners with grade level content-based instruction that builds academic language proficiency and incorporates multi-level teaching strategies for all language levels. Each Into English! lesson incorporates authentic, accessible literature and provides teachers with assessments that monitor growth across proficiency levels. The resources provided in each kit provide students with access to materials that require teachers to utilize strategies that support multiple modalities.

Other approaches that are utilized in both the Early Exit Transitional Bilingual Program and the Structured English Immersion Program are SIOP and GLAD.

SIOP Strategies: The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has been proven effective in addressing the academic and linguistic needs of English learners. SIOP consists of eight interrelated components:

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

Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons.

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

Mathematics, Science & Social Studies

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

The math curriculum utilized in the school is enVision by Scotts Foresman –Addison Wesley. Teachers have been given professional development on how to implement the state adopted curriculum and implement technology related to topic areas. Teachers have also received training on Cognitively Guided Instruction (also referred to as CGI math), where teachers learn to use the approach to teaching mathematics that uses a student's own mathematical thinking as the basis for instruction. The school’s science curriculum provides the opportunity for our students to learn concepts, skills and knowledge in a problem-solving environment. Grade-level planning (conducted as described above, with a UCLA consultant) responds to the recommendations by the National Research Council and is inspired by the Reggio method. The curriculum focuses on a year-long inquiry study of a “big idea” within an area of science, with other areas of science infused where they can be supportive of the big idea. One area that is crucial is Human Responsibility – which is incorporated into the year-long study. Discussions in this area will lead to experiences and projects that develop proactive students who can create positive changes at the local, national or global level. By the end of the school year, children become experts rather than novices. This type of instruction often enables students to cover concepts that would be covered at higher grade levels, but the experiential nature of the learning enables children’s conceptual knowledge to deepen as the year progresses. English Language Learners gain a deeper understanding of each concept, and develop a larger vocabulary that they acquire as they delve deeper into the big idea throughout the year. Because of the continuity of the year-long study, the students practice vocabulary usage and develop more complex sentence structures, as English Language Arts standards are incorporated into each lesson.

In their exploration of a “big idea,” children use materials to represent their understanding of the concepts. The use of the new Art Studio facilitates student demonstration of the concepts learned. The teachers also use the FOSS Options Science Systems to provide some directed experiences. FOSS is supported by the National Science Foundation. FOSS has 27 modules organized in four strands: Life Science, Physical Science, Earth Science, and Scientific Reasoning and Technology. FOSS is a
research-based, classroom tested program, and its books and technology resources are correlated to each module. As described above, while the FOSS materials are available for use in the classroom, many activities and investigations are developed in collaboration between students and teachers using the methodology described previously. As a result, many other supplemental materials are utilized in the process of reaching the standards.

The PLN Charter social studies curriculum is concept-based, and provides in-depth study of big ideas/concepts using the same inquiry processes as in science. The social studies curriculum is taught using concepts from history, psychology, sociology, economics and political science, and inquiry about different cultural groups is promoted. The program facilitates interdisciplinary teaching, contains student-centered lessons and materials, and supports the development of multiple intelligences: artistic, social, verbal, math, logical, thinking and intuition. Materials developed by UCLA’s University Elementary School are used in the exploration of social studies topics. Our goal in this area is to develop critical thinkers, as well as to promote discussion of social justice issues based on Safe School values.

**Arts**

The visual and performing arts are integrated into each subject described above, and are a part of the Reggio method’s 100 languages. At PLN Charter Elementary School, the arts serve:

- as a critical means to express thoughts, ideas and feelings in a creative and productive manner;
- to integrate subjects and apply the theory of multiple intelligence in the instructional program;
- to develop creative and critical thinking skills;
- as a means for English acquisition; and
- to increase academic achievement.

Students participate in music, dance, theater, ceramics, drawing, painting, fiber arts, sculpture, print-making, creative writing and poetry throughout the school day and in the after-school program. Examples of work students completed during recent years include choir performances, workshops with local master artists, dance and theater field trips, trips to local museums, etc. Para Los Niños collaborates with Inner City Arts, City Hearts and other local organizations to provide meaningful arts projects for children. As part of the school’s Reggio approach, art is also incorporated into many facets of the school day and is well integrated with other subjects such as science or social studies. For example, students may study a science concept and then provide a visual interpretation of that concept through clay or painting. Alternatively, students may study a civilization in social studies, and then learn traditional songs or dances associated with it. This also deepens their knowledge of and connection with the subject matter.

Recent renovation of the school created a new Art Studio for student use. Classes can
now use this Art Studio to complete visual arts projects, and to prepare performing arts pieces. Students have opportunities to use mixed media and recycled products to represent ideas, show patterns and mathematical concepts through art. Student experiences include workshops with Mr. Malcolm Wray, a renowned art educator from the United Kingdom who co-authored the UK’s National Curriculum. Teachers and students have benefited from these workshops as they develop art skills and are linked with Science and Social Studies concepts. The Studio can be used both during the school day and in the after-school program.

The California Content Standards

The California Content Standards are embedded in our project-based, inquiry focused curriculum. They act as a context for the interactive educational environment in which students explore their own ideas and as a reference for teachers and parents looking for opportunities to gauge student progress. Including the California Content Standards in this manner allows our students the opportunity to be prepared for any middle school upper elementary in which they choose to enroll.

Please see the following Plan for transitioning to the CA Common Core Standards:

Para los Niños Common Core Standards Transition Plan

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
<th>IMPLEMENTATION PLAN</th>
<th>ACTIVITIES/TIMELINE</th>
<th>ASSIGNMENTS/RESOURCES</th>
</tr>
</thead>
</table>
|               | Develop strategic communication plan for staff, students, parents, the community:  
|               | -Ensure clear, consistent messaging regarding CCS.  
|               | -Engage all stakeholders.  
|               | -Help develop a solid understanding of CCS by providing access to available resources.  
|               | -Publish PLN roadmap for implementation. |
|               | -PLN Board Mtg.: 1/12  
|               | -Leadership Team Mtg.: 2/12  
|               | -School Site Council: 2/12  
|               | -Post info. about CCS on PLN Facebook tab/Newsletter: 6/12 |
|               | Navigating Implementation of the Common Core Standards (Reeves, et. al.)  
|               | - cde.ca.gov/c/cc  
|               | www.corestandards.org |
| INITIATIVE INVENTORY | Align current PLN initiatives with CCS:  
| | -Identify school-wide initiatives and programs.  
| | -Assess rigor of initiatives and programs with CCS.  
| | -Remove ineffective |
| | -Conduct needs assessment with Leadership Team: 3/12 |
| | -PLN Charter  
| | -PLN scope & sequence  
| | -PLN curricular maps |
| **LEARNING CONTEXT** | **Assess and consider rethinking:**  
- Staffing patterns.  
- School schedules.  
- Instructional materials and resources.  
- Technology  
- Structure for collaboration. | -Leadership Team to conduct instructional materials inventory. Identify areas of gap and wish list of items to order. | -PLN charter  
- PLN Curriculum Library |
| **PROFESSIONAL DEVELOPMENT** | **Consider needs for PD in the following areas:**  
- Effective Data Teams.  
- Sufficient depth in content expertise.  
- Literacy across all content areas.  
- Creating exemplars for each grade level.  
- Increasing non-fiction writing across the curriculum.  
- Increasing level of rigor and thinking strategies.  
- Differentiating instruction.  
- Assessment literacy.  
- Creating performance assessments.  
- Other staff needs that arise. | -Leadership Team Mtg.: 3/12, Task to identify PLN expertise in content area. Also, identify organizations that can support PLN areas of need. Also, identify conferences that can support areas of need. | -Institute for Learning  
- Carnegie Mellon standards  
- PLN charter  
- Knox Education |
| **CURRICULUM DESIGN** | **Build the foundation:**  
- Develop scope and sequence.  
- Cluster standards when appropriate.  
- Develop curriculum maps.  

**Design units of study:**  
- Review deconstructed standards and create student friendly targets.  
- Create unit assessments.  
- Design formative assessments. | -Curriculum Coordinator to identify overlap of current PLN scope and sequence with CCS: 3/12  
- Plan PD time for teachers to review CCS in literacy and math | -Teachers College CCS on-line resources  
- Knox Education  
- University partnerships |
| **QUALITY INSTRUCTION** | **Implement standards-based instructional practices:**  
- Focus on clearly designed standards.  
- Implement engaging learning experiences in student | -Leadership Team Mtg.: 3/12, Task to prioritize PD and plan accordingly. | -Institute for Learning  
- Carnegie Mellon standards |
| ACCESS AND ACCELERATION | Ensure differentiation:  
-Design structures and strategies for access and acceleration for all sub-groups including English Learners, students with special needs, and economically disadvantaged students.  
-Leadership Team Mtg.: 5/12, Task to identify resources for acceleration, PD to support EL’s, intervention structures.  
-PLN Board mtg. to share LT’s findings referenced above: 6/12 | School data  
-Drowne Foundation intervention data |
| ASSESSMENT INVENTORY | Create a balanced assessment program:  
-Ensure alignment of current assessments with the core standards, noting inconsistencies and gaps.  
-Understand status and growth metrics.  
-Leadership Tem Mtg. to review school-wide assessment data: 5/12  
-PD on growth metrics | DIBELS Next  
-SP literacy assessments  
-Dean Gallagher of USC |
| EFFECTIVE FEEDBACK | -Use Data Teams to monitor student progress and effectiveness.  
-Ensure teachers understand effective feedback strategies as a critical component of formative assessment.  
-Promote student self-assessment of meeting academic targets.  
-Principal to plan Data Team meetings for next school year: 6/12 | PLN assessments |
| ACCOUNTABILITY | -Follow the PLN data analysis protocol.  
-Identify target students and develop a plan to meet those students’ needs.  
-Act upon the evidence.  
-Conduct PD data analysis with teachers: 8/12  
-Share data with SSC: 9/12  
-Share data with PLN Board: 9/12 | PLN Data Analysis Protocol  
-RTI resources |
| SYSTEMIC | Ensure PLN charter | Principal to create  
-CSTP’s |
Our curricular program, framed by science inquiry, includes rigorous, California standards-based core programs. All of the state mandated content standards in Mathematics, English-Language Arts, English Language Development and Social Studies, Science, and Physical Education are addressed as we build student capacity toward the overarching goal. Additionally, technology standards based on the National Educational Technology Standards (NETS) have been included. NETS standards are applied at each grade level in a manner consistent with grade level appropriate content and expectations. Because we simultaneously believe that the integration of content area knowledge should not be forced and understand that it is our responsibility to ensure that all our students are achieving the high standards set by LAUSD and the State of California, discreet content area lessons not directly related to the overarching unit objective will be taught, if necessary, to ensure all students are receiving standards-based instruction in addition to instruction based on objectives set by the Charter School.

