



Para Los Niños - Evelyn Thurman Gratts Primary
Charter Renewal Petition for Five-Year Term
(July 1, 2020 – June 30, 2025)

SUBMITTED TO LOS ANGELES UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
AUGUST 19, 2019



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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Para Los Niños - Evelyn Thurman Gratts Primary (also referred to herein as “Gratts Primary Center or PLN GPC” and “Charter School”) shall:

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

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

² This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program

- Pursuant to the Public School Choice (PSC) Resolution, Charter School provides the following assurances:
 - Charter School is a not for profit entity.
 - Charter School shall maintain a record of financial solvency and sustainability.
 - Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.
 - In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District's waiver of sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.
 - As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District's established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.
 - Charter School agrees to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the "opt out" procedures set forth in "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." A parent's "opt-out" decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section

3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

NOTE: Charter School currently participates in, and operates on a District campus under the auspices of, the District’s Public School Choice program. In the event that Charter School no longer participates in the PSC program, the PSC provisions in this Charter shall no longer apply with the exception of the following:

- If the PSC program or the designation of Charter School as a PSC school is terminated, Charter School may apply for District facilities under Proposition 39 in accordance with the terms of the PSC facilities agreement, as it may be amended from time to time. Charter School agrees that PSC is a voluntary program by LAUSD to provide educational options to students as it deems appropriate. As a participant in this voluntary program, Charter School agrees that any laws or regulations restricting LAUSD’s ability to move Charter School’s location shall not apply in order to provide LAUSD the flexibility of offering a program it deems appropriate for the area.
- In the event that Charter School no longer participates in the PSC program, and as long as Charter School remains on the same campus, Charter School agrees to continue to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). As a former PSC charter school continuing to operate on the same campus, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until LAUSD, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District. The term “resident student” shall mean any student residing within the attendance boundary established by the District for the campus.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English

Learner Master Plan or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Public School Choice Service Plan for Students with Disabilities

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, Charter School agrees to sign the Public School Choice Service Plan for Students with Disabilities Assurance Form ("Assurance Form"). The Assurance Form assures that the awarded PSC Charter School will abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree. Signing the Assurance Form also assures that Charter School, which has been selected to operate a PSC school, agrees to use positive behavioral interventions and supports to address the learning and behavioral needs of students with disabilities in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) and to comply with the District's Discipline Foundation Policy. Charter School, selected to operate a PSC school, further agrees to protect the rights of

students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. Charter School will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how Charter School will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, Charter School agrees to participate in the Los Angeles Unified School District's Special Education Local Plan Area (SELPA), as required by all public schools formed or approved by the District.

Special Education Program

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

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools

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

Modified Consent Decree Requirements

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

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

- **End of Year Suspension**

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

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

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

- **CBEDS**

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

GENERAL INFORMATION

GENERAL INFORMATION TABLE

<u>General Information</u>	
● The contact person for Charter School is:	Dr. Andrew Furedi
● The contact address for Charter School is:	474 Hartford Ave. Los Angeles, CA 90017
● The contact phone number for Charter School is:	213-481-3200
● The proposed address or ZIP Code of the target community to be served by Charter School is:	90017
● This location is in LAUSD Board District:	2
● This location is in LAUSD Local District:	Central
● The grade configuration of Charter School is:	K-2nd
● The number of students in the first year will be:	360
● The grade level(s) of the students in the first year will be:	K-2

<u>General Information</u>	
<ul style="list-style-type: none"> Charter School's scheduled first day of instruction in 2020- 2025 is: 	August 18, 2020
<ul style="list-style-type: none"> The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.) 	360
<ul style="list-style-type: none"> The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be: 	Traditional
<ul style="list-style-type: none"> The bell schedule for Charter School will be: 	M, T, TH, F: 8:00 a.m. – 2:45 p.m. W: 8:00 a.m. – 1:15 p.m.
<ul style="list-style-type: none"> The term of this Charter shall be from: 	July 1, 2020- June 30, 2025

COMMUNITY NEED FOR CHARTER SCHOOL

History of Para Los Niños

The Para Los Niños – Evelyn Thurman Gratts Primary Center (PLN GPC or PLN-Gratts Primary Center) was founded in 2010 by Para Los Niños (PLN), which has been a leader in providing educational and social services to children and their families within the Skid Row/Pico-Union area for nearly 40 years. Para Los Niños (PLN) places education at the core of our mission to break the cycle of poverty. We operate seven Early Education Centers and three Charter Schools serving nearly 1,500 low-income children (ages six weeks to 14 years), and we prepare another 2,000 youth (ages 10-24) annually for success in post-secondary education and the workforce with a focus on drop-out recovery and prevention. As we also emphasize the importance of strong family and community relationships, we offer a range of support services and community engagement opportunities to our children, youth and families. As an organization, we have a guiding vision of a day when all PLN children and youth are thriving and we believe the path to that day is through our three pillars through excellence in education, powerful families, and strong communities. We work alongside the children, youth and families we serve to foster pathways to success and to ensure college-ready, career-prepared students.

PLN's current programs include:

- The PLN Charter Elementary School (CES), currently serving students in grades TK-5;
- The PLN CMS, serving students in grades 6-8;
- PLN –Evelyn Thurman Gratts Primary serving students in grades TK-1;
- Seven early education centers/Head Start programs, serving approximately 500 children under 5;

- School-based and community mental health services, which include a full-time case manager/family advocate at each school working to connect students and families with PLNs services and/or community partners;
- Family support services, including case management, home visitation, psycho-social and psycho-educational family and child support groups (parenting, substance abuse, domestic violence, social skills, financial literacy, etc.);
- Youth workforce services, including comprehensive academic, workforce and post-secondary education preparation and training, basic skills training, computer literacy and job readiness for 2,000 youth throughout Los Angeles; and
- Community engagement and capacity building services building parent leadership and community knowledge.

The most widely cited and statistically valid risk factors that hinder a child's success are: poverty, race/ethnicity, parental education, and primary language. Two or more of these risk factors markedly diminish a child's chances for success. Para Los Niños provides services to families who are struggling with extreme poverty and a host of circumstances that are often associated with poverty, such as homelessness, food insecurity, inadequate health care, domestic and community violence, etc. Building on our new Strategic Plan, PLN is deepening its knowledge, understanding and practice in working with families and students who have been or are being impacted by multiple systemic, community and familial traumas and stressors. Thus, Para Los Niños has adopted a **Strength-Based Resiliency** approach, which recognizes that each of us has a combination of risk factors and promotive/protective factors that shape our development as individuals and professionals. This approach seeks to understand and develop the factors that promote and support healthy development, both in the individual, its small group and its environment.

Through our project-based, interdisciplinary, arts-infused approach to mastery of grade level standards, our students – the overwhelming majority of whom are English Learners – are provided multiple ways to succeed and express their learning. With a foundation of constructivist learning theory, PLN GPC believes that deeper, active, and engaged learning builds on students' lived experience and knowledge and encourages inquiry and exploration. This allows us to provide a targeted and rigorous program that supports students in accessing grade level content, build their academic language, and ensure their acquire the English language to meet proficiency (described in more detail below). In addition, we have integrated mental health, a high quality after-school program attended by 50% of our students, case management and other critical supports and services at each school campus, including partnerships with primary health and dental providers, and have built strong and lasting relationships with our parents and families.

By addressing these factors of intellectual development and supportive environments, we build a strong foundation for children's success in school and in life, and ultimately advance social and economic equity for the Latinx and other under-resourced communities of color we serve throughout Los Angeles.

Para Los Niños – Evelyn Thurman Gratts Primary Center:

The initial decision to expand our academic program to the Pico-Union area was based on our track record of success at the PLN Charter Elementary School and on the established presence Para Los Niños had (and has since built on) with the surrounding community through our multiple coordinated programs supporting children, youth and their families . Thus, in 2010, the Public School Choice (PSC)

resolution established the Para Los Niños – Evelyn Thurman Gratts Primary Center at 474 S. Hartford Avenue, Los Angeles 90017, in partnership with the Los Angeles Unified School District (LAUSD), to provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

Over the last nine years, the school community at PLN Gratts Primary Center has grown and developed into a vibrant and active destination for students and families. We are proud of our many meaningful partnerships with non-profits, businesses and other civic entities that work hand-in-hand with PLN to ensure kids and families thrive. These partnerships have both transformed the campus physically and academically.

As a result of our proximity to downtown Los Angeles, many corporations come visit regularly for volunteer opportunities and the opportunity to connect with our students. This past year, we have seen the Gratts Primary Center campus transformed by key partnerships with corporations who have brought a variety of resources and support to our campus. Through a partnership with LA Works, Netflix had their annual service day for their production team and 800 employees came to paint murals across the campus, build planters, benches and tables, and create a marketplace that our students use to interact with each other on a daily basis. The Capital Group’s new hire orientation spent a day at Gratts doing art projects with our students and multiple other law firms visited during our annual “Reading Is Leading” campaign to read to students. The Brentwood School is another partnership we are very proud of. Each year, the middle school student leadership team comes to visit Gratts to deliver school supplies and spend time with the students in the classroom and on the yard.

For the last year, Para Los Niños Gratts Primary Center also received a sponsorship from the PepsiCo Company to provide healthy weekend supplements to all our students. As we know, each student who attends any of the Para Los Niños schools receives free breakfast, lunch, and snack or supper already — implementing this program at PLN GPC is in line with our commitment to encouraging social, emotional, and physical wellness for each of our students. This opportunity provided the support necessary to extend this wellness work to the weekends. Every Friday, each student is sent home with a backpack bundle of healthy, easy to open, prepared snacks

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

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

- Director of Clinical Service, oversees all mental health therapeutic services to students and their families at Gratts Primary Center. The Clinical Director also participates in our school Integrated

Services meetings and liaises with teachers and the school administrators on classroom interventions and supports. The Clinical Director also provides professional development to teachers and administrators.

- Community School Coordinator is responsible for assisting teachers, administrators, afterschool staff, parents and community members in improving student achievement through the coordination of community resources and programming such as psycho-educational and academic workshops, and through the management of school Case Managers
- School Case Manager, a paraprofessional who serves as the front line liaison for parents and students. The School Case Manager supports the social-emotional development of students and works on site and in home with parents, and caregivers on supporting them in achieving additional external goals they have that will allow them to more fully support their student/child.
- Family and Community Engagement Coordinator, who helps to coordinate parent involvement in LCAP goal setting and reflection and other year-long parent focused events and workshops
- Director of Extended Learning, who runs the after school and summer programs, and coordinates music, dance and all other enrichment programs.

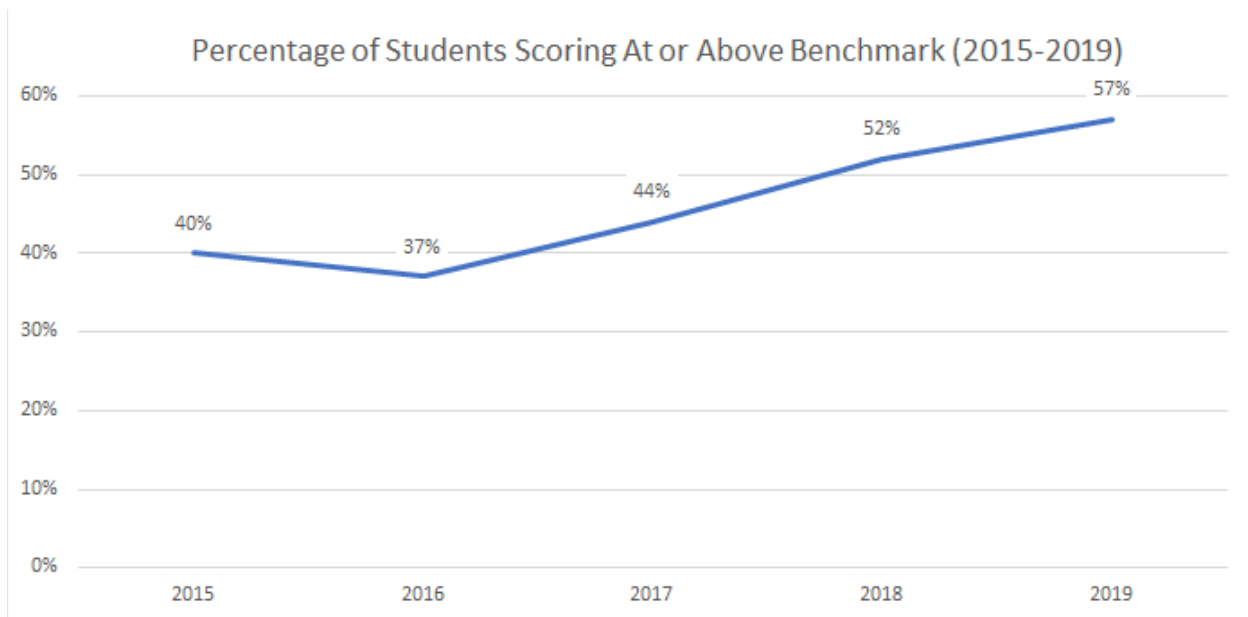
Academic Performance Data

PLN's performance measures are set pursuant to documented and clear and convincing data from assessments for demographically similar pupil populations in comparison schools. PLN GPC has served grades K-1 during the term of its charter. Due to the lack of state assessment data (SBAC begins in 3rd grade), it is particularly difficult to obtain data that is directly correlated to pupil populations in schools PLN GPC students would otherwise attend. Despite these challenges, we can nevertheless use nationally norm-referenced tests to compare our students' performance to those of their same-age peers from the test's norm group. To measure student progress in structured English immersion program (SEI) we utilize, Amplify's DIBELS Next. For students in our bilingual program, we utilize assessments including Amplify's IDLE (the Spanish language edition of DIBELS) and DIBELS Next. In mathematics, since the adoption of Houghton Mifflin's Math Expressions during the 2016-2017 school year, we utilize the benchmark assessments tied to this curriculum to measure our students' progress. Utilizing these assessments will yield internal school site specific standard areas of strength and areas of growth. Through the analysis of the standard specific data, professional development will be focused on a deeper unpacking of grade level specific standards and to modify instructional strategies in the classroom.

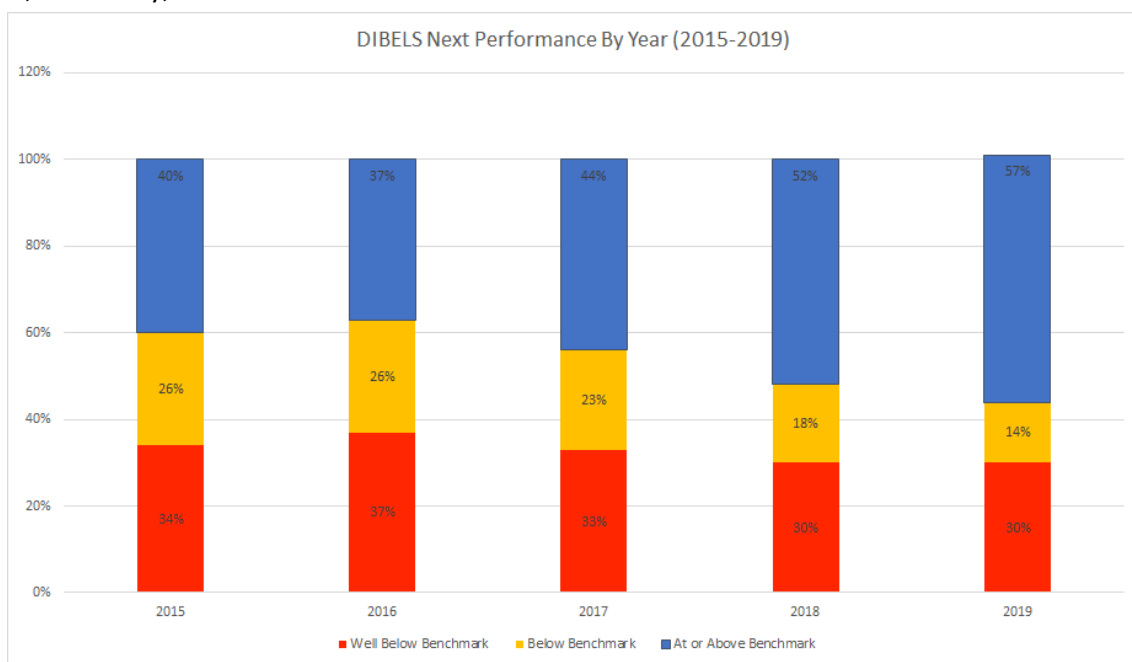
Structured English Immersion English Language Arts Data

DIBELS Next- Whole School Data

DIBELS Next is a series of one minute assessments which tests students' early literacy skills. GPC utilizes DIBELS both as a tool for identifying students who need additional support and to measure student growth over time. Research has shown that DIBELS can be a useful tool in identifying students at risk of not meeting proficiency goals as they continue progressing (University of Oregon, 2018). A variety of research has shown the success of DIBELS Next as a predictor of students scoring at or above benchmark on state standardized tests, especially when utilizing indicators such as oral reading fluency (Wilson (2005), Vander, Lentz (2005), Hintze, Ryan & Stoner (2003), Buck, Torgesen (2003).



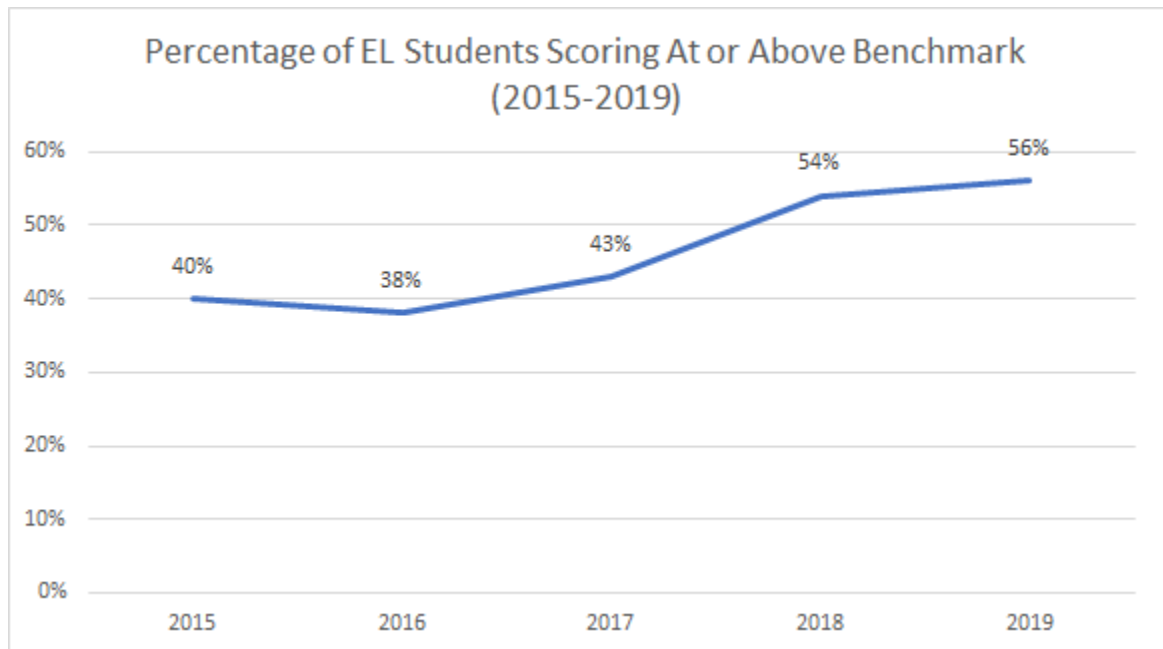
The chart above shows that over the past 5 academic years (2015-2019) proficiency levels for DIBELS Next. Over the past five years, we have seen a 17% increase in the number of students who score at or above benchmark. Since 2016, PLN Gratts has seen consistent growth in the percentage of students at or above benchmark: a 7% increase from 2016 to 2017, an 8% increase from 2017 to 2018, and finally, a 5% increase from 2018 to 2019.



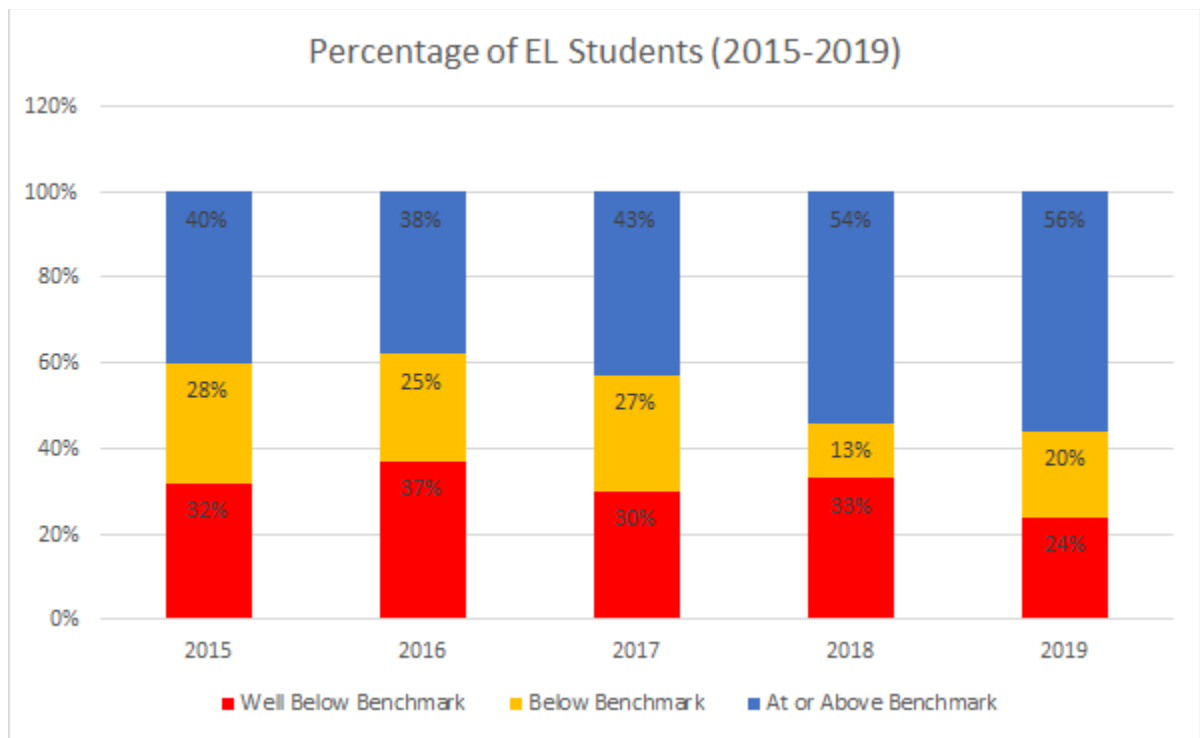
In addition, when examining DIBELS Next data by performance band across the five years, the number of students scoring well below benchmark has decreased by 4%. In addition to allowing us to understand students' progress, we also utilize DIBELS to disaggregate our data by subgroups: English

language learners, Latino students, socioeconomically disadvantaged students and students with disabilities.

DIBELS Next- English Language Learners

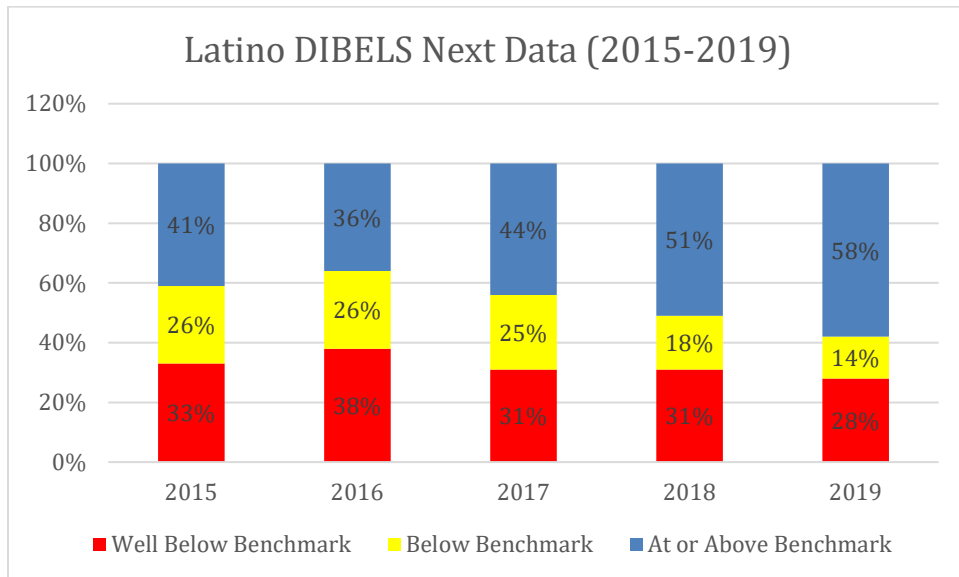


Disaggregating this data to examine the progress of students identified English Language Learners, it is evident that over the past 5 years, there was a 16% increase in the number of English learners who scored at or above benchmark.



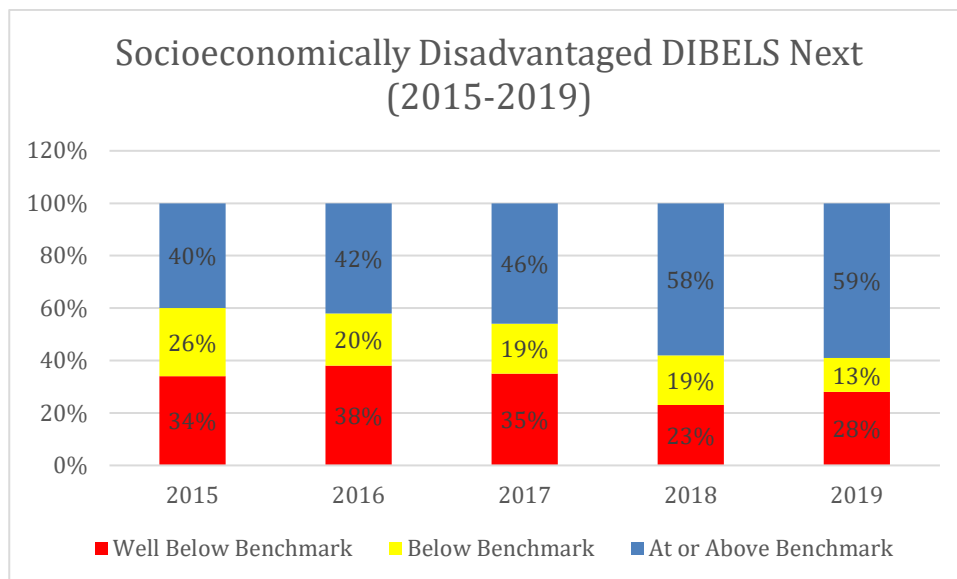
When examining English language learner performance across 2015-2019, not only did the percentage of students who scored at or above benchmark increase 16%, but the number of students well below benchmark decreased by 8% over the past 5 years.

DIBELS Next- Latino



Over the course of our renewal term we have seen an increase in the number of students who score at or above benchmark. In addition, the number of students who score well below benchmark has decreased 5% over the previous 5 years.

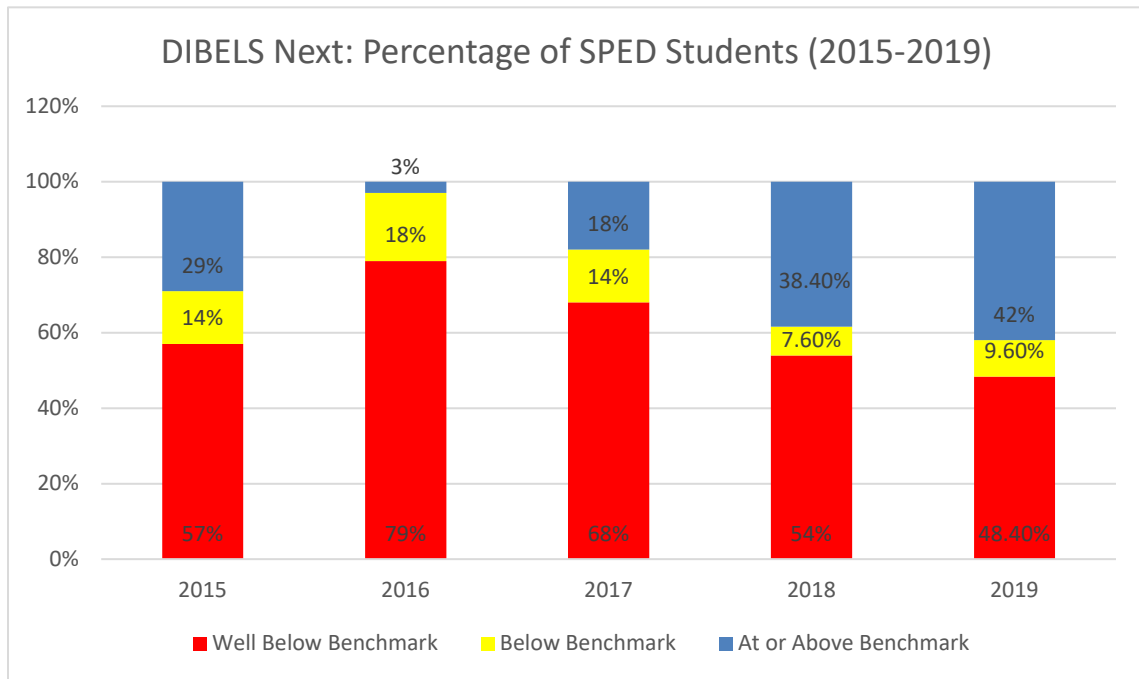
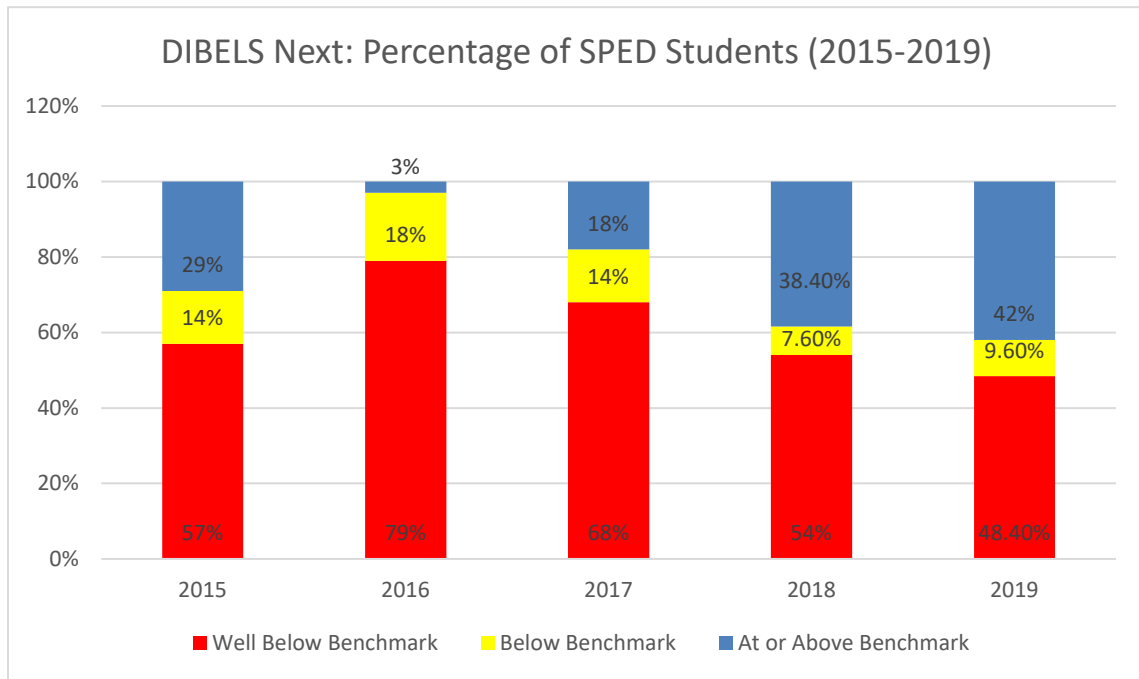
DIBELS Next- Socioeconomically Disadvantaged



Over the past 5 years, the number of students who score at or above benchmark has increased 19%. In addition, the number of students scoring well below benchmark has decreased 6%.