The PLN Charter Elementary School will comply with all applicable provisions of the No Child Left Behind Act and other state and federal mandates.

The following textbooks or other instructional resources to be used are as followed:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>State-Adopted Materials</th>
<th>Supplementary Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>PLN does not use state adopted Materials for Language Arts in the Early Exit Transitional Bilingual or Structured Immersion Programs. Teachers utilize Authentic Literature to teach Language Arts through the Workshop approach.</td>
<td>Classroom Leveled Reading Libraries, Teachers College Reading and Writing Units of Study, DIBLES/IDEL, Cancionero-Spanish Phonics, Shared Reading, Interlingual Solution for phonics Instruction-Spanish, Estrellitas- Phonics-Spanish, Sadlier-Oxford Grammar workshop and Vocabulary Work Shop</td>
</tr>
<tr>
<td>Spanish Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Development</td>
<td>Into English</td>
<td>Project GLAD Making Content Comprehensible for</td>
</tr>
</tbody>
</table>

Matrix adapted from *Navigating Implementation of the Common Core State Standards* (Reeves, et. al., 2011)
<table>
<thead>
<tr>
<th>Subject</th>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>enVision</td>
<td>Cognitively Guided Instruction (CGI)/Manipulatives</td>
</tr>
<tr>
<td>Science</td>
<td>FOSS</td>
<td>Please see sample Science Curriculum Foss Kits University Elementary School (UCLA) Critical Thinking Institute Science Trade Books, reference books, expository text materials; primary resources</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td>University Elementary School (UCLA) Critical Thinking Institute Materials Social Studies trade books, reference books, expository text materials; primary resources, TCI History Alive</td>
</tr>
</tbody>
</table>

**Practices - Responsive to Research**

Our practices and model are rooted in and responsive to research, combining what teachers find works in the classroom with the research perspective that we bring to all we do at the school. The model is designed to develop initial literacy skills in Spanish (and eventual transference to English literacy) while teaching academic English through the content areas of mathematics, science and social studies. Teachers are trained in creating educational environments that provide experiences that promote language and conceptual knowledge.
*Special Education Program*

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified Consent Decree* (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. 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 Los Angeles Unified School District (“LAUSD” or “District”) Governing Board 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 (“SELP A”) Local Plan for Special Education.

**SELP A Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but will now create 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). The Charter-operated schools will not have a 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 for Conversion Schools**
District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter 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 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 chartered by 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 District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen 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 Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

# The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
# Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
# CBEDS, which is due at the end of October of Each School Year.
# All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
# Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

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

The Para Los Niños Charter Elementary School will address the needs of students with special *instructional* needs- English Language Learners; Socioeconomically disadvantaged students; Gifted students; Students achieving below grade level; Students with disabilities.

**English Language Learners**

PLN will meet all applicable legal requirements for English Language Learners as it pertains to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. PLN will implement policies to assure proper placement, evaluation, and communication regarding ELL’s and the rights of students and parents.

**CELDT Testing**

All students who indicate that their home language is other than English will be given the California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. (The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.)

The PLN Charter Elementary School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

In order to address the individual needs of English Learners, the PLN Charter Elementary School carefully monitors performance of students in classroom assignments and on standardized testing. Students scoring in the lowest levels of the CELDT are provided targeted English instruction in small group settings. Targeted instruction focuses on skills, functional vocabulary, and information that support students throughout the school day. The goal is to ensure a quality instructional program that enables English Language Learners to attain English proficiency, achievement in all academic subject areas, and to have full access to the educational opportunities offered at the school.
Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT. Students must receive an overall score of Early Advanced or Advanced to reclassify. Furthermore, students must score at intermediate or above in all other subsections of the CELDT to qualify for reclassification.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery. Students must meet grade level standards with a minimum grade mark of 3 in English Language Arts.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. Students must receive a score of Basic (325) or above on the CST for ELA to meet reclassification criteria.

After receiving the CELDT results each year, the CELDT coordinator will notify the Language Appraisal team of students meeting criteria to reclassify. Parents are then notified in writing of their child’s eligibility to reclassify. The Language Appraisal Team along with the Parent will determine if student reclassifies.

Strategies for English Learners and Intervention

PLN Charter Elementary School is committed to meeting the needs of all English Learners. In order to get our students to English Proficiency, we have implemented an Early-Exit Transitional Bilingual Program. Students enrolled in this program learn to read and write in Spanish during their K-1 year while they develop English language skills. Students are transitioned into the Structured English Immersion program in second grade. Additionally, all English Learners participate in daily 30 minute block of targeted English Language Development Instruction where they work on academic vocabulary, syntax, and knowledge of language structure. All teachers front-load all academic lessons with the introduction and review of academic vocabulary.

All PLN Charter Elementary School teachers have been trained in GLAD (Guided Language Acquisition Design) and SIOP (Sheltered Instruction Observation Protocol).
Teachers collect, analyze, and reflect on data such as CELDT, CST, ELD Portfolios, Reading Levels, and Writing samples to set goals for students.

**Socioeconomically Disadvantaged Students**

The environment, curriculum, and activities at the PLN Charter Elementary School are specifically designed to address the needs of an economically disadvantaged population. In addition to developing a strong academic base that enables students to close the achievement gap with their LAUSD peers, the school integrates specific strategies for working with students classified as economically disadvantaged. 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 chaos, violence, or both. Students have ample opportunity to play and work outside. As most students spend their entire day (7 a.m. to 6 p.m.) at our school, nutritious breakfast, lunch and snacks are provided. Children also have the opportunity to play safely outdoors — an opportunity they might not have in their own neighborhoods. A full spectrum of nutritious food is offered during Breakfast, Lunch, and Nutrition. Our Integrated Service Delivery Model and Response to Intervention and Instruction system ensures that all our students and families have access to any needed social, family, or mental health support services necessary to ensure opportunities for optimal academic development.

**Gifted Students and Students Achieving Substantially Below Grade Level**

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

Should a student be achieving below grade level, teachers provide targeted interventions to assure that the student’s needs are addressed. Daily, teachers have the opportunity to work in smaller group settings with students in need of targeted intervention.

**Teacher Recruitment**

Because we are interested in educators representing the diversity of our city, we intend to recruit teachers from all over Los Angeles. We will 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 this age group and familiarity with a constructivist approach to education.

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

The PLN Charter Elementary School uses recruitment and selection procedures and practices that 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 three employment references. The Para Los Niños Human Resources Department maintains complete records and encourages 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, Local newspaper (Los Angeles Times), Web sites (PLN, Monster.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 (See Employment Process Documents, Appendix C)

The agency and charter school team will identify additional qualifications required for support staff. The job descriptions will be circulated within the organization, including the Charter School Advisory Board, for recommendations. Also, the positions will be advertised in newspapers, online and to appropriate professional organizations. We will contact colleges and universities with credentialing programs for recommendations of qualified alumni. Our school leaders (Principal and Assistant Principal) will have a master’s degree or higher, valid California teaching credential, an entrepreneurial approach to school development and program design, bilingual abilities and strong interpersonal skills. Job descriptions for each position are included in the attachments package (See Employment Process Documents, Appendix C)

Initial staff will be selected by the Teacher Selection Committee, which will include the principal, teachers, parents and other personnel. Candidates will be invited to present an application, résumé, video and/or live demonstration lesson and participate in an interview. Classified and other personnel will be selected by the principal. Selection is based on experience with the duties of the position for which they are applying. Our recruiting approach has been successful in recruiting a workforce thus far for our school that reflects the community composition. We intend to continue this pattern of staffing our school with high quality, compassionate, and expert educators who engage with children, families and the community in ways that support academic and life success.
ELEMENT 2- MEASURABLE PUPIL OUTCOMES

“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.” Ed. Code 47605 (b) (5) (B)

The Para Los Niños Charter Elementary School will help children succeed through an instructional program guided by our understanding of the 3 critical components necessary to become educated citizens in the 21st Century:

I. The development of knowledge and specific knowledge related to academic disciplines
II. The development of generalizable skills
III. The development of character and a sense of community

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

Knowledge

Students enrolled at the Para Los Niños Charter Elementary School have access to a rigorous, standards-based curricular program based on California Content Standards and, when instituted, the Core Common Standards. We understand that, in order to be academically successful in elementary school and beyond, our charter school is responsible for ensuring that all students build a foundation for standards-based academic content in elementary school and beyond, inclusive of standards-specific vocabulary, and ability to articulate and demonstrate understanding using a variety of method or tools.

Skills

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

A. We expect students to think critically and solve problems
B. We expect students to work productively as a member of a team
C. We expect students to present their ideas articulately to a variety of audiences
D. We expect students to utilize a variety of tools, including the tools of technology, to solve problems and communicate their ideas
E. We expect our students to be responsible for their own success and growth
Character and Community

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

A. We expect students to articulate their hopes, dreams, and challenges
B. We expect students to be leaders as well as team-members
C. We expect students to develop the ability to constructively resolve conflict
D. We expect students and their families to be knowledgeable about the resources available to support the development of a personal sense of safety and well-being

Student exit outcomes will be as follows:
1. Demonstrate literacy in reading, writing, speaking and listening by constructing meaning from a variety of text using comprehension strategies, prior knowledge, and personal experience.
2. Initiating reading independently for a period of 30 minutes or longer daily.
3. Writing fluency in a variety of genres for a variety of audiences (e.g. reflective journal, persuasive essay, report, science observation, personal letter, business letter, narrative writing, or poetry.)
4. Applying the writing process and conventions of writing.
5. Using speaking skills to present information, narrative, or response to literature.
6. Use the arts to make connections, express ideas and emotions, and problem solve.

Data Analysis

For this five year renewal term we have set goals that will help Para Los Niños Charter Elementary School overcome the challenges that led us to become a Program Improvement school in 2010. Upon reflection of our data during the last five year cycle, it is clear that challenges lie with assessments and in meeting the needs of all our learners in English Language Arts. All stakeholders at PLN Charter Elementary have the expectation that we will meet AYP criteria and will exit Program Improvement. The goals will be met by using our continuous improvement model of data analysis followed by strategic interventions for students not meeting grade level benchmarks. Our professional development plan for the next five years emphasizes the use of data to make instructional decisions.

Academic Performance Index

Para Los Niños Charter Elementary School has had a cumulative 128 point gain from 2007-2011, with API growth for 3 of 5 years. From 2009- 2010, there was a cumulative 36 point drop in scores. A review of our test scores proves that a substantial drop in math proficiency during the 2009 school year was a factor in that 33 point loss in our API.
Adequately Yearly Progress and Program Improvement
Meeting adequately yearly progress targets has also been a challenge, as we have met these in 2 of 5 years. In 2008 and 2011, Para Los Ninos Charter Elementary School met 100% of the AYP while only meeting 76% of those target in 2007, 2009, and 2010. Though we met participation rates in Math and English Language Arts, proficiency rates were not met in English Language Arts. As the proficiency targets have increased in English Language Arts, it has been difficult to keep the pace with the targets. Proficiency rates in Math were met from 2007-2011 for all subgroups. Please see below for a data chart with the number of targets met for the prior five years:

<table>
<thead>
<tr>
<th>Adequately Year Progress Targets 2007-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria Met</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Met AYP</td>
</tr>
<tr>
<td>Percent</td>
</tr>
</tbody>
</table>

It is our priority to exit program improvement status and to improve academic achievement for all students at the Para Los Niños Charter Elementary School.

Math Achievement
Our data demonstrates that Mathematics is an area of strength for the Para Los Niños Charter Elementary School. A decline in 2008-2010 was likely due to a period of exploration, due to the decision to move from Houghton Mifflin Math to a different math program; enVision. Navigation through the new program, and reworking of our scope and sequence, impacted implementation of our math program, reflective in the 2008-2009 test scores. As the Adequately Year Progress chart demonstrates, teacher familiarity and comfort with the program helped increase our student proficiency rates for students scoring in advanced or proficient levels in 2011. From 2007-2011 we had a 15.1% increase in students scoring advanced or proficient school-wide.

<table>
<thead>
<tr>
<th>Adequately Yearly Progress (Math)</th>
<th>Yearly</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>26.5%</td>
<td>37.0%</td>
<td>47.5%</td>
<td>58.0%</td>
<td>68.5%</td>
<td></td>
</tr>
<tr>
<td>School-wide</td>
<td>40.3%</td>
<td>56.1%</td>
<td>41.2%</td>
<td>46.3%</td>
<td>55.4%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>39.4%</td>
<td>56.2%</td>
<td>41.3%</td>
<td>46.3%</td>
<td>55.7%</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>37.1%</td>
<td>56.1%</td>
<td>40.6%</td>
<td>46.6%</td>
<td>56.9%</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>40.3%</td>
<td>56.1%</td>
<td>41.7%</td>
<td>46.3%</td>
<td>55.7%</td>
<td></td>
</tr>
<tr>
<td>Proficiency Met/Not Met</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>

Source: California Department of Education
A review of our Math test scores reveals that we have traditionally had very few students in the Far below Basic band in math. The Student Scoring Band Chart demonstrates our school wide number of students in each band and shows that during the last five year span we have substantially increased the number of students who are scoring proficient and advanced and have diminished the number of students in Below Basic and Basic.

### Student Scoring Bands CST Math 2007-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>A</th>
<th>P</th>
<th>B</th>
<th>BB</th>
<th>FBB</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>25</td>
<td>35</td>
<td>48</td>
<td>48</td>
<td>37</td>
</tr>
<tr>
<td>2007-08</td>
<td>5</td>
<td>35</td>
<td>48</td>
<td>51</td>
<td>32</td>
</tr>
<tr>
<td>2008-09</td>
<td>4</td>
<td>25</td>
<td>59</td>
<td>70</td>
<td>41</td>
</tr>
<tr>
<td>2009-10</td>
<td>9</td>
<td>33</td>
<td>62</td>
<td>53</td>
<td>48</td>
</tr>
<tr>
<td>2010-11</td>
<td>14</td>
<td>14</td>
<td>60</td>
<td>49</td>
<td>50</td>
</tr>
</tbody>
</table>

### Reading Achievement

Our school-wide goal for the year is to have 70% of the 65.5% of students not meeting proficiency to grow at least one band in proficiency in the CST. From 2007-2011 we had a 14.4% school-wide increase in students scoring advanced or proficient in the CST for English Language Arts.

<table>
<thead>
<tr>
<th>Adequately Progress (ELA)</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>24.4%</td>
<td>35.2%</td>
<td>46.0%</td>
<td>56.8%</td>
<td>67.6%</td>
</tr>
<tr>
<td>School-wide</td>
<td>20.1%</td>
<td>29.4%</td>
<td>28.4%</td>
<td>25.4%</td>
<td>34.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>19.7%</td>
<td>28.6%</td>
<td>27.9%</td>
<td>25.4%</td>
<td>34.7%</td>
</tr>
<tr>
<td>English Learners</td>
<td>13.8%</td>
<td>29.4%</td>
<td>28.1%</td>
<td>25.4%</td>
<td>35.3%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>20.1%</td>
<td>27.4%</td>
<td>25.7%</td>
<td>23.6%</td>
<td>34.9%</td>
</tr>
<tr>
<td>Proficiency Met/Not Met</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
</tr>
</tbody>
</table>

Source: California Department of Education

The student scoring chart demonstrates the number of students per each scoring band in the CST from 2007-2009. This chart demonstrates how we have also increased the number of students scoring in advanced and proficient in the CST. The chart also
demonstrates a large number of students who are at the basic level. It is therefore a priority to get them to move towards proficiency. The students who are scoring below basic and far below basic are priority, and structures have been put in place to monitor their progress at an individual level, with intensive interventions to get these students to move towards advanced and proficient levels.

The Para Los Niños Charter Elementary School recognizes NCLB and has adopted as goals the California Department of Education goals for participation rate and proficiency rate for English Language Arts and Mathematics toward 100% proficiency in 2014.

<table>
<thead>
<tr>
<th></th>
<th>English Language Arts</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Rate</td>
<td></td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Proficiency Rate</td>
<td></td>
<td>78.4</td>
<td>89.2</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

|                             | Mathematics           |         |         |         |         |         |
| Participation Rate          |                       | 95%     | 95%     | 95%     | 95%     | 95%     |
| Proficiency Rate            |                       | 79%     | 89.5%   | 100%    | 100%    | 100%    |
CELDT and Annual Measurable Achievement Outcomes

We recognize that there is a direct correlation between students’ academic performance and their overall proficiency in the English Language. In the past, we have not reclassified students at the rate of the district. Additionally, teachers have needed greater accountability for documenting student growth through ELD portfolios. Teachers have stated their need for increased training overall on teaching English Learners. This school year, teachers have been provided with SIOP and GLAD training. Training has also been provided in how to use English Language Development portfolios, a tool that is increasingly utilized to monitor the growth of all English Learners. The chart below demonstrates Para Los Niños Charter Elementary Annual Measures Achievement Outcomes (AMAO) from 2007-2011. Our scores for two years, from 2008-2010, directly correlate to our struggles with our AYP which led us toward Program Improvement status.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AMAO 1: Percentage of English Learners making annual progress in English</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>AMAO 2: Percentage of EL’s attaining English Proficient on CELDT</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>AMAO 3: Adequately Yearly Progress for English Learner subgroup at consortium level</td>
<td>NO</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
</tr>
</tbody>
</table>

The following are critical areas that we feel we must address in order to have our students all become advanced and proficient by 2014:

- Increase English Language Proficiency for all English Language Learners by improving instruction to include more best practice and improving Reclassification process
- Monitor progress more frequently for students not achieving benchmarks
- Monitor more closely and hold teachers accountable for documenting student growth in English Proficiency at least three times during the academic school year
- Provide on-going professional development in English Language Acquisition and English Language Development for all Para Los Niños Charter Elementary School teachers

Based on the Academic Performance Index (API) scores at our Charter Elementary School upon which we have based the development of the instructional program proposed in this charter petition, we expect that the largest increase in API will take place

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between 2011-2012 (50 points growth), followed by a 25 point increase from 2012-2013 (exceeding the 800 API goal in 2013 and then maintaining steady slower growth after that (5 point increases per year).

When and How Pupil Outcomes will be Assessed

Pupils will be regularly assessed in the academic core skills through means such as observation of their activities, production of meaningful work, classroom examination, school benchmark curriculum assessments, and state mandated exams such as the California Standards Test.