DIBELS Next- Students with Disabilities

Students with disabilities represented 14.1% of GPC's population in the 2018-2019 school year. Over the last 5 years, the percentage of students receiving special education services who score within the well below benchmark performance band has gone down 9%. In addition, PLN Gratts celebrates the 13% increase in the number of students who receive special education services and are meeting or scoring above the benchmark.

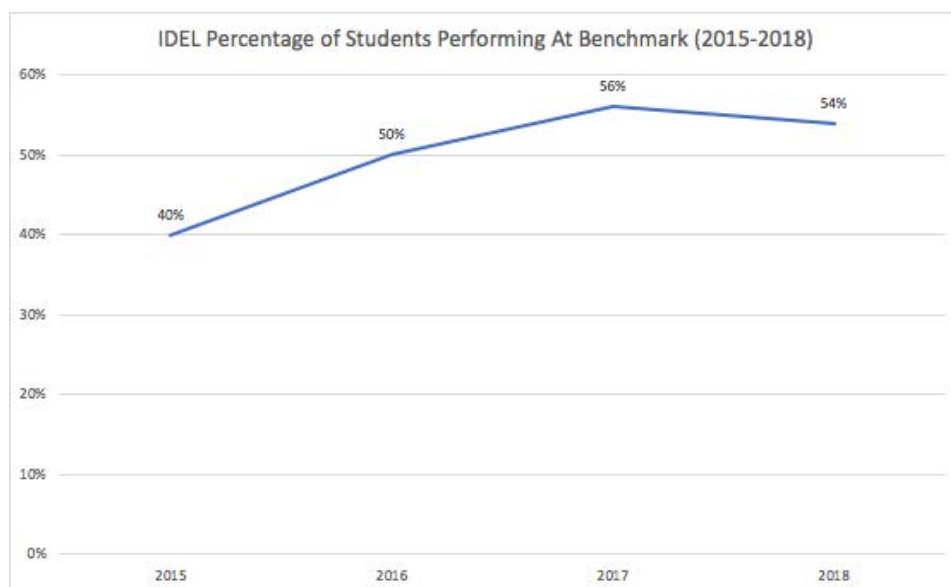


Bilingual Education Program

IDEL- Whole School Data

Para Los Niños-Gratts Primary Center has implemented Transitional Bilingual Exit program from 2014-2018 and in this model English learners (ELs) build initial literacy and basic academic content in their first language. During instruction teachers use the English Language Proficiency Standards (ELPS) to develop English oral and academic language. The goal of the program is for ELs to become competent in listening, speaking, reading, and writing in English through the development in literacy and academic skills in the primary language and English. Students receive bilingual instruction with the goal of adopting English and exiting from their native language. In a TBE program students phase out their native language and adopt English, usually within three years. Starting in 2019-2020, Para Los Niños-Gratts Primary Center will offer a dual language program for our kindergarten students. A dual language program is often referred to as an additive bilingualism, as its aim is to keep the native language intact.

From 2014-2015 school year to the 2017-2018 school year, of K-1 students who were enrolled in the transitional bilingual education program took IDEL (*Indicadores Dinámicos del Éxito en la Lectura*). IDEL tests early literacy skills in children who are learning to read in Spanish. Research has shown that students who score intensive, or well below benchmark, are very unlikely to meet subsequent literacy benchmarks without intervention. Similarly, students who score at or above benchmark are very likely to meet subsequent literacy benchmarks with continued high quality expectations (Baker, Cummings, Good, Smolkowski, 2007). Below are the end of year results for 2015-2018.

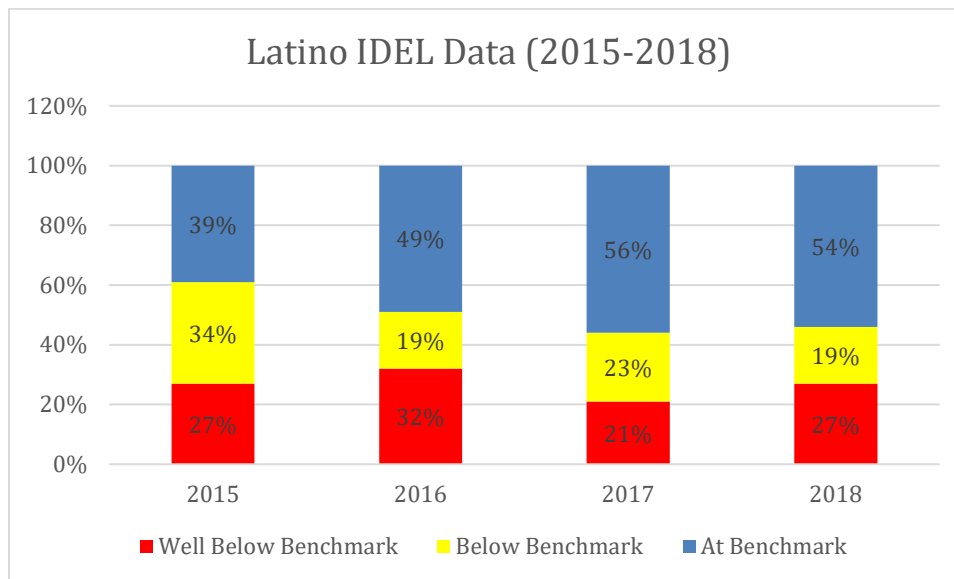


The chart above demonstrates that over the last 4 years, 14% more students were scoring at benchmark.

IDEL- Students with Disabilities:

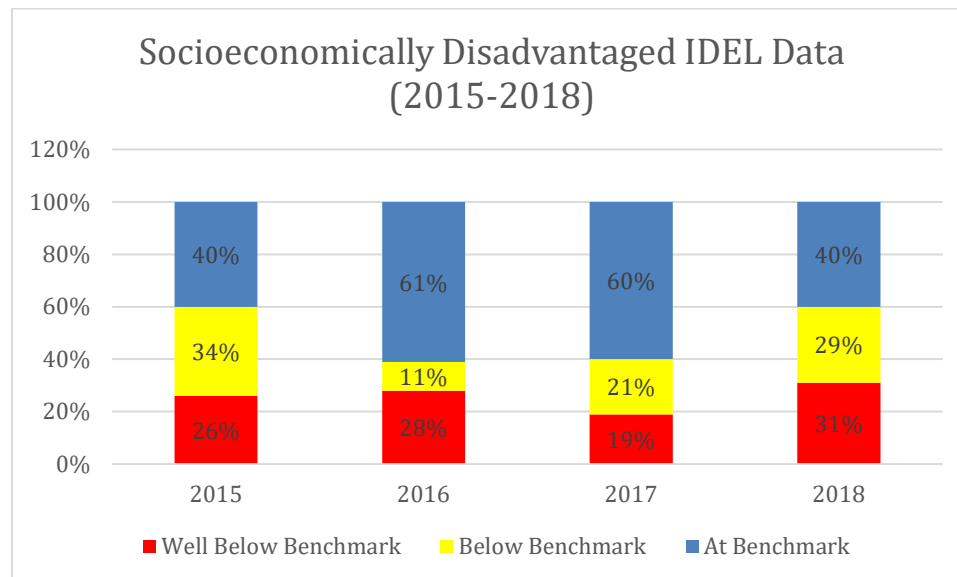
Year	Number of TBE K-1 SPED Students	Well Below Benchmark	Below Benchmark	At or Above Benchmark
2015	5	40% (2)	40% (2)	20% (1)
2016	14	79% (11)	21% (3)	0% (0)
2017	16	56% (9)	44% (7)	0% (0)
2018	10	50% (5)	20% (2)	30% (3)

IDEL- Latino



Across the 2015-2018 school year, PLN GPC saw a 15% increase in the number of students who score at benchmark.

IDEL- Socioeconomically Disadvantaged



From the 2014-2015 school year to the 2015-2016 school year, PLN GPC saw a significant increase in the percentage of students scoring at benchmark, from 40 to 61%.

2018-2019 Bilingual Education Transition

Given the shift within LAUSD away from the transitional bilingual exit (TBE) program to other dual language programs, PLN GPC began transitioning students to increased amounts of instruction in English. During the 2018-2019 school year, first grade students who were transitioning from the TBE model in kindergarten were assessed in IDEL at the beginning of the year (BOY) and then DIBELS Next (its English language counterpart) in the middle of the year (MOY) and end of the year (EOY). Kindergarten students in the Heritage classrooms tested in DIBELS Next for all three benchmarks (BOY, MOY, EOY).

2018-2019 TBE Program Testing

Testing Period & Assessment	Well Below Benchmark	Below Benchmark	At or Above Benchmark
BOY- IDEL	18%	33%	49%
MOY- DIBELS	60%	7.5%	32.5%
EOY- DIBELS	56%	8%	36%

2018-2019 Heritage DIBELS Results

Testing Period	Well Below Benchmark	Below Benchmark	At or Above Benchmark
BOY	26%	23%	51%
EOY	35%	40%	25%

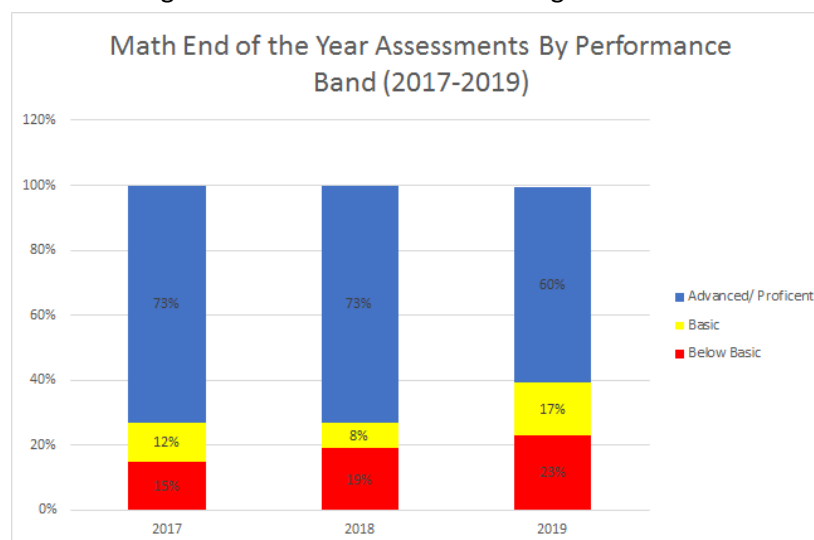
Mathematics

Beginning with the 2016-2017 school year, PLN GPC has utilized Math Expressions curriculum assessments to monitor student progress.

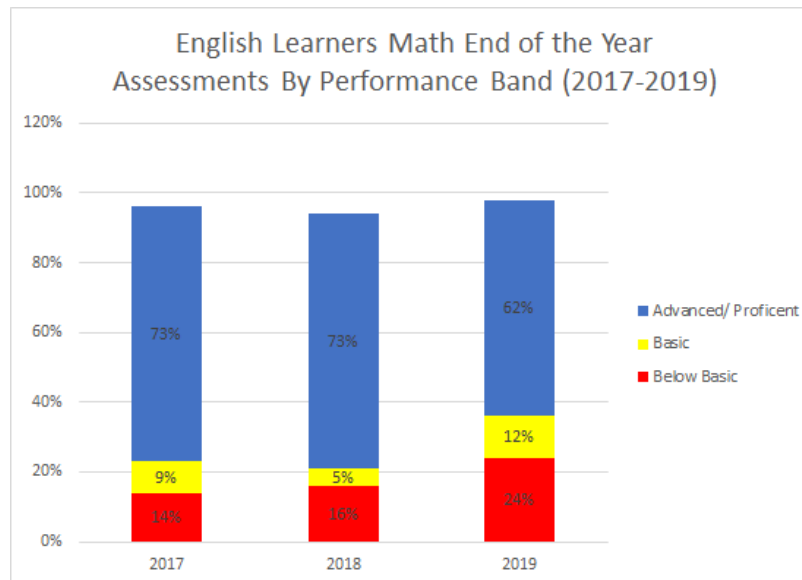
Math Expressions- Whole School Data

The chart below shows the performance bands across the previous three years. While this year, our percentage of students meeting proficiency is lower than our two prior years, it is important to note that all students transitioned to mathematics instruction in English, which was an intentional shift made in our process of assessing progress. As we continue to administer Math Expressions curriculum based assessments, we all will be administering the Houghton Mifflin Harcourt (HMH) Getting Ready for SBAC BOY, MOY and EOY to support with providing specific data on Common Core standards areas of growth and need.