The matrix below outlines the PLN assessments that are utilized to assess student progress during the school year:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>What does it assess?</th>
<th>Who takes it?</th>
<th>When is it administered?</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAR California Standards Test</td>
<td>Attainment of grade level content standards in English Language Arts, Mathematics, and Science for grade</td>
<td>All students in grades 2-5</td>
<td>Annually</td>
<td>Meet API of 800 or above each year with 78% or more of students meeting Proficient or Advanced AYP targets for all sub groups with increments of 10% each year until 100%</td>
</tr>
<tr>
<td>Procedure</td>
<td>Description</td>
<td>Grades</td>
<td>Frequency</td>
<td>Annual Progress</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------</td>
<td>-----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>CELDT</td>
<td>California English Language Development Standards and Proficiency in English</td>
<td>All</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Learners in grades K-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards Plus</td>
<td>Attainment of grade level skills in English Language Arts</td>
<td>All</td>
<td>Weekly</td>
<td></td>
</tr>
<tr>
<td>Dibles NEXT</td>
<td>English Language Arts Content Standards</td>
<td>All</td>
<td>Three times a year and progress monitoring for students not meeting benchmark every two weeks</td>
<td>At least 80% of students meeting benchmark</td>
</tr>
<tr>
<td>Teachers College Reading Assessments</td>
<td>Identify level of text student can read independently with analysis of comprehension, miscues, and fluency (levels J and above)</td>
<td>All</td>
<td>Three times a year Beginning, Middle, End of year</td>
<td>At least 80% of students at grade level in reading assessments</td>
</tr>
<tr>
<td>Fountas and Pinnell Assessment system</td>
<td>Identify level of text student can read independently with analysis of comprehension, miscues, and fluency (levels J and above)</td>
<td>All</td>
<td>Teachers report beginning, middle, end of year data</td>
<td>At least 80% of students at grade level in reading assessments</td>
</tr>
<tr>
<td>Words Their Way</td>
<td>Assess knowledge of each students stage of spelling development</td>
<td>All</td>
<td>Beginning and end of year as needed for student progress</td>
<td>At least 80% of students will score in the developmental range that is appropriate to their</td>
</tr>
<tr>
<td>Assessment Type</td>
<td>Subject</td>
<td>Monitoring Frequency</td>
<td>Monitoring Details</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Teacher Created Writing Assessments</td>
<td>Mastery of grade level writing standards</td>
<td>Three times a year</td>
<td>At least 80% of students will score a 3 or 4 on a rubric that assesses grade level writing skills</td>
<td></td>
</tr>
<tr>
<td>English Language Development Portfolios</td>
<td>Progress towards mastery of CA English Language Development Standards and English Language Proficiency</td>
<td>Continuous assessment reported three times a year</td>
<td>At least 80% of English Learners will demonstrate annual progress in proficiency levels</td>
<td></td>
</tr>
<tr>
<td>enVision Math Benchmark Test</td>
<td>Mathematics Content Standards</td>
<td>Four times a year</td>
<td>At least 80% of students will meet grade level standards in number sense, measurement and geometry, data analysis and probability, algebra and functions, and mathematical reasoning</td>
<td></td>
</tr>
<tr>
<td>enVision Math Test</td>
<td>Math Content Standards</td>
<td>At the end of each unit</td>
<td>At least 80% of students will meet grade level standards in number sense, measurement and geometry, data analysis and probability, algebra and functions, and mathematical reasoning</td>
<td></td>
</tr>
<tr>
<td>Science Test</td>
<td>Science Content Standards in Life Physical, Earth and Investigation and Experimentation</td>
<td>At the end of each science unit</td>
<td>At least 80% of students will meet grade level standards in life, earth, physical science, and investigation skills</td>
<td></td>
</tr>
<tr>
<td>Science Journals</td>
<td>Science Content Standards in Life Physical, Earth and Investigation and Experimentation</td>
<td>During each science unit</td>
<td>At least 80% of students will meet grade level standards in life, earth, physical science, and investigation skills</td>
<td></td>
</tr>
<tr>
<td>Social Studies integrated with Visual and Performing Arts Standards</td>
<td>Social Studies Content Standards integrated with other CA Content Standards</td>
<td>During each unit</td>
<td>At least 80% of students will score a 3 or 4 on a rubric that assesses grade level content standards and California standard for</td>
<td></td>
</tr>
</tbody>
</table>
Teachers will administer DIBELS Next Benchmarks three times during the school year. enVision Benchmarks test will be administered four times during the school year. All other curriculum related assessments are on-going assessments that inform teachers on student performance and engagement with units currently being taught in the classroom. The data gathered from assessments is regularly reviewed during grade level planning meetings and focused instruction meetings so that the staff can engage in dialogue around student learning and how best to meet the needs of all students.

Additional Student Outcomes

The Para Los Niños Charter Elementary School places a high value on student, parent, and teacher satisfaction as evidence that our school community is safe and welcoming. The Para Los Niños Charter Elementary School will find evidence of success by examining objectives including, but not limited to, the following:

A. The school’s daily attendance rate meets or exceeds 95%
B. We highly recommend that all parents and guardians of students enrolled at the charter elementary school complete a minimum of 20 service hours in both academic (e.g. parent conferences, Back to School Night, Family Literacy Night, etc.) and non-academic (e.g. fundraising, supervision of students, campus beautification, etc.) activities over the course of the academic year
C. The annual staff turn-over rate does not exceed 10%

The Para Los Niños Charter Elementary School will comply with all applicable provisions of the No Child Left Behind Act.
ELEMENT 3 - METHOD BY WHICH STUDENTS OUTCOMES WILL BE MEASURED

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

* “LAUSD-Specific Language”

Testing

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the 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 the Charter School.

Para Los Niños (PLN) is committed to using data to help guide instruction as well as professional development. Research indicates that educators who make informed decisions based on student data experience greater academic gains (Johnson, 1999). As mentioned previously, a component of PLN’s methods of assessing pupil progress is the Response to Instruction and Intervention (RTI) “Problem Solving Process” (see diagram in Element 1). As educators, we recognize the importance of balancing formative assessments along with summative. PLN teachers and administrators share a commitment to utilize and analyze multiple measures to determine where we need to:

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

Formal Assessments

PLN relies on the results of all of the following formal assessments for measuring student progress.

- CST results (using second grade scores as a baseline and tracking growth of students by cohort as they move through the program), including API, AYP and subgroup data
- CELDT Test results
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next)
- Fountas & Pinnell Reading Inventory
- enVision mathematics pre-assessment, end of unit assessments, and post assessments
• The Standards Plus English Language Arts assessment is administered to students every 5-10 days. The Standards Plus assessments are aligned to the California State Standards and provide teachers with reports on how students are progressing towards mastery of the state standards.

• MIND Institute data on spatial and temporal reasoning. Data is provided at the end of each class session as to how student is progressing towards completion of program and grade level standards mastery.

Methods: Data Protocols

CST Data Analysis Protocol

While PLN does not currently have a data platform, using mostly Excel, data are compiled and analyzed by having staff identify patterns and trends, strengths and needs.

In our efforts to implement principles of continuous learning, we have developed the following protocol to help teachers make sense of CST results:

1. Step 1: Teachers sit in grade level groups according to the grade that they taught the previous year.
2. Step 2: Next, teachers analyze data and identify strengths.
3. Step 3: Then, teachers record research-based instructional practices that led to the aforementioned strengths.
4. Step 4: Each grade level then has the opportunity to publicly share their strengths and the instructional practices that attributed to the gains.
5. Step 5: Teachers then move and sit in grade level groups according to their current teaching assignment.
6. Step 6: Each grade level will then review the instructional practices that the previous year’s grade level identified as being effective. Teachers commit to continue infusing these best practices into their instruction.
7. Step 7: Next, grade level teams analyze data and identify areas of need.
8. Step 8: Each grade level identifies research-based instructional practices that they commit to implementing in order to meet learning gaps based on their data analysis.
9. Step 9: Grade levels share their areas of need and the instructional practices that will be implemented in order to address the student needs.
10. Step 10: Administrator(s) will monitor instruction to ensure that the identified practices are being taught with fidelity.

Disaggregating Data
Our significant sub-groups are Economically Disadvantaged, English Learners, and Latinos. The Principal and the Curriculum Coordinator gather and present data. Our common practice is for teachers and administrators to disaggregate our data and monitor the academic progress of our significant sub-groups to ensure that their needs are being met.

PLN Charter Elementary School assesses students to make sure they are attaining the goals, benchmarks, and exit outcomes specified in our charter through continuous progress records, portfolios, CST scores and student projects. Information from student portfolios, state standardized tests and other appropriate instruments are utilized during parent and student conferences, progress reports to parents, during team planning, Board meetings, and PLN’s annual reports.

Using this information, teachers and administrative staff identify the need for improvements in curriculum and instruction, identify appropriate professional development to address these needs and most importantly, create a new lens through which to identify students in need of intervention. This information also helps identify annual school-wide goals and teacher individual growth goals that become the basis for annual reviews. The data also provides direction for the Board to create new policies and/or structures that support teaching and learning.

Procedures for Analyzing Test Scores and other Achievement Data

- At the end of each year staff meets for Reflection Day to assess attainment of goals and setting of goals for the next year. Goal setting affects:
  - Budget approval by the Board
  - Grant Writing efforts
  - Professional Development
  - School-wide Goals

- During Summer Professional Development Week, prior to the start of school, time is dedicated to analyzing the following data:
  - STAR test results across grade levels
  - CELDT data
  - Attendance and Retention Data
  - Parent Surveys

  Additionally, during this Professional Development Week, time is also dedicated to reviewing research-based instructional strategies that support our students’ needs. A professional development calendar is also created that will fill the gaps identified in the data analysis exercises.