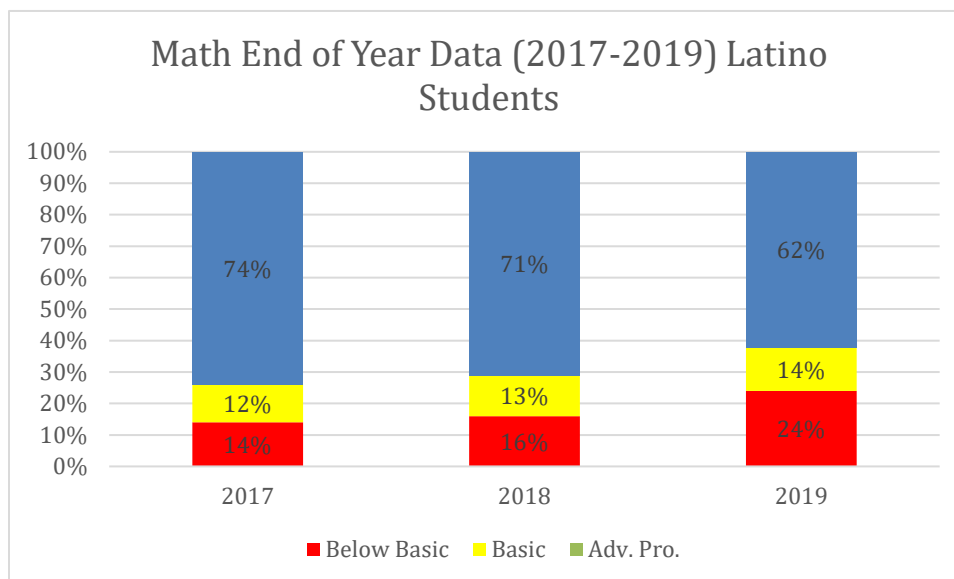
The HMH Getting Ready for SBAC BOY will be utilized early in the year to establish on-grade level skills that children may already understand. This benchmark test will support with customizing instructional content to optimize the time spent on teaching specific objectives. The data collected from BOY will support and guide specific math Professional Development for teachers and instructional assistants to implement and make any shifts in grade level teaching strategies. The MOY assess the same standards as the BOY Test, allowing student progress to be tracked and providing opportunity for instructional adjustments. Lastly, EOY assess the same standards as the BOY Test and MOY Test and student performance on the EOY is compared to performance on the BOY and MOY, we are able to document areas of growth and areas of need of the grade level.



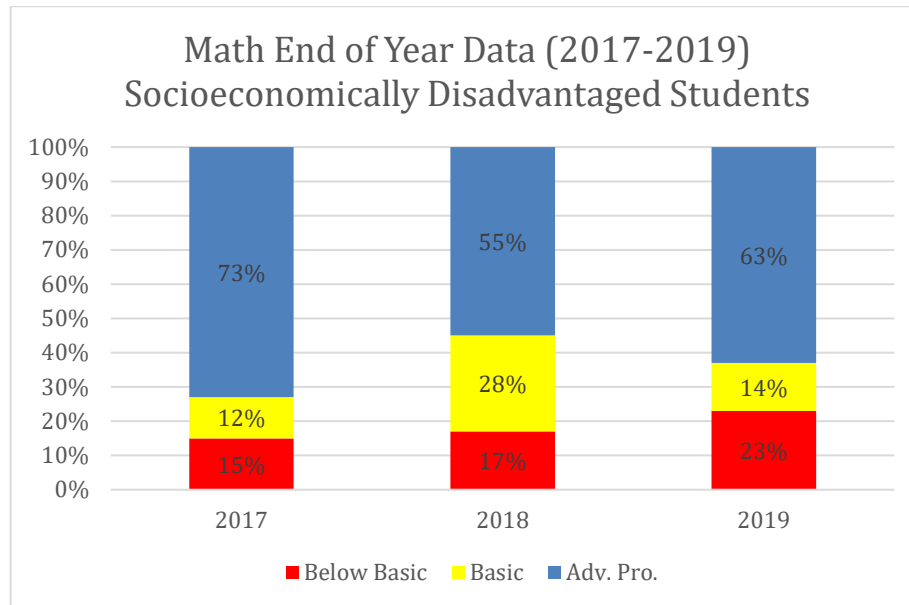
Math Expressions - English Language Learners



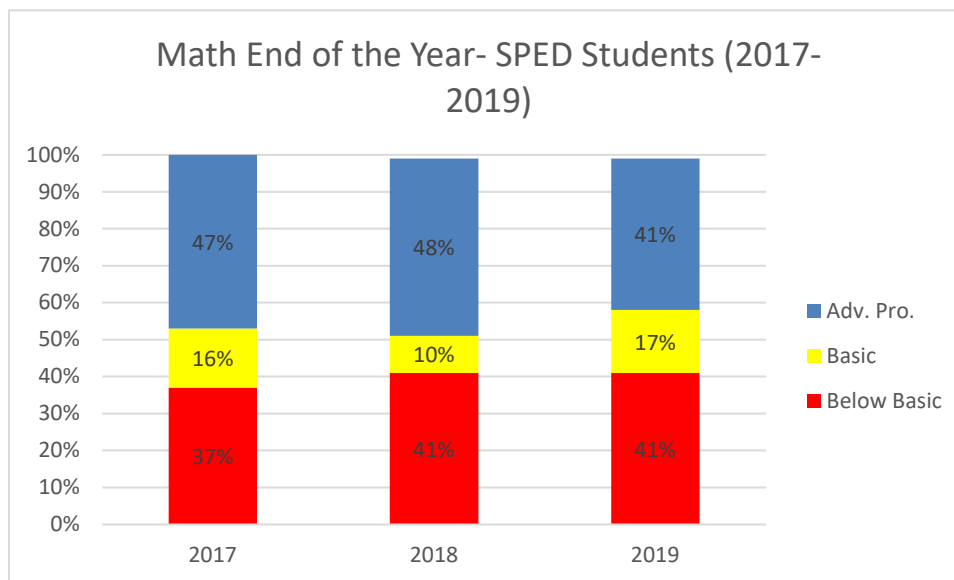
Math Expressions- Latino Students



Math Expressions- Socioeconomically Disadvantaged



Math Expressions - Students with Disabilities



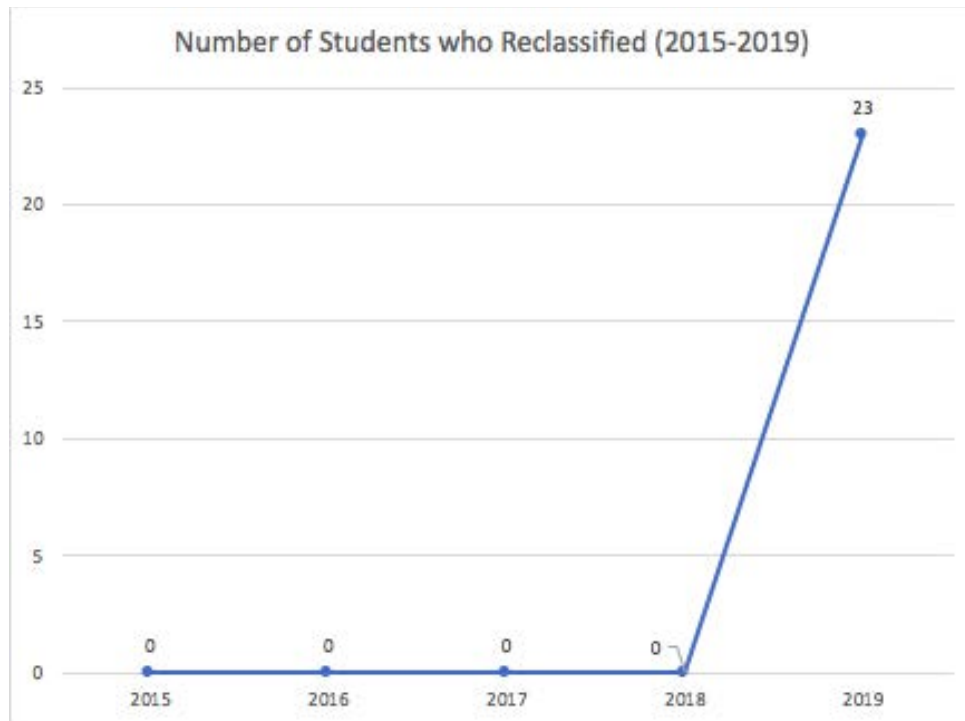
Reclassification, CELDT & ELPAC

PLN GPC served 216 (75%) English Language Learners in 2018-2019. Since the initial founding of the school, we have consistently served a high population of English language learners. In our 2018-2019 oversight report, it was noted that in 2017, per CALPADS, PLN GPC 76.77% of its populations were English language learners whereas the resident schools median was 57.56%. From the 2014-2015 school year to the 2017-2018 school year, PLN GPC did not reclassify any students, which was largely based on the EL program model that our students were experiencing – one that readies students for

reclassification by the 2nd grade. As we were not operating a second grade, reclassification attempts would not have been appropriate. However, in 2018-2019, we began reclassification after better understanding the EL program that many of our 1st grade students were matriculating into and after intentional school leadership changes. One of the essential functions of the School Leader is to develop school-based goals in alignment with needs of our EL students and to meet reclassification goals per LAUSD Master Plan. In 2018-2019 per PLN GPC internal database Illuminate, PLN GPC reclassified 23 students which represents 10.6% of our EL population. One of the 23 reclassified students was a student who receives special education services. PLN GPC was able to reclassify 10.6% of our EL population due to intentional monitoring systems and protocols that were not in practice in prior school years. Below is the monitoring system and protocols implemented and taken to support reclassification:

- Analysis of 2017-2018 ELPAC Summative student data to identify *Potential Reclassification* students-identify areas of strength and need
- Review DIBELS Beginning of Year (BOY) Benchmark data for Kindergarten (to begin identifying Potential Reclassification in our Kinder classes) and 1st grade *Potential Reclassification* students
- Develop monitoring plan with classroom teacher which includes DIBELS Progress Monitoring and specific skills small group support
- Instructional Assistants receive training on specific skills aligned activities to support students to meet benchmark goals on DIBELS Middle of Year (MOY) goals.
- Informational ELPAC Parent Meeting during Learning with the Principal- to inform Potential Reclassification parents of the plan developed with classroom teacher to support their child and provide parents with activities to for support at home.
- DIBELS Progress Monitoring (PM) data is reviewed for any instructional changes needed to support students.
- From DIBELS BOY to MOY- schedule minimum 2 data dialogues with teachers to review plans and instructional practices.

For the 2019-2020, the same monitoring systems and protocols will be used to increase our reclassification rate. After reviewing 2018-2019 ELPAC Summative student data, we have 27 kindergartners moving to 1st grade receiving an Overall 3, who will be our target students for Potential Reclassification.



The resident schools median reclassification rate was 22.3% in the 2018-2019 school year. While our reclassification rate does not meet that of our resident schools it is important to note that the majority of our resident schools serve a longer grade span, whereas we only served grades TK-1 in the 2018-2019 school year. It is our goal to raise our reclassification rate to 20% in the next school year by implementing a variety of systems which monitor the progress of EL students and target the areas in which they need more support, allowing us ample opportunity to provide that support and see the growth in students. In addition, we adopted a new English Language Arts curriculum with a strong integrated ELD components as well as comprehensive supports throughout the curriculum to support language models and academic vocabulary development.

School Climate & Parent Survey Data:

In addition to excelling academically, students and families at PLN GPC are engaged in our school community. With regard to students, our attendance rate for the 2018-2019 school year was 95%, which is a slight improvement over the prior year. Over 92% of families attended a parent conference. This year we have seen a 15% increase in the number of parents which attend school events such as Coffee with the Principal, Learning with the Principal, ELAC, SSC and Family Learning Fun Day. In our most recent parent survey administered in the Spring of 2019 with a total of 161 respondents, 60 % of our school population, 80% of parents felt that classroom lessons were motivating and 88% reported that their children enjoy school. Overwhelmingly, 93% of parents felt teachers have respect for students. 88% of parents felt that their voice matters both in their child's education and community. It is clear that both parents and students feel that PLN GPC is an engaging and innovative place to learn and grow.

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

Services for Children and Families at School Sites

At Para Los Niños we believe that a school community must be safe (physically and emotionally), engaging, nurturing, compassionate, restorative, and foster resilience in order to maximize student's educational experience so they can learn and thrive in subsequent stages of life. We focus our services on children, families and the surrounding community, cognizant that children exist within the context of their homes and neighborhoods and must therefore be supported at all relevant levels.

Since nearly 100% of the students attending our schools live far below the federal poverty level, we approach our learning communities with strategies and services that are informed by research and practice related to trauma, healing, social and emotional competency, protective and promotive factors, and trusting relationships. Our Integrated Service Delivery model brings into the schools services and supports that address the risk factors families are experiencing (e.g. violent crime, homelessness, child abuse and neglect, inadequate access to health care, poor nutrition, mental illness, illiteracy, linguistic and social isolation) and strengthen what is working in each family unit. Services include:

- Mental health services provided to children on site at school and at our nearby clinical services building;
- General child and family services, which include social skills groups for students who need some extra support in socialization practices;
- Access to case management and concrete supports;
- Child abuse prevention programs, parenting classes, domestic violence groups, and parent support groups;
- Trauma and resilience coaching is provided on-site so teachers can create safe and connected classrooms and so teachers themselves can learn and strengthen their own resilience strategies;
- College information workshops through our LA city-funded Workforce Investment Opportunity Act- Youth Workforce Services Program;
- Parent workshops on a range of parent-generated topics; the evidence-based Nurturing Parenting Program offered on site;
- Explicit social and emotional competency building training and capacity building for our teachers; and
- Community leadership development opportunities through our Neighborhood Leadership Group.

By co-locating services on the school's campus, we improve accessibility and timeliness of interventions for students, families, and referring school staff. Additionally, Para Los Niños plays a critical role not only scaffolding children in the classroom, but also serving their parents through supportive services, parent education and community leadership and capacity building.

PLN students and families benefit from the expertise and resources shared through these professional partnerships between educators and our own child, family and community transformation experts. These service providers work closely with teachers to understand the factors that may impact students' academic performance, support teachers with classroom interventions, and provide them with resources for struggling students and families. A standing monthly meeting between mental health

service providers, counselors, after school program staff, and other professionals allows for the deliberate integration of all of the services that directly support students and their families.

Our integrated services are successful because PLN has built and sustained trusting relationships with neighborhood families over many years. Central to providing these services and building relationships with families is the role of the case manager. Case managers are responsible for building relationships with families, assessing their needs and providing them with the appropriate resources. Case managers also host a multitude of parent workshops to support families. We will continue to provide support for our families and we will make adjustments to our service model as dictated by the needs of our community. When a student and family experience a trusting and supportive academic environment and are able to engage in candid conversations about factors contributing to the success of the child, educational outcomes improve.

Interdisciplinary Learning

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

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

Our classroom environments are designed to foster 21st century skills--critical thinking, communication, creativity, and collaboration, and to help students feel safe so that they can take risks, ask questions and make mistakes. To further build upon the 21st century skills of GPC students, additional opportunities are provided in order to access utilize technology and build critical thinking skills including their exposure to technology and problem solving. Students are regularly asked to use problems solving skills during labs in which they cycle between a series of different centers in small groups which challenge students to use their experiences and their learning to solve problems and mimic simulations to expand their learning. Students utilize their language and literacy skills to communicate this learning in a variety of means.

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

Meeting the Needs of the Student Population

Services for our English Learner Community

GPC provides a wide range of comprehensive services for the 75% of our students who are English Learners. During designated ELD courses, students receive the necessary linguistic supports that develop their academic English as well as to be able to engage in complex and content rich tasks. GPC also provides an opportunity for students to participate in our Dual Language (English/Spanish). Para Los Niños-Gratts Primary Center has implemented Transitional Bilingual Exit program from 2014-2018 and in this model English learners (ELs) build initial literacy and basic academic content in their first language. During instruction teachers use the English Language Proficiency Standards (ELPS) to develop English oral and academic language. The goal of the program is for ELs to become competent in listening, speaking, reading, and writing in English through the development in literacy and academic skills in the primary language and English. Students receive bilingual instruction with the goal of adopting English and exiting from their native language. In a TBE program students phase out their native language and adopt English, usually within three years.

After discussion with our partners at Gratts Elementary School, it was clear that Bilingual education was an area for further alignment and collaboration. Students that finished at PLN Gratts were going on to complete their elementary school education at Gratts Elementary School, but without continuity in EL approach, as there was no TBE option for families there. So, after reflecting on this and keeping the needs of our students and families at the forefront, we reached out to leaders at LAUSD from the Office of Multicultural, Multi-lingual Education. The result of that discussion was a decision to make a shift in the EL program offerings at PLN Gratts Primary Center. Beginning with the 2019-2020 school year, Para Los Niños-Gratts Primary Center is implementing a dual language program for our kindergarten students with the overall aim to have this for our 1st and 2nd grade students over the course of the next several years. A dual language program is often referred to as an additive bilingualism, as its aim is to keep the native language intact. Proficiency in more than one language is a valuable skill to be cultivated and nurtured in our school and our community. Through our Dual Language Program, we aim to keep the native language intact (approximately 50% of the class are native English Speakers) and the other half speaks a foreign language.

The courses focus on the Key Themes of CA ELA/ELD Framework to ensure students are prepared to become proficient in the English language and are able to select a career or college pathway. Through the use of meaning making, language development, effective expression, content knowledge, and foundational skills students will receive an opportunity to fortify their literacy skills in all content areas. These courses emphasize a core belief that the success of our EL students is a shared responsibility throughout all content areas taught.

To support teachers in these efforts and experience profound gains in our student scores, we have professional development support for all on a weekly basis to ensure all staff will have the necessary strategies to implement the needed components, which includes dedicated curricular implementation as well as access to strategies and support for content area teachers. These include evidence-based practices that align with the Common Core State Standards and the ELA/ELD Framework to support our EL Education curriculum.

Our English Language learners arrive at school with rich language assets that ready them for learning a new language. This learning must be scaffolded intentionally through strategies, content, and a culture that fosters safe risk taking in listening and speaking, and builds on native languages and associated cultures and perspectives, and fosters English fluency for all students. In the context of PLN's new strategic plan, goals for student academic success along with a commitment to parent engagement and empowerment work hand in hand in creating spaces and opportunities for children and families to bring their full selves (language, dress, culture and customs) into the school setting in ways where diversity is valued and celebrated, and non-negotiable skills such as English fluency is a shared school-home commitment. Further, anchoring PLN's educational culture are values that foster adult and child senses of safety, connection and competence. With ongoing professional development provided to school staff around brain development, trauma, resilience, and academic and social risk taking toward competence, PLN creates moment by moment opportunities for children to become proficient in English and competent in their dual (or more)- language identities.

Services for our Students with Disabilities

PLN GPC provides a wide range of comprehensive services for the 14.1% of the student population that is identified as having a disability. We strive for educating students in the least restrictive environment and providing a continuum of services that will allow students to access the general education curriculum with support. As part of LRE, GPC offers general education with RSP support as well as a Special Day Program Early Elementary option for students that need more intensive supports. The continuum of services provided include supports that are given to students to ensure their long-term success, along with supports that are given to teachers to ensure that proper services are provided to students at all times.

All students receive services and supports as delineated in their IEP. Services that are available to students include individual and group based Specialized Academic Instruction through the Resource Specialist Program (RSP), Speech and Language, Occupational Therapy, Adapted Physical Education, Behavior Intervention and Behavior Intervention Development, Deaf and Hard of Hearing Itinerant services and Counseling services. Based upon student and family need, counseling services in particular are incredibly robust at PLN GPC. Via our Student and Community Services department, wrap-around services provide simultaneous family counseling for students and families that demonstrate higher levels of need. Students in the special day program have opportunities for inclusion during art, physical education, and assemblies. Academic and social mainstreaming opportunities have been implemented in recent years with collaboration between the special education teachers and general education teachers.

Community-Building Through Parent Engagement and Skill-Building

At PLN, we know the critical role parents play in supporting the academic success of their children. We also believe that regardless of income, language, educational level or employment status, every parent brings to the school-home partnership rich and detailed wisdom about their child and hopes for their success. Engaging parents in meaningful ways, and creating spaces where parents can share their expertise and build their skills are essential to our educational model.

Since PLN's first charter petition was approved in 2002, we have received funding year after year to develop parent and community leaders within the PLN school communities. Our funding partners

continue to support our parent leadership efforts. Parents participate in a variety of spaces that not only inform school decision making on certain topics but also act as spaces where parents can build their own skills and capacities that can transfer into other spaces of their lives. Spaces for engagement include:

- Governance and leadership opportunities in the Local Control and Accountability Plan Committee;
- English Learner Advisory Committee (ELAC);
- School Site Council (SSC);
- Parent workshops on financial literacy, educational testing, introduction to common core standards, communication, advocacy, and leadership skills, and
- Beginning in the fall of the 2019/2020 school year; newly formed Neighborhood Leadership Group, which will bring parents together in a space that builds and strengthens parent skills around leadership, stress reduction, knowledge about trauma, and resiliency skills.

Community Partnerships

Para Los Niños understands the vital role that parents play in ensuring their children's success in school and their overall community. Central to PLN's strategic plan is parent engagement as a vehicle toward community strengthening and transformation. Together, with high quality education and integrated support services, parent engagement and leadership development efforts receive attention and resources as a key strategy in our efforts to close the achievement gap. Through the collaborative support of Charter School leadership, First 5 LA and the Department of Public Health, Para Los Niños is actively involved in creating the space for developing local leaders to build their capacities around leadership, school and civic engagement and local grassroots governing.

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

Best Start Metro LA

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

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

- Community Leadership Styles
- Collective Decision Making
- Advocacy
- Communications

- Action Plan
- Conflict Resolution
- Evaluation

At the NLG Meetings, residents:

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

Champions for Change - funded through the Department of Public Health

Consistent with our PLN focus on supporting the health and development of the whole child, the Champions for Change team focuses on nurturing healthy environments for students and their families where they live, learn, work, and play. At PLN, we understand the importance of promoting physical health as a means for successful learning and living. This collaboration, therefore, is an important strategy as we develop and strengthen the whole child. Through Champions for Change, a health educator works side by side with teachers, parents and children to engage in activities that promote healthier eating; more physical activity; drinking more water and fewer sugary drinks, and using CalFresh benefits to buy healthier foods for home. Specific activities include:

- Creating site-specific visions for healthy school communities;
- Engaging school staff, parents and children in conversations about how healthy eating and physical activity are important to student success;
- Supporting school site staff in creating school sites where healthy food choices are promoted and incentivized;
- Bringing site-based nutrition education workshops to parents;
- Bringing site-based physical fitness workshops to parents;
- Bringing the evidence-based CATCH Health Education Program to the school, including training for teachers, lessons, and physical wellness materials;
- Maintaining and growing the school garden.

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

Strengthening Our Partnership with Gratts Elementary School

As mentioned previously, PLN GPC continues to work diligently to develop a collaborative relationship with our LAUSD partner school, Gratts Elementary School, as nearly 60% of our culminating first grade students move on to Gratts Elementary School. We are in the process of implementing a more meaningful and collaborative partnership that we hope to continue. One example of progress in this area is our Bilingual Education Program alignment. In March 2019, Para Los Niños-Gratts Primary Center administrative team met with LAUSD Multilingual, Multicultural Department to review approved dual language resources to align the instructional bilingual program from Transitional Bilingual Education to Dual Language. This would ensure and support our students at GPC to have a continuous bilingual education beyond their time with us. The intent of this change is to foster a more collaborative working

relationship between the Dual Language programs, resources and goals, which we hope will spur continued best practice sharing across our professional learning communities.

Installing a More Rigorous Data Protocol

Although, we have transformed the data fluency of our team, we also have room for improvement in implementing an even quicker process to identify and provide service and support to students who are achieving below grade level. PLN Gratts Primary Center is still relatively early in its use of Illuminate as our assessment and data analysis tool/platform and we continue to expand and deepen our use of this. Over the course of the past five years, the PLN Gratts Primary Center team has steadily improved our data analysis/progress monitoring protocol. This work culminated in schoolwide improvement in this area – and in results for students during the 2018-2019 school year. We selected a principal with deep knowledge and experience in data analysis, intervention and support and she immediately upgraded our process for understanding and acting upon progress data.

Teachers were provided specific dates to assess and input student benchmark results onto assessment platform, Illuminate. During professional development, teachers regularly review benchmark/progress monitoring data to shift instructional strategies and create intentional skills groups for our mixing academies. The use of mixing academies came directly out of this more intentional focus. These provide students an opportunity to receive skill specific instructional support. While in the 2018-2019 school year three first grade teachers participated in the mixing academy model during foundational skills, writing and math, beginning with the 2019-2020 all kindergarten and first grade teachers will participate in grade level mixing academy model to support the various skill levels.

Putting High Quality ELA Materials in the Hands of our Students

Previously, PLN Gratts Primary Center implemented a Balanced Literacy Approach, utilizing the Lucy Caulkins Readers and Writers Workshop approach for ELA. While this research-based, widely adopted approach worked for some students, we undertook a deep analysis of this model and its benefits and challenges for our student population. The result of that review was to consider adoption of potential new curriculum that would increase the rigor of our teaching while also putting more grade level text in the hands of our students. We were also looking to simultaneously improve the instructional materials for our English Language Learners and foundational literacy work with our students.

Beginning with the 2019-2020 school year, Para Los Niños adopted EL Education curriculum to align ELA materials in support of our high English Learner population. Having a more rigorous curriculum, with the training and support needed for teachers, will support our potential reclassification of English Learners. Currently, in 2018-2019, Gratts Primary Center had a reclassification rate of 10% (23 students reclassified) and while we acknowledge the challenge in propelling our reclassification rate to 24% (LAUSD Reclassification goal), we aim to intensify our efforts to provide intentional intervention skills groups and progress monitoring.

STUDENT POPULATION TO BE SERVED

TARGET POPULATION

As discussed in our original charter petition, Pico-Union has always been a community of immigrants. Our population consists of mostly emerging English language learners with a large percentage of our families originating from Central America, and Guatemala representing the largest swath of our community. According to the US Census, just under half of the population within our zip code lives below the federal poverty threshold, less than 20% of the adults over the age of 25 have a high school diploma or equivalent and more than 85% of the residents within the community we serve identify themselves as Hispanic or Latino (www.city-data.com).

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

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

Our school demographic profile in the 2018-2019 School year demonstrates that:

- 91% of our students are Latino;
- 7% of our students are African American;
- 1% of our students is White, and;
- 1% of our students identify as Asian.

Of these, approximately 75%, of our students are identified as English Language Learners and 88% of our students come from socio-economically disadvantaged homes.

ENROLLMENT PLAN

Para Los Niños Gratts Primary Center anticipates the following enrollment over the charter term:

	2020/21	2021/22	2022/23	2023/24	2024/25
TK/K	110	120	120	120	120
1 st Grade	125	120	120	120	120
2 nd Grade	125	120	120	120	120
Total	360	360	360	360	360

GOALS AND PHILOSOPHY

MISSION AND VISION

We believe in the children, youth, and families we serve. Our model fosters pathways to success through excellence in education, powerful families, and strong communities for children and youth to thrive. Using an inquiry-based approach with social-emotional integration we nurture a child's healthy academic, physical, and social-emotional development to succeed in school, work, and life. In keeping with the vision for Para Los Niños as an organization, our school strives to be a center in which we partner with parents and provide opportunities to strengthen their leadership, provide support in stress management and education, plus counseling and clinical support, to ensure students and families thrive. In addition, we strive to be active in our communities to create spaces that connect children, youth, and families to education and resources to lead and succeed. We have strategic partnerships with agencies and community stakeholders across LA to build trust and together give voice to our diverse perspectives.

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

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

These critical components frame the Para Los Niños Gratts Primary Center educational values:

Knowledge

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

Skills

Students at PLN GPC participate in classroom, school, and community-based activities designed to foster the development of generalizable skills critical to academic and personal success; accessing, organizing, processing, and applying the information presented as part of a standards-based curriculum.

Furthermore, we understand that 21st century activities require successful citizens to negotiate relationships and interactions with a global community. The stakeholders of PLN work in concert to ensure that students are able to meet the following expectations:

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

Character and Community

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

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

AN “EDUCATED PERSON” IN THE 21ST CENTURY

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

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

Barnett Berry
Founder and CEO
Center for Teaching Quality

At PLN we recognize that knowledge, when defined as specific information related to academic disciplines, provides lenses through which to see and know the world. Therefore, the information we provide our students becomes the knowledge base that shapes the way they see and interact in the world. At PLN we believe that skills development is an essential function in a rapidly changing and

increasingly connected global environment. We seek to introduce our students to educational technology via the use of laptops and iPads in the classroom. From designing animation videos around social emotional topics to doing research on non-fiction topics to fuel their writing using Discovery Education's curated resources our students are exposed to technology in a variety of ways.

In addition, we believe language is a critical component in preparing our students for their future in a globalized society. We promote students expression and language development in a variety of ways ranging from the labs we utilize to teach science and social science which promote creativity, engineering and exploration to our emphasis on designated and integrated English language development. Lastly, at PLN we believe that one's character and sense of community is crucial to the entire learning environment. As we seek to educate the whole child at PLN, we herald his or her character development and sense of place and role in the community as equally important as the development of knowledge and skills. This is evident in the way we approach social emotional learning and providing a multitude of opportunities for our students to share their voices. Preparing our students to be successful in the 21st century is central to our role in our students' education.

HOW LEARNING BEST OCCURS

Our definition of how learning best occurs is based on our experience in working with infants through 8th graders in schools (through our early childhood programs and charter schools) along with current research in education and examples of best practice around the country (Gandini, 1998; President's Committee on Arts and Humanities, 2011). This understanding is the foundation of our instructional program for a student population of primarily English Learners from socioeconomically disadvantaged homes. Our beliefs about how learning best occurs are also based on the work of Paolo Freire, Donald Macedo, Jean Piaget, John Dewey, Steven Krashen, Noam Chomsky, Lev Vygotsky, Maryanne Cucchiarra, Lily Wong-Fillmore, Linda Darling-Hammond, David Campos, Randall Lindsey, Mike Schmoecker, Jeff Zweirs, Susan Ohara, Robert Pritchard, Zaretta Hammond, and Robert Marzano and many others. PLN GPC is guided by our mission and vision, as well as the following tenets of what we know about how children learn:

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

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

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

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

LCFF STATE PRIORITIES	
GOAL #1	
Increase the number of English Learners making adequate yearly progress towards reclassification in year one to 80%.	Related State Priorities: X1 X4 X 7 X 2 X5 X 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none">• Allocate funds for EL coordinator to manage the implementation of systematic ELD across the school.• Provide a minimum of 12 hours of professional development in ELD and integration of the arts with ELD instruction for all teachers.• Administer bi-annual ELD benchmarks to measure progress, analyze data and respond to student needs• Monitor the implementation for the ELD program through classroom observations and review the lesson plans by principal with assistance by teacher leaders.	
Expected Annual Measurable Outcomes	
Outcome #1: Increase of ELs making adequate yearly progress towards reclassification to 80% Metric/Method for Measuring: <ul style="list-style-type: none">• ELPAC Summative Assessment results• Monitor the implementation for the ELD program through classroom observations and review the lesson plans by principal with assistance by teacher leaders.	