- The Principal, Assistant Principal, and Curriculum Coordinator visit classrooms
to monitor and provide feedback to teachers related to PLN’s academic program (assessment, curriculum and instruction). Concerns and clarification regarding the aforementioned key areas are addressed during individual conversations with teachers, professional development sessions and grade level planning meetings.

- Constant flow of visitors escorted by our CEO or Vice President of Program Quality and Assurance.

Total Quality Improvement

- The principal is responsible for submitting annual goals to increase student academic achievement. The Vice President of Program and Quality Assurance facilitates quarterly meetings to review progress towards meeting the academic goals.

- We participate in an annual review conducted by The Los Angeles Unified School District’s Charter Division. A team of educators from the Charter Division visits the school to meet with the principal for an overview of the school, conduct classroom observations, review pertinent documents, and facilitate focus group meetings with various school stakeholders.

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

Grading Policy

The Para Los Niños Charter Elementary School will be using the LAUSD Guide for Elementary School Progress Report Scoring Guides to support teachers in filling out report cards. The scoring guides will be shared with parents before the first grading period in December (expected parent meeting in November).

PLN formally reports student progress to parents three times a year using an internally developed report card. (See Sample Report Card, Appendix D.) Parents of students at risk of failure are required to conference with the teacher during the first month of school to establish an Individual Learning Plan that contains goals for academic success. While the teacher is required to execute the plan, parent(s) are required to attend two follow-up meetings to determine progress or request a Student Study Team meeting.

Students in grades K-5

Students in grades K-5 receive reports cards three times during the school year and are graded on performance in both Spanish and English. Students are graded on a scale of 1 through 4 in Language Arts, Math, Social Studies, Science, Physical Education, ELD and
the Arts. Technology is not graded as an independent subject but rather integrated in various content areas. The following are the evaluation codes used on the PLN Achievement Report Card: 4 - Advanced, 3 - Proficient, 2 - Developing, 1 - Emerging. The PLN Achievement Report Card is also used to evaluate and provide parents with input regarding their child’s work habits and citizenship. These are also graded on a scale of 1-4. The following evaluation codes are used on that portion of the report card: 4 - Always, 3 - Usually, 2 - Sometimes, and 1 - Rarely/Never.

Analysis, Reflection, and Goal Setting

Every year the PLN Leadership Team plans a week long professional development for teachers as a means to improve student learning and teacher practice. This is done prior to the beginning of the school year. PLN faculty and staff analyze CST results to identify trends across the grade levels and discuss implications for teaching and learning. During the summer professional development, school-wide instructional goals are decided upon by the staff taking into considerations strengths and needs across the grade levels. Once the goals have been identified, each grade level must create a plan of action as to how their grade level will meet the school-wide instructional goals. PLN teachers also identify personal goals for themselves and create a plan as to how these will support their professional growth through the school year. PLN students create goals with their teachers at the beginning of the school year that supports their needs as learners.

Throughout the school year, assessment in different areas is discussed during whole-staff meetings to ensure continuity and building of skills as students move from one grade level to the next. The PLN Staff uses Critical Friends protocols, academic cadres on rubrics and academic language, and the peer review process as the structure that supports meeting school-wide instructional goals. For example, PLN staff analyzed fourth grade benchmark data during a Critical Friends protocol to help the fourth grade team identify why their students struggled in the area of writing strategies. The staff reviewed the benchmark assessment and identified areas of improvement in the Writing Workshop structure that would allow teachers to meet the needs of their students. Teachers at all grade levels benefited from this Critical Friends protocol as they engaged in thoughtful discussion about what they could do at their individual grade levels to support student achievement in the area of writing strategies across the grade levels.

Stakeholder input

- The Para Los Niños Board monitors achievement in order to assess the performance of the Principal and staff, and approves salary increases, bonuses, and budget allocations for professional development and grade level budgets.

- Recruitment and Retention Committee evaluates the school’s ability to prepare, educate, retain, and involve families at Para Los Niños.
• The principal sponsors informal monthly meetings for parents to get feedback, address their needs and concerns and answer questions.

• The Parent Council monitors communication between teachers and parents about the academic program and have made suggestions for increased communication. Additionally, they maintain volunteer records and promote increased participation in the classroom.

• Consultants from the Los Angeles County Office of Education who monitor the progress of Title III programs have provided valuable advice and feedback on the progress of the English Learners.

Data Dissemination

• Board reviews student achievement data at annual meeting
• The principal must formulate measurable academic goals and provide quarterly progress to the Para Los Niños Vice President of Quality Assurance and Research.
• Teachers review student achievement CST data as a staff each year looking at school-wide trends, grade level, classroom, and individual student data to determine group goals and appropriate professional development and interventions. Moreover each month, teachers review formative assessment data and identify next steps which may include re-teaching and intervention for struggling students.
• Parents receive progress reports of student achievement three times during the school year.
• Administration provides an analysis of test results and plans to address needs in the welcoming letter at the beginning of the school year and intermittent progress reports throughout the school year.
• The Principal produces a Program Report to share what is happening in classrooms and within the staff to meet school-wide goals.
• Parents and teachers receive individual results of standardized tests for students.
• Para Los Niños Charter Elementary School staff provides training for parents each year on how to read the STAR reports.
• Para Los Niños Charter Elementary School staff reports monthly on school progress in newsletters and on the website to community and authorizers.
ELEMENT 4- GOVERNANCE

Governance Structure

“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)

The charter for Para Los Niños Charter Elementary School will be granted to Para Los Niños. Para Los Niños is a non-profit benefit corporation (Appendix H). The Para Los Niños Charter Elementary School will be an independent charter school.

The Para Los Niños Board of Directors governs Para Los Niños as an organization, provides general oversight and approves the budgets for all organizational programs, including the PLN Charter Elementary School. The PLN Charter Elementary School Advisory Board reports to the PLN Board of Directors.

The school’s Advisory Board will consist of between nine and 12 members representing each stakeholder group, including representatives from the community. The constituencies will be the charter school parents, school staff (teachers, classified and administrator), Para Los Niños agency representatives, community representatives from business, industry or public agencies, and cultural arts organization representatives. Members will be selected based on their expertise, experience and interest in the school.

The Advisory Board will be responsible for making recommendations to assist the school in accomplishing the vision and goals defined in the charter petition. In partnership with the principal, and in accordance with the charter, the PLN Charter Elementary School Advisory Board will make recommendations for the following: operational matters, staffing patterns and levels; the hours of operation and the annual calendar; the procurement and use of grant funds; and the adoption and purchase of curricular materials. Additionally, the Advisory Board will assist in the recruitment of volunteers and business partners, and the development of other resources.

The subcommittees of the PLN Charter Elementary School Advisory Board will be:

- Operations committee. Composed of PLN – Charter School Advisory Board members, this committee examines budget, enrollment and diversity issues and makes recommendations for policy and implementation.
- Curriculum and research committee. Composed of PLN – Charter School Advisory Board members and PLN – Charter School teachers, this committee examines the research base, monitors best practices in schools, and ensures that the PLN – Charter School curriculum is aligned with current research.
- Parent support committee. Composed of PLN – Charter School Advisory Board members, parents of PLN – Charter School students, and PLN – Charter School teachers, this committee looks at ways for parents to be involved in the school, and makes recommendations for parent engagement activities.
- Teacher support committee. Composed of the school’s Advisory Board members and teachers, this committee examines teacher support issues, makes
recommendations for teacher recruitment and retention, as well as professional development.

- Development committee. Composed of the school’s Advisory Board members, this committee discusses strategies for fundraising and makes recommendations for fundraising opportunities.

Committee work will support the work of the Advisory Board, and recommendations from the committees will be submitted to the Advisory Board for review and approval.

Process to ensure parental involvement

Parental involvement is ensured, as described above, through participation on the Parent Support Committees and the Advisory Board. Underpinning PLN’s educational model is the belief that parents are the best experts on their children, and that opportunities to provide the best learning experiences for children occur when working in partnership with the caregivers of those children. All parents are encouraged by teachers and administrators to participate, and meetings are often held during nontraditional hours in order to accommodate parents’ schedules.

Selection of Board Members

Pursuant to the by-laws of Para Los Niños as a non-profit California corporation and as the governing body of the PLN Charter Elementary School, a new member of the Para Los Niños governing board is elected by a majority vote of the then-current members of that governing board (following nomination by the Executive Committee of that board), and serves for a three year term.

The overarching criterion in selecting the school’s Advisory Board members is a clear commitment to children and their success. To that end, identifying potential members begins with proactively seeking individuals that represent one of several categories along a spectrum of school and life achievement. Potential members might have educational experience and expertise with the population served by Para Los Niños, may have a caregiver relationship with a student at the school, may represent a community partner, may have capacity to promote the school with the philanthropic community, or may be someone who shows unsolicited interest in serving on the school’s Advisory Board to help promote academic achievement and overall well-being.

Once a potential new member is identified and reviewed, a vote is taken by the then-current members of the PLN Charter Elementary School Advisory Board to approve a new member to that Board.
Board Meetings

The governing board will meet quarterly. Committees will meet quarterly, and the Advisory Board also will meet quarterly. Meeting notices for committees and the Advisory Board will be distributed via e-mail or hard copy to members prior to meetings. Advisory Board actions will be recorded in official minutes, which will be kept on file at Para Los Niños’ administrative offices.

Notices, agendas and prior meeting minutes recording governing board actions of all PLN – Charter School Board meetings and Advisory Board meetings will be posted for the public in ways to ensure full accessibility and appropriate Para Los Niños procedure vis a vis the Ralph M. Brown Act. These include:

- Posting in English and Spanish on the PLN – Charter School campus (ADA compliant)
- Posting in both languages on the Para Los Niños website

Organizational Chart (reflects current organizational structure)
(Please see next page)
Board of Directors

Resumes and completed board questionnaires for all members of the PLN Board of Directors are included (See Board of Directors Resumes and Questionnaires, Appendix F).