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	ELPAC Student Performance Levels 3 and 4 50%	ELPAC Student Performance Levels 3 and 4 56%	ELPAC Student Performance Levels 3 and 4 62%	ELPAC Student Performance Levels 3 and 4 68%	ELPAC Student Performance Levels 3 and 4 74%	ELPAC Student Performance Levels 3 and 4 80%
English Learners	ELPAC Student Performance Levels 3 and 4 50%	ELPAC Student Performance Levels 3 and 4 56%	ELPAC Student Performance Levels 3 and 4 62%	ELPAC Student Performance Levels 3 and 4 68%	ELPAC Student Performance Levels 3 and 4 74%	ELPAC Student Performance Levels 3 and 4 80%
Socioecon. Disadv./Low Income Students	ELPAC Student Performance Levels 3 and 4 50%	ELPAC Student Performance Levels 3 and 4 56%	ELPAC Student Performance Levels 3 and 4 62%	ELPAC Student Performance Levels 3 and 4 68%	ELPAC Student Performance Levels 3 and 4 74%	ELPAC Student Performance Levels 3 and 4 80%
Foster Youth	Same as above	Same as above	Same as above	Same as above	Same as above	Same as above
Students with Disabilities	ELPAC Student Performance Levels 3 and 4 50%	ELPAC Student Performance Levels 3 and 4 56%	ELPAC Student Performance Levels 3 and 4 62%	ELPAC Student Performance Levels 3 and 4 68%	ELPAC Student Performance Levels 3 and 4 74%	ELPAC Student Performance Levels 3 and 4 80%
African American Students	ELPAC Student Performance Levels 3 and 4 50%	ELPAC Student Performance Levels 3 and 4 56%	ELPAC Student Performance Levels 3 and 4 62%	ELPAC Student Performance Levels 3 and 4 68%	ELPAC Student Performance Levels 3 and 4 74%	ELPAC Student Performance Levels 3 and 4 80%
American Indian/Alaska Native Students						
Asian Students						
Filipino Students	ELPAC Student Performance Levels 3 and 4 50%	ELPAC Student Performance Levels 3 and 4 56%	ELPAC Student Performance Levels 3 and 4 62%	ELPAC Student Performance Levels 3 and 4 68%	ELPAC Student Performance Levels 3 and 4 74%	ELPAC Student Performance Levels 3 and 4 80%

Latino Students	ELPAC Student Performance Levels 3 and 4 50%	ELPAC Student Performance Levels 3 and 4 56%	ELPAC Student Performance Levels 3 and 4 62%	ELPAC Student Performance Levels 3 and 4 68%	ELPAC Student Performance Levels 3 and 4 74%	ELPAC Student Performance Levels 3 and 4 80%
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

LCFF STATE PRIORITIES	
GOAL #2	
Increased communication and participation in school events by all families.	<div style="border-bottom: 1px solid black; padding-bottom: 10px;"> Related State Priorities: <input type="checkbox"/> 1 X 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 X 5 X 8 X 3 X 6 </div> <div style="padding-top: 10px;"> Local Priorities: <input type="checkbox"/>: <input type="checkbox"/>: </div>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> Provide a Kindergarten orientation for parents of incoming students in order to present the school programs and expectations prior to the start of the school year. Provide snacks and professional translator. Provide two conferences each year with interpreter as needed. Invite parents of students referred by teachers for intervention to participate and be trained in intervention strategies. Participants attend four sessions of three hours each. Invite all parents to a workshop on Language Development Invite parents of students enrolled in summer school intervention program to attend a workshop on how to continue to help their child with English and Language Arts for the remainder of the summer. Provide incentives such as materials and kits for use at home during Coffee with the Principal and Learning with the Principal. Establish parent committees to work on specific school goals: safety, fund raising, events, etc. Parent Advocate will host parent workshops throughout the year to increase parent involvement in supporting students at home. 	

Expected Annual Measurable Outcomes						
Outcome #1: More than 50% parents will participate in at least four school events including conferences, Kindergarten orientation, parent workshops or other instructional support session by the end of the school year. Metric/Method for Measuring: Collection and analysis of sign-ins during Parent Workshops, Parent Conferences, ELAC, SSC, Coffee with the Principal, Learning with the Principal, Family Fun Learning Day and Teacher Workshops						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	35% Parent Participation in school events	40% Parent Participation in school events	45% Parent Participation in school events	50% Parent Participation in school events	55% Parent Participation in school events	60% Parent Participation in school events
English Learners	35% Parent Participation in school events	40% Parent Participation in school events	45% Parent Participation in school events	50% Parent Participation in school events	55% Parent Participation in school events	60% Parent Participation in school events
Socioecon. Disadv./Low Income Students	35% Parent Participation in school events	40% Parent Participation in school events	45% Parent Participation in school events	50% Parent Participation in school events	55% Parent Participation in school events	60% Parent Participation in school events
Foster Youth	35% Parent Participation in school events	40% Parent Participation in school events	45% Parent Participation in school events	50% Parent Participation in school events	55% Parent Participation in school events	60% Parent Participation in school events
Students with Disabilities	35% Parent Participation in school events	40% Parent Participation in school events	45% Parent Participation in school events	50% Parent Participation in school events	55% Parent Participation in school events	60% Parent Participation in school events
African American Students	35% Parent Participation in school events	40% Parent Participation in school events	45% Parent Participation in school events	50% Parent Participation in school events	55% Parent Participation in school events	60% Parent Participation in school events
American Indian/Alaska Native Students						
Asian Students	35%	40%	45%	50%	55%	60%

	Parent Participation in school events	Parent Participation in school events	Parent Participation in school events	Parent Participation in school events	Parent Participation in school events	Parent Participation in school events
Filipino Students	35% Parent Participation in school events	40% Parent Participation in school events	45% Parent Participation in school events	50% Parent Participation in school events	55% Parent Participation in school events	60% Parent Participation in school events
Latino Students	35% Parent Participation in school events	40% Parent Participation in school events	45% Parent Participation in school events	50% Parent Participation in school events	55% Parent Participation in school events	60% Parent Participation in school events
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students	35% Parent Participation in school events	40% Parent Participation in school events	45% Parent Participation in school events	50% Parent Participation in school events	55% Parent Participation in school events	60% Parent Participation in school events

LCFF STATE PRIORITIES						
GOAL #3						
Increased training for teachers and parents in the areas of the Common Core, ELA, & ELD Standards.					<div>Related State Priorities:</div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-between;"> <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-between;"> <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div>Local Priorities:</div> <div style="margin-top: 5px;"> <input type="checkbox"/> : <input type="checkbox"/> : </div>	
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Provide targeted, regular training to teachers through professional development days and to parents through coffee with the principal and other scheduled meetings. 						
Expected Annual Measurable Outcomes						
Outcome #1: Increase over time in DIBELS 80% of students at benchmark Metric/Method for Measuring: DIBELS Next Benchmark BOY, MOY and EOY assessments						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	57% at or above benchmark goal in DIBELS	64% at or above benchmark goal in DIBELS	71% at or above benchmark goal in DIBELS	78% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS
English Learners	56% at or above benchmark goal in DIBELS	63% at or above benchmark goal in DIBELS	70% at or above benchmark goal in DIBELS	77% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS
Socioecon. Disadv./Low Income Students	57% at or above benchmark goal in DIBELS	64% at or above benchmark goal in DIBELS	71% at or above benchmark goal in DIBELS	78% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS

Foster Youth	57% at or above benchmark goal in DIBELS	64% at or above benchmark goal in DIBELS	71% at or above benchmark goal in DIBELS	78% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS
Students with Disabilities	57% at or above benchmark	64% at or above benchmark	71% at or above benchmark	78% at or above benchmark	85% at or above benchmark	85% at or above benchmark
African American Students	57% at or above benchmark goal in DIBELS	64% at or above benchmark goal in DIBELS	71% at or above benchmark goal in DIBELS	78% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS
American Indian/Alaska Native Students						
Asian Students	57% at or above benchmark goal in DIBELS	64% at or above benchmark goal in DIBELS	71% at or above benchmark goal in DIBELS	78% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS
Filipino Students	57% at or above benchmark goal in DIBELS	64% at or above benchmark goal in DIBELS	71% at or above benchmark goal in DIBELS	78% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS
Latino Students	57% at or above benchmark goal in DIBELS	64% at or above benchmark goal in DIBELS	71% at or above benchmark goal in DIBELS	78% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students	57% at or above benchmark goal in DIBELS	64% at or above benchmark goal in DIBELS	71% at or above benchmark goal in DIBELS	78% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS	85% at or above benchmark goal in DIBELS

LCFF STATE PRIORITIES						
GOAL #4						
Students will attend school at a rate of 98% over the next three years.				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Improve attendance by 20%, improve communication with parents, have consistent meeting to keep with the SART process, keep procedures developed to check on students that are struggling with attendance, decrease the tardiness issues, incentivize families that do bring children early, have Case Manager drive workshops for parents. 						
Expected Annual Measurable Outcomes						
Outcome #1: According to Illuminate, students attending at a rate of about 94% ADA will increase this to maximize instructional time and also minimized budget impact. Metric/Method for Measuring: Attendance data on Illuminate.						
Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	94%	95%	96%	97%	97%	97%

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

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

- Feel safe at school and at home;
- Have access to the support necessary to maintain good physical and mental health;

- Develop the foundational skills necessary to be successful in 2nd grade and beyond;
- Develop a positive sense of their own capabilities;
- Are excited about learning.

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

The teacher's role at PLN GPC is to:

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

The child's role at PLN GPC is to:

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

The parent/ caregiver's role at PLN GPC is to:

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

INSTRUCTIONAL DESIGN

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

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

The PLN conceptual framework is based on three overlapping ideals: A Rigorous Instructional Program, Services, and Community. Each of these core aspects of our program fuels our pedagogy. Our pedagogical foundation is an all-encompassing approach that drives what we teach and how we teach it.

It extends our goals beyond the acquisition of skills and into the realm of human development and social consciousness.

Brain-Based Research

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

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

With respect to learning, we believe that skills and knowledge must be constructed as students form concepts, understand parts of larger concepts, and are aware of themselves as learners and co-constructors of knowledge. When children are both problem solvers and problem generators, they become self-motivated and improve their problem solving strategies. As active participants, students are involved in problem-solving projects where they conceive, design and engineer solutions to environmental or social challenges.

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

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

Lev Vygotsky

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

John Dewey

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

Reggio Emilia Approach

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

Kate Kinsella

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

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

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

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

This research-based practice, when implemented with fidelity, will improve student learning, critical thinking, speaking, listening, reading, writing, engagement, social imagination, locus of control, and academic independence. In classrooms in which accountable talk is developed, teacher and student talk time is part of every lesson in all subject areas. Students’ talk is designed to explore and share ideas.

Discourse rules and language structures are explicitly taught, and dialogue is purposeful, collaborative and equally divided. Students are given a multitude of opportunities to speak and practice utilizing academic language in a variety of settings.

Additionally, to support students' language and literacy development, classroom teachers establish rituals and routines that give students the opportunity to explore quality literature and informational texts. The school's approach to language arts facilitates both a structured approach to teaching phonics and foundational skills while exposing students to authentic texts and real world content. They also have ample opportunities to participate in experiential learning that fosters language and concept development. Students participate in the systematic instruction of explicit literacy skills and multiple comprehension strategies to develop effective, fluent reading; classrooms feature student-centered environments that enable students to construct their knowledge based on life experiences, further fostering learning. Students have the opportunity to observe and develop models of quality work; and the school provides extended learning opportunities through additional school days, after-school programs, and enrichment activities.

To support English Learners specifically, we utilize a variety of instructional strategies. These include having both integrated English language development and designated English language development embedded in our daily schedules. Utilizing a variety of research based instructional strategies including SIOP and GLAD strategies.

Engaging Classroom Environments

We believe that children's learning opportunities are maximized when they are in a safe environment, where children are valued for who they are and what they bring to the learning context, and where questioning and inquiry are not only encouraged, but expected. At PLN GPC, the environment in which students learn is considered a critical element of the instructional program, and, as such, careful attention is paid to the construction of a safe and stimulating school environment. No person can be expected to perform at an optimal level when personal safety is an issue, whether real or perceived. Our programs are committed to providing all children a safe, nurturing, respectful environment free of harassment. Once safety is established, we believe the classroom environment, which is often referred to as "the third teacher," (*Consider the Walls*, by Patricia Tarr, 2001) should be engaging, fostering and promoting students' critical thinking, collaboration, creativity and communication.

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

Whole Child

We also know that children being raised in high poverty communities often face barriers to learning. Social issues such as unemployment, violent crime, child abuse and neglect, inadequate access to health care, poor nutrition, and mental illness make learning difficult. Children who live in fear of abuse, who suffer from neglect, or who are hungry or homeless struggle to thrive in school, regardless of their potential or intellect. Families who are struggling to meet the basic needs of their children face tremendous barriers in providing healthy environments for their children to learn, develop and thrive.

Communities that are unsafe, with limited social opportunities for housing, employment and recreation, and connection with others, hinder children and families in living stable and well lives.

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

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

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

Students at PLN GPC interact with the community as part of the classroom and after-school program. Children participate in field trips to museums, publishing houses, cooking classes encouraging them to learn about their community, and interact with youth and adults from other communities. Students also experience the natural environment through environmental learning activities such as trips to Palos Verde Land Conservancy, the Living Desert, and Underwood Farms, for example. These activities broaden students’ experiences, increase students’ capacity for and connection to learning, and build self-confidence as students develop more comprehensive and holistic understandings of how school learning connects with the world outside of school.

PLN also infuses STEAM-based learning to engage students in integrated learning as they explore the world around them, create innovative solutions to problems and communicate their results while

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

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

Response to Intervention and Instruction Strategies

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

RtI² uses a tiered strategy for identifying the service needs of a student. The first stage in applying an RtI² model is documentation and school-based assessments. Based on well-articulated outcomes, teachers, family advocates and support staff will assess student capacity in academic achievement, social skills, home environment, and mental health. Through consistent monitoring of student achievement data by both teachers, grade level teams and administrators, as well as our integrated services model which examines how we can support students' mental health and social skills, based on the observations of staff within the school. Students who need additional support can then be recommended to appropriate services in education (e.g., general education program, remedial support, intense intervention, special education) and, if necessary, social, mental health, and/or family services offered within the larger PLN agency or through our local community partner agencies. The effective use of the RtI² model hinges on regular and systematic documentation of student activities and progress and the use of this information to inform practice. School staff members work with other service providers in using a variety of assessment tools (e.g., classroom based assessment, diagnostic assessments, feedback from parents and support service providers) to ascertain student progress and build a comprehensive portfolio for each student. Teachers and school leaders regularly modify student goals and services based on the information provided through these assessment tools.

Our Integrated Service Delivery Model for supporting students' academic growth and social well-being is optimized by trusting and sustained relationships. When a student and his or her family are well-known and able to engage in candid conversations about factors contributing to the success of the child, education can be personalized and holistic support to children and their families can be provided. 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, families, and communities.

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

In this type of responsive educational model, child and family strengths are enhanced, social risk factors and learning barriers are mitigated through coordinated and relevant supports, and decisions are made based on a strategic and informed plan for each child. A pedagogical approach is employed which supports multiple points of entry within a comprehensive school structure that makes growth and learning accessible.

At a universal level, social and emotional skills are responded to, developed and strengthened with explicit focus on teaching and providing students opportunities to practice social and emotional competencies. PLN GPC utilizes the Caring School Community program to build classroom and schoolwide community while developing students’ feeling of safety and their sense of belonging. Teachers are supported to create explicit skill building lessons and activities for students that nurture social and emotional skills, as well as supported through professional development and coaching in developing their own social and emotional competencies that allow them to be self-regulated and responsive to the needs of their students. As we move through our response to intervention supports, we support students, families and teachers by co-locating social services on the school’s campus, thus improving accessibility for students, families, and school staff members that want to refer students for targeted support services.

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

Constructivist Approach

Based on research demonstrating best practices, the educational approach at PLN GPC is framed within a constructivist learning theory, proposing that successful learning happens when students are given opportunities to build upon knowledge they already have. When a student can use his/her life experiences and interests to construct new knowledge, learning is more effective, engaging, and active. This framework relies heavily on guided discovery where students are led through questions and activities to discover, discuss, appreciate and verbalize the new knowledge. Brain research indicates that the constructivist approach is especially supportive of English language development, because it allows ELs the opportunity to build upon their prior knowledge. In a constructivist model, ELs are able to comprehend new concepts and build new schema more quickly, resulting in faster language development.

CURRICULUM AND INSTRUCTION

CURRICULUM

All PLN GPC curriculum is aligned to CCSS and the state frameworks for instruction. Teachers collaborate with their grade levels and across grade levels to design lessons that are an appropriate level of rigor for

the standards, and that will prepare students to demonstrate deep understanding of key facts and/or concepts. Our school administrators analyze data with teachers and reflect on instructional practices and the systems in place to support students who are struggling in the classroom.

Key Features of the Educational Program

Language Acquisition Models

At PLN GPC, we offer two educational programs: structured English immersion (SEI) and dual language. Para Los Niños is committed to ensuring an excellent education for young children. For young children who enter our program with a primary language other than English, this commitment requires careful attention to providing children with learning opportunities that support the acquisition of English. It is our aim to support students in their native language from an additive bilingualism approach. We believe that instruction in the home language strengthens the home language and creates a more solid foundation for cognitive and academic growth in English; moreover, promoting bilingual competence is valuable in its own right (Goldenberg, 2013). Current research findings indicate that children who know more than one language have personal, social, cognitive, and financial advantages across the lifespan. According to Espinosa (2006), children who are proficient in their home language are able to establish a strong cultural identity, to develop and sustain strong ties with their immediate and extended families, and to thrive in a global and multilingual world.

We have two instructional programs introduced to our families prior to registering at PLN GPC: a Dual Language Program (DL) and a Structured English Immersion Program (SEI). Within these two models, students interact with a curriculum that is engaging, stimulating and developmentally sound. The Dual Language program at PLN GPC is designed to keep students native language intact. Approximately 50% of the class are native English Speakers and the other half speaks a foreign language in our dual language classes. Subject matter instruction takes place in both English and Spanish. English is the language of instruction for all subjects in the Structured English Immersion program. Children also receive English Language Development lessons on a daily basis.

Teachers use instructional strategies to help children with Limited English skills understand lessons. The strategies, modifications and support used in Sheltered English Immersion classes are referred to as Specially Designed Academic Instruction in English (Díaz-Rico & Weed, p. 109).

English Language Arts

At the core of our instruction is English language arts as it is vital we ensure that our students gain a strong background of foundational skills. Rooted in the Ca CCSS, we utilize Expeditionary Learning's English Language Arts curriculum. Central to our approach to English language arts is that a deep and thorough understanding of a topic, the student will not only be able to read complex texts about the topic but also be able to write and speak about their learning with increased complexity. This curriculum is made up of two components: modules which focus on writing, reading, speaking and listening and the K-2 Skills Block which takes a structured approach to teaching phonics and allows for extensive small group instruction to meet the needs of all students.

English Language Development

Given the large population of English language learners we consistently serve a vital component of our instruction occurs during designated ELD. Rooted in the California English Language Development standards, we utilize a variety of resources to ensure our students progress. Primarily we utilize LAUSD's Start Smart curriculum. Through this curriculum our students are taught a concise and consistent set of conversation norms in order to have academic conversations. As students become more comfortable with the conversation norms, they examine increasingly complex texts. During designated ELD, students are actively engaging with one another, collaborating to build their understanding and practicing using language, with exposure to language models and non-models. In addition to Start Smart, we utilize other standards aligned resources.

Mathematics

We utilize Houghton Mifflin Harcourt's Math Expressions curriculum. Math Expressions is an inquiry based mathematics curriculum which is based on the research of Dr. Karen Fuson. Central to her research and the Math Expressions curriculum is math talk in which students utilize academic language to discuss not only the solution to their problem, but the method and process as well. In each lesson, the role of the individual lesson in the progression of student learning is highlighted to ensure that students and teachers are building connections between topics. In addition, central to Math Expressions lessons are math routines which stress foundational math skills. These include counting routines which promote students' understanding of the relationships and patterns in numbers utilizing chants, visuals and movements.

History-Social Science

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

Science

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

Teachers help students make connections between the different Core Ideas and areas of Science (Earth, Physical and Life) so they are not perceived as separate units of study. Implementing lessons through inquiry, teachers build on students' background knowledge, provide students with firsthand experiences whenever possible, engage students with a variety of ways to show their thinking, and provide frequent opportunities for students share their ideas and questions. In addition, students also explore and practice science concepts in labs, a time which builds on English language arts skills and allows them to

go through a variety of different learning centers or stations to explore topics like an engineering center, an exploration center, imagination center, etc. which further encourage students to use an inquiry based approach to learning. These centers allow students to build and utilize academic language with peers, with the support and guidance of the teacher. The centers, combined with our integrated approach to science instruction truly allow for our students to learn and demonstrate their learning in a variety of ways.

Health and Physical Education

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

To enhance the quality and consistency of the Physical Education program, PLN GPC will formally utilize the evidence-based CATCH Program- CATCH stands for a Coordinated Approach to Child Health. Over 120 peer reviewed scientific publications support the effectiveness of CATCH in increasing physical activity and healthy eating and reducing overweight and obesity. CATCH promotes physical activity and healthy food choices in preschool through middle school aged children and their families. CATCH is based on the CDC Whole School, Whole Community, Whole Child model in which health education and the creation of a healthy school environment, and family/community involvement work together to support youth in a healthy lifestyle. The Physical Education teacher along with Campus Aides and Instructional Assistants will receive a full day training on the program delivered by the CATCH program certified trainers. The program includes warm up, cool down and focused activities to foster physical health along with ample developmentally appropriate materials teachers and students can use to learn customized ways to lead healthy lifestyles and have fun. Skills and activities involve a variety of techniques including teacher and/or peer demonstration, scaffolding when teaching new games or activities, and whole group, team, squad and individual assessments.

CATCH's parent materials encourage parents to learn about teaching their children healthy living skills, becoming healthy living role models, and teaching other parents how to reinforce in school learning. CATCH Kits provide letters to send home to parents, agenda items for PTA meetings, and guides to selecting a CATCH champion on each campus. CATCH strives to give all parents and family/community members the tools to create and sustain healthy habits at home and in the community.

Art

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

INNOVATIVE COMPONENTS OF THE INSTRUCTIONAL PROGRAM

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

Integrated Services Delivery Model

The students and families that PLN GPC serves face a variety of challenges that impact learning; the school recognizes that it is imperative to address these social, emotional, and behavioral issues within the context of a high-quality education so all students can reach their potential. PLN offers an integrated service delivery model, bringing critical and targeted social, clinical, and family services supports to students at the school site and in their homes. For example, if a teacher observes a student is struggling with distractibility or paying attention, the teacher can submit an Integrated Services Referral form so the student's needs can be discussed in a multidisciplinary team including Special Education, Mental Health Services, School Administration, and Afterschool staff. The goal is to discuss student's needs and identify next steps including potential referrals to additional services.

Interdisciplinary Learning

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

Developing Academic Language

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

Deep Parent Engagement and Skill Building

PLN GPC is deeply committed to engaging parents in meaningful ways and to building their leadership and capacity. Parents actively engage with the school through workshops, learning opportunities, advocacy and leadership training, and more. When surveyed, 80% of PLN GPC parents report feeling confident in their ability to ensure the school is meeting their child's needs. In addition, 88% of parents report feeling that their voice matters in their child's education and community. Lastly, 72% of parents report feeling that they have the skills necessary to make change in their community.

Community Partnerships

With more than 35 years of serving students and families from the Greater Los Angeles area, PLN has developed strong community partnerships with other mission-aligned organizations. Our schools work with some 20 partner organizations to provide enrichment activities for our children and families and/or to extend the continuum of care. These partnerships result in a variety of programs and services, all overlapping to support students and families in realizing their maximum potential in academics and in life.

To support the Gratts children, their families and their community, PLN has multiple partnerships and has been operating programming in the Pico Union/Westlake area for more than 20 years.

Para Los Niños' work of excellent education is supported through the development of strong social-emotional skill building, Para Los Niños utilizes the Caring Schools Community curriculum in the classroom and around campus, this involves not only classroom activities, but home based activities that mirror the classroom activities. To support deeper skill development of students who need additional support we offer small group social skills groups utilizing the skill-streaming curriculum led by our School Case Manager and co-facilitated with a therapist. For these same students and families, or those that need more intense services, we also utilize engage them in mental health services where our therapists coordinate treatment with teachers and school administration as well as with the parents and caregivers. Students and their caregivers are supported with the utilization of specific evidenced based practices that target children 0-6 such as Child-Parent Psychotherapy (CPP) and Managing Adaptive Practices (MAP).

Para Los Niños' work with powerful families is not only supported by the work above, but through a myriad of programming and partnership. PLN offers school based and in-home targeted case management services, concrete supports, monthly family socialization activities, parenting classes, child development classes, and support groups ranging from domestic violence support groups to loss and bereavement support groups. These are provided directly by PLN or through partnerships with community organizations such as the Children's Bureau, Children's Institute, Inc., Korean Youth Community Center, El Centro del Pueblo, Peace Over Violence, St. Anne's, Central City Neighborhood Partners, and Our House.

Para Los Niños also supports the economic and workforce development of young parents just half a mile from Gratts through our work with Mayor Eric Garcetti's Economic Workforce and Development Department (EWDD) providing subsidized employment opportunities, job skills training, interview preparation, resume writing, and internships at various city departments, local business and health care and entertainment organizations. Through our partnership with EWDD and LAUSD, we also support parents and young caregivers in completing their High School diploma, engaging in continuing education at either higher education or a technical training institution. Lastly, we also support the health and wellness development of our students and families through parent and caregiver participatory education around culturally coherent nutrition education through our PLN Champions for Change work with the Department of Public Health. We also integrate partners throughout the community to address other health issues from Cedars Sinai mobile unit to support immunizations to Vision to Learn's support for free eyewear for students.

Para Los Niños' work promoting strong communities is done by the work above, and also through our programming that supports community transformation through two strands, (1) Parent/Caregiver/Resident capacity building and (2) School Administrator and Teacher Capacity Building. Parent/Caregiver/Resident capacity building is done through neighborhood leadership groups in the zip codes surrounding Gratts Primary Center and on the Gratts campus that focus on preventatively addressing community trauma through building resident capacity around resiliency (through the utilization of the Community Resiliency Model), leadership, advocacy, community engagement and evaluation. Teacher and administration capacity building around trauma and resiliency is done through multiple Professional Development sessions and on campus Trauma-Informed Behavioral Health coaches that provide one-on-one or grade level personal/professional development around trauma and

resiliency, self-care, self-awareness, self-regulation and de-escalation strategies. This work is done through a partnership led by PLN and funded by LA County Department of Mental Health that involves LAUSD, Pathways LA, Asian Pacific Counseling and Treatment Center, St. Anne's, Children's Bureau, and Peace Over Violence that involves not only Gratts Primary Center but extends to LAUSD's Local District Center and East. PLN also partners with the Mayor's office of Immigration by offering various Immigration supports on campus to build caregiver capacity around the immigration rights and to offer pro-bono legal support for those that may require it. On a more school based level, PLN supports our parents and caregivers involvement in the school community through PLN's English Learner's Advisory Council, School Side Council, Parent Cafés, and volunteer opportunities.

Instructional Leadership Teams

PLN GPC has established teams of teachers and leaders and trained them to drive teacher coaching and professional development at the school site. Instructional Leadership Team (ILT) members also play a vital role in supporting new teachers and grade level teams. Instructional Leadership Teams serve as critical actors (and leaders) in guiding and shaping the instructional progress and climate/culture of the school (and the broader school network). Members of these teams, selected to represent a variety of skill sets, experience and perspective, work alongside school leaders to analyze data, develop professional learning opportunities and model/coach and support their colleagues. ILT members also work network-wide to establish and maintain coherence and consistency throughout the PLN schools in regards to initiatives and priorities. ILTs work in partnership with school leaders to create the conditions within a school that enable teachers to help their students learn and achieve. This is a leadership opportunity for teachers and a chance to develop new skills and practices while focusing on improving teaching and learning schoolwide.

Foundational Skill Development

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

STEAM-BASED Learning

To prepare students for 21st century careers, PLN GPC students are exposed to learning in the STEAM fields, including hands-on science, mathematics, and digital learning. PLN GPC hopes to create an early STEAM pipeline that will develop innovative scientific mindsets and competencies through hands-on digital learning and scientific inquiry. This is evident through our inquiry based approach to content.

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

Social-Emotional Learning

We place student social and emotional health in a position of priority support, cognizant that strong social and emotional skills are directly tied to strong academic outcomes, positive and sustained social relationships, and more active civic participation. Nearly 100% of our students live in extremely economically disadvantaged homes. The stress and trauma associated with poverty is seen every day in our school communities, through disruptive and negative behavior, challenges in self-management and

self-esteem, and the majority of parents (70%) expressing concerns about their abilities to support the behavioral development of their children.

From birth, we are hard-wired to experience 6 emotions—sadness, joy, disgust, anger, surprise, and fear—whereas other emotional responses – such as humility, forgiveness, sympathy, and cooperation—are learned responses.

If we think of the range of emotions as the notes on an “emotional keyboard,” children who grow up in poverty may come to school able to play only a few notes. Our social and emotional competence priority expands the repertoire of our students, providing them with opportunities to develop and practice skills to engage in meaningful and positive relationship building. Given that the majority of our students spend an average of 10-12 hours a day at school, we are in a unique position to positively impact the socioemotional competencies that will support them in navigating the complex social and developmental dynamics of schooling – a microcosm of the cognitive and social experiences that will inform the ways they engage society, the workforce and their own children in the future. Unlike many reform efforts that are seen as something added, implementation of this curriculum is value added; creating a climate of shared ownership and caring community throughout the school.

We provide explicit social-emotional skill building opportunities daily through community circles, integration of social-emotional objectives into academic lessons, and consistent language across the school about self-awareness, self-regulation, social awareness, relationship skills, and responsible decision making (CASEL competencies). We engage parents in learning about and fostering social and emotional competency building through at-home activities that mirror what students are discussing and learning at school, and we annually measure student growth in areas related to senses of connection, competence, and belonging.

INTERVENTION

Whether a student is performing above grade level and needs an additional challenge or a student is performing below grade level and needs additional support to meet grade level benchmarks we have a variety of programs which assist our students.