Assurances

The Para Los Niños Charter Elementary School will comply with the Brown Act.

*Members of the PLN executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, non-profit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

*The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

PLN Charter Elementary School and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

*“LAUSD-Specific Language”

Grievance Procedure for Parents and Students

The PLN Charter Elementary School will 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 PLN Charter Elementary School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. The PLN Charter Elementary School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

The PLN Charter Elementary School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

The PLN Charter Elementary School will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.
**“LAUSD-Specific Language”**

**LAUSD Charter Policy**

The PLN Charter Elementary School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

**“LAUSD-Specific Language”**

**Responding to Inquiries**

The PLN Charter Elementary School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. The PLN Charter Elementary School acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

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

**“LAUSD-Specific Language”**

**Notifications**

Notification is to be made to the Innovation and Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by the PLN Charter Elementary School.
ELEMENT 5- EMPLOYEE QUALIFICATIONS

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

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

The Para Los Niños Charter School will comply with NCLB requirements for teachers and paraprofessionals.

The PLN Charter Elementary School 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. Staff will participate as mandated or non-mandated child abuse reporters.

All hiring will follow Para Los Niños’ written procedures for recruiting, hiring and interviewing potential employees (See Employment Process Documents, Appendix C) The CEO of Para Los Ninos is responsible for hiring the School Principal. All other employees are hired by the school’s staff selection committee led by the Principal.

Staff performance will be measured according to written procedures for a Performance Evaluation Process (See Employment Process Documents- Appendix C)

PLN has established a grievance procedure to allow employees an opportunity to voice any concerns they may have. The purpose of this policy is to provide an avenue for the identification and solution of differences between an employee and PLN regarding work-related problems or conditions of employment which an employee believes to be unfair, inequitable, or hindrance to his/her effective performance such as wages, hours, violation of PLN policy against discrimination based upon, race, religion, etc.

The following steps are provided to all employees for the settlement of a grievance:

Step 1: An employee should first raise any problem or grievance verbally with his or her immediate Supervisor within five (5) days of the incident or occurrence that gives rise to the problem. In most instances, a friendly talk with your Supervisor can solve a problem to your satisfaction. Your grievance will be
treated in a businesslike manner. Your Supervisor will investigate your concerns and provide you with an answer within five (5) working days unless additional time is required under the circumstances. If the grievance is with the immediate supervisor, the employee may go to the Program Director (in the case of the school, the principal). If the grievance is with the principal, the employee may go to the Vice President of Human Resources.

**Step 2:** If the problem is not resolved at Step 1, an employee may arrange an appointment to meet with the department head in order to reach a satisfactory solution. The department head refers to the following positions: For the school, it is the principal. For Programs, it is the Directors. For Administrative Divisions, it is the Vice Presidents in the Agency. A written request for such a meeting should be made within five (5) working days after the employee receives a response from Step 1 and the employee should also file a copy with the Human Resources Department. The department head should provide the employee with an answer within five (5) working days following the meeting unless additional time is required under the circumstances. The department head shall provide a copy of the answer to the Human Resources Department.

**Step 3:** If, for any reason, an employee is dissatisfied with the decision of the department head, the employee can file a written grievance with the President/Chief Executive Officer within five (5) working days and the employee should also file a copy with the Human Resources Department. The grievance will receive attention from the President/Chief Executive Officer or his/her designated representative, who will provide the employee with a written response within five (5) working days unless additional time is required under the circumstances. The President/CEO has final authority for resolving all personnel issues. The President/CEO shall provide a copy of the written response to the Human Resources Department.

Any documentation collected in the course of the grievance process will be maintained by the Human Resources Department. The Human Resources Department will keep documentation of all responses and resolutions presented to those employees filing written grievances as outlined in Step 3.

Information regarding all matters relevant to individual grievances will be disclosed only on a strict need-to-know basis. However, while Para Los Niños will make every reasonable effort to maintain the confidentiality of the evidence compiled in the grievance process, it cannot guarantee confidentiality when it may be in PLN’s interest or required by law to disclose certain facts regarding a grievance.

This grievance procedure does not constitute an agreement between PLN and any or all of its employees that PLN will, in every instance, handle grievances precisely as set forth in this procedure. There may be situations in which PLN, in its judgment, deems it not in the best interest of PLN or the employee to adhere to
the grievance procedure as set forth. It is expected that such instances will be rare, and therefore employees should be familiar with the grievance procedure, so that problems and complaints can be handled promptly and effectively.

School Principal

Qualifications for the principal are a master’s degree or higher, a valid California teaching credential, 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.

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 the PLN Charter Elementary School Advisory Board, LAUSD and the County Office of Education; and advising the Charter School Advisory Board.

Teachers

The Para Los Niños Charter School will conform to the legal requirement 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. The school will maintain current copies of all teacher credentials, which will be readily available for inspection and procedure for monitoring credentials.

In addition to meeting the legal requirement for credentialing, we strongly prefer that all teachers have or, in the case of LAUSD interns, are working toward BCLAD certificates. At a minimum, all teachers will have to be working toward a CLAD certificate.

Teachers are responsible for carrying out the education program outlined in the PLN Charter Elementary School 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. All are committed to grow professionally. Teachers report to the Charter School principal.

Classified Staff

These positions include administrative assistants, office personnel, and teacher’s aides. The staff selected to fill these positions must possess experience and expertise appropriate for their position. Classified staff members are evaluated by the principal based on performance of assigned duties and regular, punctual attendance.
Teacher Credentials

The Para Los Niños Charter Elementary School 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. The PLN Charter Elementary School will maintain current copies of all teacher credentials and have them readily available for inspection.

Compensation

Employee compensation will closely compare to that of employees in other Los Angeles Unified School District public schools.
ELEMENT 6- HEALTH AND SAFETY

“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 44237.”
Ed. Code § (b) (5) (F)

Criminal Background Checks

The Para Los Niños Charter Elementary School shall require each employee to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. Employees will submit fingerprints to the Department of Justice via LiveScan processing. An employee will not begin work until results are received from the Department of Justice and the employee is cleared to begin work.

Immunizations and Tuberculosis Testing

The PLN Charter Elementary School shall require that all enrolling students and staff shall provide records documenting immunizations to the extent required for enrollment in non-charter public schools. All employees will be examined for tuberculosis in the manner described in Education Code section 49406. The PLN Charter Elementary School shall maintain records of student immunizations and shall require immunizations of students as a condition of school attendance to the same extent as would apply if the students attended a non-charter public school. The PLN Charter Elementary School will also honor County requirements for periodic Tuberculosis (TB) Tests. All enrolling students will have screening vision, hearing, and scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

School Safety Plan

The Para Los Niños Charter Elementary School has developed and instituted a School Safety Plan which is attached to this petition (See School Safety Plan, Appendix E). For specific site based safety assignments and logistics, please refer to PLN School Safety Plan Addendum also in Appendix E). In addition to the safety plan, there are a series of PLN policies included in the employee handbook that address school safety. The staff is trained annually on the safety plan and PLN policies which include the following:

Drug Free/Smoke Free Environment

The PLN Charter Elementary School shall maintain a drug and alcohol and smoke free environment.

Blood borne Pathogens
The PLN Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Principal shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

**CPR/First Aid**

At least 90% of the school staff will be CPR/First Aid certified.

**Sexual Harassment Prevention Training**

All administrators and supervisory personnel will receive mandatory sexual harassment prevention training.

*“LAUSD-Specific Language”*

**Insurance Requirements**

No coverage shall be provided to the Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. The PLN Charter Elementary 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 PLN Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the responsibility of PLN Charter Elementary School, not the District, to monitor its vendors, contractors, partners 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 insured 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 PLN Charter School’s insurance shall be primary despite any conflicting provisions in PLN Charter Elementary School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the PLN Charter Elementary 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 PLN Charter School does not operate a student bus service. If the PLN Charter Elementary School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the PLN Charter Elementary School to cover all PLN Charter Elementary School employees who handle, process or otherwise have responsibility for PLN 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 the Board of Education of the City of Los Angeles as named additional insured 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 PLN Charter Elementary School’s insurance shall be primary despite any conflicting provisions in PLN Charter Elementary School’s policy.

**LAUSD-Specific Language
Evidence of Insurance

The PLN Charter Elementary School shall furnish to the District’s Office 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:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District”

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

Should PLN Charter Elementary 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 PLN Charter Elementary School.

Additionally, the PLN Charter Elementary School will at all times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.

*“LAUSD-Specific Language”

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, PLN Charter Elementary 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 attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. PLN Charter Elementary 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 attorney’s 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 the PLN Charter Elementary School, and their officers, directors, employees or volunteers. Moreover, the PLN Charter Elementary School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

The PLN Charter Elementary School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. The PLN Charter Elementary School will ensure that staff has been trained in health, safety, and
emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

The PLN Charter Elementary School and its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

The PLN Charter Elementary School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.
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 populations residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5) (G)

*“LAUSD-Specific Language”

Court-ordered Integration

The 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratios.

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 Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

Community Outreach

The PLN Charter Elementary School anticipates that our student population will be representative of the residential population of the Pico-Union area just west of downtown Los Angeles. Due to the demographics of our residential population, we expect our students will be primarily Latino and economically disadvantaged (although outreach and engagement is subject to change depending on demographic shifts in the local communities). Para Los Niños creates collateral materials that provide information about the school and how it responds to the community’s needs. Para Los Niños advertises in local media outlets that are regularly viewed by potential clients. In addition, direct outreach efforts take place in community hubs, such as farmer markets, grocery stores, parks, libraries, public pools, apartments, businesses, and churches. The PLN Charter Elementary School also receives referrals from other schools and programs, and Open Houses at the school are held regularly throughout the school year and during the traditional summer vacation. All community outreach effort designed to make the community aware of our instructional program will be conducted in English and Spanish at the school, with school and PLN agency staff versed in responsive outreach to diverse demographic populations.

*“LAUSD-Specific Language”

No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students
The District and the PLN Charter are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 ("NCLB"). PLN Charter School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending the PLN Charter Elementary School shall have the right to continue the PLN Charter Elementary School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to the PLN Charter Elementary School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

The PLN Charter Elementary School will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. The PLN Charter School will make reasonable efforts to invite and encourage the participation of the parents of NCLBPSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at the PLN Charter Elementary School under the NCLB-PSC program increases in subsequent years, the PLN Charter Elementary School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

*“LAUSD-Specific Language”
Federal Compliance

To the extent that the PLN Charter Elementary School is a recipient of federal funds, including federal Title I, Part A funds, the PLN Charter Elementary School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. The PLN Charter Elementary School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the 2001 No Child Left Behind Act and other applicable federal grant programs. The PLN Charter Elementary School understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. The PLN Charter Elementary School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable
federal programs, including, but not limited to, documentation related to required parental
notifications, funding, 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 Title I, Part A NCLB include, but are not the limited to, the following:

• Notify parents at the beginning of each school year of their “right to know” the
  professional qualifications of their child’s classroom teacher including a timely
  notice to each individual parent 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 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; and;
• Maintain appropriate time-reporting documentation, including semi-annual
  certification and personnel activity report, for staff funded with categorical
  resources, where applicable

The PLN Charter Elementary School also understands that as part of its oversight of the
school, the District may con duct program review of federal and state compliance issues.
ELEMENT 8- ADMISSION REQUIREMENT

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

*“LAUSD-Specific Language”
McKinney-Vento Homeless Assistance Act
The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

The PLN Charter Elementary School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

The PLN Charter Elementary School will admit all pupils who wish to attend as outlined in Education Code 47605(d)(2)(A). Admission to the school is non-discriminatory, and is open to any resident of the State of California. The school does not charge admission. PLN Charter adheres to all laws regarding minimum age for public school attendance. It is non-sectarian and non-discriminatory in all areas of its operation.

One hundred percent of children currently enrolled in PLN Charter Elementary School are economically disadvantaged, and historically this population has faced many challenges to academic success. The community is very-low–income, with high unemployment. Most adults have a low level of education and a large majority of children entering kindergarten are English learners. In order to continue providing high-quality charter school services to academically low-achieving and economically disadvantaged children, PLN will continue outreach to local families in the areas of downtown Los Angeles surrounding the Charter School.

Public random drawing procedures

Applications for admission to the PLN Charter Elementary School are accepted during a specified enrollment period in the month of March.

If the number of applications received during the enrollment period exceeds the school’s capacity at any grade level, attendance will be determined by a public, random drawing. The rules and procedures of the drawing will be communicated to all applicants via a written letter accompanying the application form. Lottery procedures will be fairly executed, and will be overseen by the PLN Charter Elementary School principal to ensure that they are accurately followed. The lottery will take place at the Charter School on a
date publicized to applicants, at a time convenient for families to attend (evening hours). Families need not attend the lottery to claim their child’s enrollment space. Once the open enrollment period ends, the lottery will take place 14 days later.

Students will be enrolled by grade level applying the following priorities and pursuant to 47605 (d)(2)(B) that students who reside in the District must be given priority over all other categories (except for currently enrolled students which are generally exempted from the lottery):

- Students currently enrolled
- Siblings of children currently enrolled
- Students who reside in the LAUSD will be given priority over all other categories (except for currently enrolled students which are generally exempted from the lottery)
- Children of PLN staff, not to exceed 10% of total population
- Students who reside in the LAUSD will be given priority over all other categories (except for currently enrolled students which are generally exempted from the lottery)
- Students who reside outside of the LAUSD

Applicants not granted an enrollment space during the lottery will be placed on a waiting list by grade level and sequence of selection. 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 Charter Elementary School 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 PLN Charter Elementary School will keep lottery results (including children enrolled, placed on the waiting list, and those declining enrollment) on file to document the fair execution of lottery procedures.
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)

*“LAUSD-Specific Language”

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of PLN Charter Elementary School not to exceed 1% of PLN Charter Elementary School’s revenue, or the District may charge for the actual costs of supervisory oversight of PLN Charter School not to exceed 3% if the PLN Charter Elementary School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

*“LAUSD-Specific Language”

Balance Reserves

Additionally, the Charter School will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

*“LAUSD-Specific Language”

Special Education Revenue Adjustment/Payment for Services

In the event that the 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 the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the 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.

*“LAUSD-Specific Language”

Audit and Inspection of Records
The PLN Charter Elementary School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit 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 the Charter School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

The PLN Charter Elementary School will develop and maintain internal fiscal control policies governing all financial activities.

The Audit Committee of Para Los Niños will annually select an independent auditor with experience in education finance to complete an annual audit of the PLN Charter Elementary School. The audit will be 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. In addition, and in accordance with Government Auditing Standards, the auditors will issue a report on Para Los Ninos’ 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.
Exceptions and Deficiencies

The annual audit will be completed within six months of the close of the fiscal year. The independent auditors will present the audit and audit exceptions, if any, to the Audit Committee of Para Los Niños. The Audit Committee will present the audit to the full Board of Directors for approval. A copy of the audit, any findings and a corrective action plan will be forwarded to the Charter Division at LAUSD or any other agency as LAUSD may direct.
ELEMENT 10- SUSPENSIONS AND EXPULSIONS

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

* “LAUSD-Specific Language”
Suspensions and Expulsions

The PLN Charter Elementary School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

The PLN Charter Elementary School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

The PLN Charter Elementary School shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

The PLN Charter Elementary School will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

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

If a student is expelled from the PLN Charter Elementary School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student’s current educational placement
• copy of parental notice expulsion
• copy of documentation of expulsion 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; and
• if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability: B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Discipline policies for PLN Charter Elementary School will reflect our vision to provide a comprehensive approach to education to meet individual students’ educational, social and psychological needs. Furthermore, these policies will reflect our goals of assisting at-risk students and their families in developing the competencies needed to overcome their challenging living environments.

* “LAUSD-Specific Language”

Outcome Data

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

General Discipline Policy

The PLN Charter Elementary School prescribes rules consistent with law or with the rules prescribed by the State Board of Education. The PLN Charter Elementary School abides by Section 48980 and 48981 that mandates the notification to parent or guardians 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 Charter School 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” (Attachment K). 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” also 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, the PLN Charter Elementary School 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.

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 prevention of potentially injurious circumstances, crisis de-escalation, and
evasion as needed as a last result.

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. Prevention and the development of
appropriate behaviors will be taught throughout the school and in individual classrooms,
with class lessons delivered as a response to inappropriate behaviors. Students will learn
how problems are initiated and how problems escalate. Students, guided by the teacher,
will learn appropriate “replacement behaviors” to resolve future problematic situations.
Consequences for behaviors will include loss of privileges; letters or phone calls to
parents/or guardian; parent/student/teacher conferences; behavioral contracts; in-house
suspension; and Student Success Team meetings. Other strategies to support student
behavior may include working with younger groups of students to model appropriate
behaviors while tutoring and participating in school community service.

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 Mental Health 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 after school. 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.

The parents (guardians) will be engaged in goal setting and be empowered to become self-advocates in regard to meeting family needs. Parents will be required to participate on a regular and consistent basis in the Student Success Team as a condition of their child’s enrollment.

Suspension and Expulsion

PLN’s suspension and expulsion policies and procedures shall comply with federal and state laws regarding suspension and expulsion. California Education Code Section 48925 defines suspension as “removal of a pupil from ongoing instruction for adjustment purposes.” A student may be suspended for no longer than five consecutive school days, but may be suspended for fewer. 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 Mental Health 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 all 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.

California law allows classroom teachers to suspend students from the classroom for any of the behaviors described in Education Code Sections 48900 et seq. (see Grounds for Suspension/Expulsion below). If a student is suspended from the classroom, the teacher must immediately report the suspension to the principal for appropriate action. The principal shall then determine whether to suspend the student from school, or to allow the student to remain on campus during the term of the classroom suspension. Only the school principal or his or her designee may suspend a student from school. The term of a classroom suspension shall be no longer than the balance of the day (or class period) plus the following day. Students serving classroom suspensions must remain on campus under appropriate supervision. If such a suspension occurs, the teacher shall, as soon as
possible, ask the parent to attend a parent conference, at which the school administrator and Family Services personnel and/or Mental Health Services personnel may also be present.

**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 Charter School students. While the goal of the PLN Charter Elementary School’s discipline procedures is to avoid out-of-school suspension and expulsion when possible, rules and procedures for suspension and expulsion are consistent with state and federal law. Thus, grounds for suspension/expulsion include instances when a student has:

- 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;
- 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, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage or intoxicant;
- Committed or attempted to commit robbery or extortion;
- Caused or attempted to cause damage to school property or private property;
- 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;
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties;
- 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 as defined in Section 32050;
- Aided or abetted the infliction or attempted infliction of physical injury to another person;
- Committed sexual harassment, as defined in California Education Code Section 212.5. For the purposes of PLN Middle School, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact on the individual’s academic performance or to create an intimidating, hostile or offensive educational environment;
- 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.

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

**Student Suspension**

There are specific situations that may require a student to be suspended from school. However, suspension should be a last resort and shall not be considered by any PLN staff member as a form of behavior intervention. Our professional development library contains many resources (e.g. books, dvd’s, pamphlets, etc.) that provide research-based practices to help foster positive student behavior. PLN’s suspension policies and procedures shall comply with Federal and state laws.

In compliance with Education Code (E.C.) Section 48915(c), the principal shall immediately suspend a student and recommend expulsion when he or she determines that a student has committed any of the acts listed in the aforementioned Ed. Code. at school or at a school sponsored activity off campus.

No student shall be suspended from school for more than 20 days in a school year. A student shall not be suspended for more than 5 consecutive days, unless the PLN President extends the suspension in accordance with the requirements of Cal. Ed. Code
section 48911(g). Finally, asking a parent or guardian to keep a child home from school as an “informal suspension” is strictly prohibited by any PLN staff member.

Whenever a student is suspended from PLN, proper due process shall be provided to the student and his/her parents or guardians. When all other behavior interventions have proven to be unsuccessful and a student is being suspended from school, an informal conference with the student is to be held. The principal shall discuss the behavior(s) that led to the decision of a suspension being implemented. The principal, or his/her designee, will contact the student’s parent/guardian to notify them when their child is being suspended and schedule a conference with the parent or guardian. The principal will meet with the parent or guardian to discuss their child’s behavior that led to the suspension and also inform the parent about the PLN appeal process.

A parent or guardian will have five days to provide a written appeal of a suspension decision explaining the reason for the appeal and attach supporting documents, if any, to the PLN Superintendent of Schools. The PLN Superintendent must then respond in writing to the parent/guardian with a decision within five days of receipt of the appeal. If the parent/guardian is still not satisfied with the Superintendent’s decision, a second written appeal may be presented to the PLN CEO/President within ten days of the Superintendent’s decision. The PLN CEO/President must provide a written response to the parent/guardian within five days of receipt of an appeal and his/her decision will be final.

Mandatory Expulsion

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

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

If a student is expelled of leaves the charter school without completing the school year for any reason, the PLN Charter Elementary 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 cards, and health information.

*“LAUSD-Specific Language”

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

The Federal Gun Free Safe School 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.

**Expulsion Procedures**

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

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

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

**Authority to Expel**

Students will be recommended for expulsion if the Principal or administrative designee finds that at least one of the following findings may be substantiated:

1. That the student committed one of the acts, noted above, listed under mandatory expulsions according to California law.
2. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
3. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

A student may be expelled by the PLN Board following a hearing before it.

**Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing, if requested, to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the principal or designee determines that the student has committed an expellable offense.

The hearing shall be held in closed session.
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 student and his or her parent(s) or guardian(s). The notice shall include:

1. The date, time, 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 PLN 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. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
The PLN Charter Elementary School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

Record of Expulsion Hearing
A record of the hearing shall be made and kept on file at the PLN Administrative Offices.

1. 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.

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

The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.
Notification of the PLN Board Decision
The principal or designee following a decision of the Board to expel a student shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:
1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new school or district in which the student seeks to enroll of the student's status with Para los Niños Charter Elementary.

The principal or designee following a decision of the Board to expel shall also send written notice of the decision to expel to the student’s district of residence and the County Office of Education. This notice shall include the following:
1. Student’s name
2. Specific offense committed by the student.

Appeal of Expulsion
A request for appeal of expulsion must be received within five (5) working days after the written notice received by the parent/guardian. The student will be considered suspended until a meeting is convened. The appeal itself will occur within twenty (20) working days after the written notice received by the parent/guardian, and must be attended by parents(s)/guardian(s). In the case of expulsion, a fair and impartial Administrative Panel appointed by the PLN Board of Directors will hear the appeal, and its decision will be final.

Expelled Pupils/Alternative Education
In the event of a decision to expel a student from PLN Charter Elementary, the principal or administrative designee will work with the District and/or county schools to assist with the appropriate educational placement of the student who has been expelled.

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

**“LAUSD-Specific Language”**
Rehabilitation Plans

Pupils who are expelled from the PLN Charter Elementary School shall be given a rehabilitation plan upon expulsion as developed by the 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. The rehabilitation plan should include a data not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

*“LAUSD-Specific Language”

Readmission

The 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, the Charter School’s governing board shall readmit the pupil, unless the 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. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.
ELEMENT 11- RETIREMENT

“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)

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

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

Regular part-time and full-time employees who are 21 years of age or older and have completed at least 3 months of employment are eligible to participate in Para Los Niños’ 401(k) profit sharing plan on a voluntary basis.
ELEMENT 12- PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

“LAUSD-Specific Language”
Attendance Alternatives

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

The PLN Charter Elementary School is a public school enrolling K-5 students. LAUSD students who do not wish to attend the PLN Charter Elementary School may attend another LAUSD school. Alternatives to the PLN Charter Elementary School are the same as those offered to all other students currently residing in the district.

The parent(s) or guardian(s) of each pupil enrolled at the PLN Charter Elementary School shall be informed that the pupil has no right to admission in a noncharter district school (or program within a district school) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the district.

The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.
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)

* “LAUSD-Specific Language”

Rights of District Employees

Leave and return rights for union-represented employees who accept employment with the PLN Charter Elementary School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

Job applicants for positions at the PLN Charter Elementary School will be considered through an open process and, if hired, will enter into a contractual agreement with the school. Any district union employee who is offered employment and chooses to work at the PLN Charter Elementary School will not be covered by his or her respective collective bargaining unit agreement.

Unless employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted, rating in at a level competitive to the district’s salary schedules. The employees’ individual contracts will address, among other issues, salary, health and welfare benefits, work schedule and responsibilities, accountability measurements, and standards for performance evaluations. Employee contracts are year-to-year, renewable each May 1 for the upcoming July to June year.

All hiring will follow Para Los Niños’ written procedures for recruiting, hiring and interviewing potential employees (Appendix C).

Former LAUSD employees must consult with LAUSD to determine their eligibility for leave.

All employees are entitled to work in an environment free from harassment and discrimination, and all employees are required to maintain such an environment for all co-workers. All employees will follow State and Federal law regarding alleged improprieties.

All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with applicable collective bargaining agreements.
ELEMENT 14- MANDATORY DISPUTE RESOLUTION PROCESS

“The process 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)

LAUSD-Specific Language
Mandatory Dispute Resolution

The staff and governing board members of the PLN Charter Elementary School agrees to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and the PLN 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 the PLN Charter Elementary School shall be resolved in accordance with the procedures set forth below:

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

All Written Notifications shall be addressed as follows:

To Charter School: PLN Charter School
  c/o School Director c/o President and CEO
  500 Lucas Avenue
  Los Angeles, CA 90017

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

(2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 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, then either party may request that the matter be resolved by mediation. Each party shall bear its own 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 the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines 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 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. Each party shall bear their own costs and expenses.

Amendments

Any amendments to this charter will be made by the mutual agreement of the governing boards of Para Los Niños and LAUSD. Material revisions and amendments shall be made pursuant to the standards criteria in Education Code Section 46705.
“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7, commencing with Section 3540, of division 4 of Title 1 of the Government Code).” Ed. Code § 47605 (b) (5) (O)

* “LAUSD-Specific Language”

**Exclusive Public School Employer**

The PLN Charter Elementary School is deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (EERA).

The PLN Charter Elementary School is the exclusive public employer of all employees of the PLN Charter Elementary School for collective bargaining purposes. As such, the PLN Charter Elementary School complies with all provisions of the Educational Employment Relations Act (EERA), and acts independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice in professional and employment relationships. However, unless employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.
ELEMENT 16- CHARTER SCHOOL CLOSURE

“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)

*“LAUSD-Specific Language”

Revocation

The District may revoke the charter if the PLN Charter Elementary 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 School Act of 1992. The District may revoke the charter of the PLN Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify the PLN Charter Elementary School in writing of the specific violation, and give the PLN Charter Elementary 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.

* “LAUSD-Specific Language”

Closure Action

The decision to close the PLN Charter Elementary School either by the PLN Charter School governing Board or by the LAUSD Board of Education will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Charter Renewal

PLN Charter School must submit its renewal petition to the District’s Innovation and Charter Schools Division no earlier than September of the year before the charter expires.
**“LAUSD-Specific Language”**

**Closure Procedures**

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendation (Revised 08/2009) as posted on the California Department of Education website. References to” Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

**Documentation of Closure Action**

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Para Los Niños Charter Elementary School will be issued by the Para Los Niños Charter Elementary School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Para Los Niños Charter Elementary School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Para Los Niños Charter Elementary School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the Para Los Niños Charter Elementary School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’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

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

The PLN Charter Elementary School shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The 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. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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.

The PLN Charter Elementary 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.

The financial closeout audit of the Charter School will be paid for by the PLN 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 the PLN Charter Elementary School will be the responsibility of the PLN Charter School and not LAUSD. The PLN Charter Elementary School understands and acknowledges that the PLN Charter School will cover the outstanding debts or liabilities of the PLN Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. The PLN Charter Elementary 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 the PLN Charter Elementary School participates, and other categorical funds will be returned to the source of funds.

The PLN Charter Elementary School shall ensure the completion and filing of any annual reports required. This includes:

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 the 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 determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal 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. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
b. A copy of the corporation bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the PLN Charter Elementary School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

PLN Charter Elementary School 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. The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:
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 the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File the final withholding tax return (Treasury Form 165).
e. File the 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 PLN Charter Elementary School’s right to operate as a Charter School or cause PLN Charter Elementary School to cease operation. PLN Charter Elementary School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have 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.

* “LAUSD-Specific Language”

Facilities

X Proposed Charter School Location: 1617 E. 7th Street, Los Angeles, CA 90021
X Names of District school sites near proposed location: Please see attached Demographic and Achievement Matrix for comparative schools
X Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities

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

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

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

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

- **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.

(i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or Fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

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

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

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

Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.
Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

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

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

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