PLN GPC offers a multitude of enrichment opportunities, many of which are supported by our afterschool program. These include engaging science and math activities, field trips, afterschool and weekend programs for students and families. For example, during the summer of 2019, in addition to targeted intervention programs for our students approaching or below benchmark, we also offered an enrichment course to students reading above grade level. These students spent the summer engaging in rigorous texts and completed a culminating project in which they utilized Microsoft PowerPoint to present their learning to others. Not only did this expose students to technology, it also challenged them to utilize academic language in a different way.

In addition to offering enrichment, we also ensure that our students performing below grade level receive the supports they need to be successful. Throughout the year, administration, teachers and support staff are constantly monitoring summative and formative assessments to monitor student progress. We often utilize DIBELS Next benchmarks and progress monitoring data, reading level, phonemic awareness exams, and high frequency words to identify students who are having difficulties with early literacy skills and place them in a targeted skill group based on their needs. During the 2018-

2019 school year, based on student data a variety of interventions were carried out to support students. These include:

- Afterschool intervention led by teachers (serving approximately 90 students-1:10 teacher student ratio))
- In class interventions led by teachers and instructional assistants (serving the majority of students 10-15 points away from meeting DIBELS Benchmark goals)
- Additional support staff (in addition to instructional aides) leading skill groups in class (approximately 120 students serviced)
- Summer school intervention led by teachers (approximately 130 students serviced)

In each of these cases, students were grouped into different skill groups based on their identified needs. In addition, within a given skill, students' historical data was examined to determine the specific teaching points necessary to ensure their progress. In addition to examining student data and ensuring students are appropriately placed, another critical component of our intervention programs is that teachers are given the appropriate materials to lead the intervention. Each teacher was given a specific scope and sequence and instructional minute breakdown based on the needs of the skill group they taught. In addition, they were given a series of games and activities as well as detailed lessons to follow. This systematic and consistent examination of data and planning is a critical part of how we monitor and ensure the success of our students and their mastery of foundational literacy skills.

PLN GPC offers a variety of enrichment opportunities for students. Our afterschool program is one such opportunity. Our afterschool program serves 140 students and is focused on academic enrichment, while recognizing afterschool as an opportunity to teach youth socialization skills as well as valuable lessons about sharing and cooperation. Through a variety of partnerships, in addition to clubs and activities offered in afterschool, we have a variety of partnerships which provide a variety of partnerships which expose students to everything from music to science enrichment. For example, CHISPA® is a national network of science museums and afterschool programs affiliated with ASPIRA and the National Council of La Raza (NCLR), working together to build stronger communities and increase the engagement of Hispanic children and their families with science and local science resources. With the assistance of this program our students have an opportunity to participate in biweekly hands-on innovating science activities. In addition, the Young Musicians Foundation provides weekly instruction where they learn music fundamentals and cultivate an appreciation for different musical genres, such as classical, cultural, rock, jazz and more. Students have the opportunity to learn about nutrition and healthy eating during small bites cooking classes in which students make a classroom friendly snack recipe with their teachers.

In addition, our After-School program also offers students with "kids choice" clubs where they have an opportunity to participate in different club based activities. The clubs offers a range of activities from dance, music, singing, drama, cheerleading, drawing, sewing, painting, silk screen, cooking, healthy choices, fitness, reading, yearbook, journalism, leadership, scrap booking, art & crafts, photography, science, fashion, game boards, self-expression, sports clubs and a variety of visual and performing arts. Lastly, the After School Program team members take the children and youth on off-site field trips whenever possible. We plan activities that are culturally diverse, fun, entertaining, educational, and hands-on. With the help of our community, we are able to expose our children/youth to community-helping organizations such as fire and police personnel, local businesses, college and university tours, local libraries, museums, art studios and much more.

CURRICULAR AND INSTRUCTIONAL MATERIALS

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

Content Area	Resources
English Language Arts	EL Education (including Decodable Texts, Authentic Texts & Trade Books) Raz Kids Leveled Books Classroom Libraries Florida Center for Reading Research
Spanish Language Arts	Estrellita Accelerated Beginning Spanish
Math	HMH Math Expressions HMH Getting Ready for SBAC Testing
Science	Standards Based Instruction Expeditionary Learning Labs
Social Science	Standards Based Instruction
ELD	LAUSD Start Smart
Art	Art Division Curriculum
PE	CATCH
Social Emotional Learning (SEL)	Caring School Community Social Emotional Program

INSTRUCTIONAL METHODS AND STRATEGIES

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

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

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

Direct instruction and inquiry-based instruction

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

Curriculum of Inquiry

Student interest is generated and questions drive the curriculum toward understanding of the concepts and big ideas. Grade-level planning is an essential component of lesson planning. Teachers work together to formulate lesson plans that include experiences that initiate student questions, vocabulary building and critical thinking. Particular attention is paid to the unique needs of English Learners. Discussion time is built into all lessons. It is through these discussions with children that ideas and projects often arise. It is the teacher's role to include these ideas into the curriculum planning. There is considerable thought given to the materials needed, and parent and/or community support and involvement.

Accountable Talk

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

Collaboration

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

Formative assessment

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

Cycle of Inquiry

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

Representational Development/Formative Assessment

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

Teachers as Researchers

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

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

Children learn best when they are offered an educational approach that builds on their prior knowledge, offers a range of first hand experiences, provides a variety of ways to show conceptual understanding, fosters opportunities to ask questions, investigate solutions, build conceptual understanding and solve problems. Ultimately, students develop a range of skills such as critical thinking, creativity, collaboration and communication, which successfully prepare them to continue their education into the 21st century. To promote and foster these skills, our educational approach includes interdisciplinary planning and instruction, project and inquiry-based teaching and learning and the integration of both the visual and performing arts. Our teachers are expected to design engaging experiences for their students using the California Common Core State Standards (CA CCSS), Next Generation Standards and California content and performance standards as the learning goals.

We also believe that children's learning opportunities are maximized when they are in a safe environment, where children are valued for who they are and what they bring to the learning context, and where questioning and inquiry are not only encouraged, but also expected. We understand that we must address the whole child-the academic, psychological, cultural, social, emotional and physical development - in the context of the family, ensuring that the Para Los Niños approach to education is systematic, integrated and comprehensive.

PLN GPC teachers guide instruction through data and foster a data-driven environment to monitor student progress through multiple measures that are synthesized into a comprehensive assessment system (baseline, formative, benchmark, performance and project-based assessments). In addition, the documentation process promotes reflective teaching practice, ensuring that we are continuously refining instruction. By merging research and practice, teachers can make instructional decisions that move students toward the learning goal. Assessment and learning goals are aligned at every educational stage. Teachers provide multiple assessments to document student progress in all learning domains.

Benchmark assessments and trimester grades must be linked to the CCSS and other California standards in all subject areas. Ecological data creates a picture specific to the child within the PLN Educational Model while standardized data completes the picture for analysis within similar and comparative groups.

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

Supporting Technology Related Skills

Each classroom is equipped with a technology cart for instructional use by the teacher containing a projector, document camera and iPad tablets. The tablets are equipped with instructional applications designed to be used independently by students. Our curricular program, framed by science inquiry, includes rigorous, standards-based core programs. We see technology as a way to help students improve their motor skills and attain the 21st century skills necessary to succeed in school and life. We know that technology is extremely important to their academic achievement and professional excellence well beyond school-age years.

At least once a week, students are required to engage in an educational software program independently because NETS standards are applied at each grade level in a manner consistent with grade level appropriate content and expectations. The ultimate goal is to familiarize students with engaging in academic content through technological devices such as tablets and computers. Students must be prepared, even at primary age, to engage in computer-based assessments and project-based assignments requiring multi-media.

Built into our mathematics curriculum, we utilize a variety of digital tools. These include HMH Math Expressions iTools which allows students and teachers to use digital manipulatives and simulations to show problems. In addition, we also utilize HMH Math Expressions Mega Math which reinforces the topics students are learning in the classroom, providing a challenge for students who have demonstrated mastery of a topic and allowing additional practice to students who need more support.

Over the past five years, our students have utilized a variety of programs to build these skills. These programs include Raz Kids, which allows students to read leveled texts independently and allows for teachers to individualize literacy activities to target students unique needs. ST (Spatial- Temporal) Math is designed for elementary students and provides courseware that employs a learner’s spatial-temporal reasoning abilities to explain, understand and solve multi-step math problems. Students have also utilized programs like Discovery Education and Brain Pop Jr. to learn more about standards based topics.

Transitional Kindergarten

PLN GPC offers Transitional Kindergarten (TK) in accordance with State Policy. Our stand-alone TK program is the first year of a two-year kindergarten program provided to students who do not meet the age eligibility for kindergarten; however, the TK program can be a single year program on a student by student basis in concert with the parent/guardian and student achievement/First Grade readiness data. The TK program offers a Reggio-inspired, constructive approach that supports children's love of learning and social and emotional readiness. Through meaningful projects and investigations, students can develop their critical thinking and creative skills.

The program provides students with a school experience that is developmentally appropriate and will better prepare them for the following grade. It offers students the opportunity to develop basic fundamental academic skills, such as the sound/symbol recognition, numeral recognition and quantity discrimination, color recognition, identification of shapes, oral language skills, socio-emotional development, and early reading and writing and other skills needed for kindergarten but taught at a slower pace. TK also accustoms students to the rules, expectations and school schedule, enabling a better transition for the following school year. The TK program follows the requirements of SB 1381 in providing a modified curriculum that is both age and developmentally appropriate, which allows students to move on to kindergarten or first grade the following year, depending on their social and academic development.

ACADEMIC CALENDAR AND SCHEDULES

ACADEMIC CALENDAR

A draft 2020/2021 academic calendar can be found below.

The PLN GPC school year is similar to a traditional single-track calendar with 180 instructional days, divided into three trimesters. We exceed the number of annual instructional minutes as set forth in Education Code 47612.5. Students are dismissed at 2:45pm on Mondays, Tuesdays, Thursdays and Fridays and at 1:15 pm on Wednesdays. Teachers have an additional 12 days devoted to professional development, nine of which occur before the school year begins during PLN’s Educators Institute, and three during the year.



Para Los Niños Charter Schools | 2020-2021 DRAFT CALENDAR

August

17 No School for Students
18 First Day of Instruction

AUGUST 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10 instructional days

September

4 Admissions Day
7 Labor Day

SEPTEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

20 instructional days

October

OCTOBER 2020						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

22 instructional days

November

9-16 Parent Teacher Conferences
11 Veteran's Day
23 - 27 Thanksgiving Break

NOVEMBER 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

15 instructional days

December

Dec. 21-Jan 8 Winter Break

DECEMBER 2020						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14 instructional days

January

11 Classes Resume/Second Semester Begins
18 Dr. Martin L. King Jr's Day

JANUARY 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

14 instructional days

FEBRUARY 2021

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

18 instructional days

February

12 No School for Students
15 Presidents Day

MARCH 2021

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19 instructional days

March

22-29 Parent Teacher Conferences
26 Cesar E. Chavez Birthday Observed
29- April 2 Spring Break

APRIL 2021

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

20 instructional days

April

MAY 2021

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

20 instructional days

May

31 Memorial Day

JUNE 2021

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

8 instructional days

June

10 Last Day of Instruction
11 Last Day for Teachers

- Early Dismissal
- Holiday
- No School for Students
- Classes Not in Session

Hours of Instruction:
Mon., Tues., Thurs., Fri 8:00 AM-2:45 PM
Wed., 8:00AM-1:15 PM

Instructional Days
Total = 180

SAMPLE DAILY SCHEDULES

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

Sample Regular Day Schedule (TK-2)

Time	Subject	Minutes
8:00-8:20	Caring School Community Classroom Meeting	20
8:20- 9:20	Literacy Instruction: EL Module (Reading, Writing, Integrated ELD)	60
9:20-9:45	Literacy Instruction: Michael Heggerty's Phonemic Awareness & Interactive Read Aloud/ Shared Reading	25
9:45-10:05	Nutrition & Recess	
10:05-11:00	Literacy Differentiated Mixing: Foundational Skills Block	55
11:00-12:05	Math & Small Group Math Centers	65
12:05-12:15	Art (30 minutes a week total) / Library (20 minutes a week total)	10
12:15-12:55	Lunch	
12:55- 1:20	Science/ Labs (x2) & Social Science (x2)	25
1:20-2:20	Designated ELD	60
2:20-2:45	PE	25
	Total Instructional Minutes:	345

Sample Minimum Day Schedule:

Time	Subject	Minutes
8:00-8:20	Caring School Community Classroom Meeting	20
8:20- 9:20	Designated ELD	60
9:20-9:45	Literacy Instruction: EL Module	25
9:45-10:05	Nutrition & Recess	
10:05-11:00	Literacy Differentiated Mixing: Foundational Skills Block	55

Time	Subject	Minutes
11:00-12:00	Math & Small Group Math Centers	60
12:00-12:15	Literacy Instruction: EL Module & Michael Heggerty's Phonemic Awareness	15
12:15-12:55	Lunch	
12:55-1:15	Social Science/ Science	20
	Total Instructional Minutes	255

INSTRUCTIONAL DAYS AND MINUTES

Per Education Code § 47612.5, all kindergarten students are to experience a minimum of 180 school days and 36,000 annual instructional minutes, while first and second grade students are to experience a minimum of 50,400 annual instructional minutes. As a result of having an extended instructional day, kindergarten students at PLN GPC receive instructional that substantially exceeds the minimum required for traditional and charter public schools under California Education Code § 47612.5 by 22,770 minutes. First grade and second grade PLN GPC students exceed statewide instructional expectations by 8,370 minutes.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	143	345	0	0	37	255	0	0	180	36000	58770	22770
1	Yes	143	345	0	0	37	255	0	0	180	50400	58770	8370
2	Yes	143	345	0	0	37	255	0	0	180	50400	58770	8370

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

Professional development is essential for the successful delivery of PLN GPC's mission. The principal, in collaboration with an instructional leader, organizes, and conducts ongoing professional development. Our schedule allows the principal to meet regularly with individual faculty members to address specific areas of growth in addition to the regularly planned professional development periods. The topics detailed in the professional development plan section below support PLN GPC faculty as they implement the curricular program. In addition, the principal arranges for experts in relevant areas of education to work with PLN GPC teachers. Professional development consultants conduct demonstration lessons in a pre-selected classroom for teachers to observe. During these days, teachers meet in TBP or SEI groups and debrief and provide feedback. Our educational consultants

also conduct walkthroughs (at times with the principal and at times alone) and we meet at the end of the day to provide feedback and debrief about lesson observations.

The weekly school schedule is structured to allow teachers professional development time during the normal work hours. On Wednesdays, students are released at 1:15 to allow teachers to attend professional developments and collaborate with grade level teams. These regular professional development times include guest speakers and trainers, grade level planning meetings, whole faculty planning meetings and small group planning. There are approximately eight professional development days planned during the two weeks prior to the start of school, and include agency-wide and site-specific trainings. There are four pupil free professional development days where teachers engage in agency-wide training and planning opportunities. Professional development topics are selected based on the needs of the faculty. Currently, we have a group of teachers who are largely new to the profession, and our focus areas are balanced literacy, classroom management, assessment and interdisciplinary planning.

We are implementing curricular and assessment programs that are both rigorous and require specialized skills. We support our teachers by giving them access to experts in the field and the time they need to explore and implement our programs to the fullest. In Los Angeles, we are fortunate to be surrounded by universities in which some of the most exciting and cutting-edge research on and thinking about education is happening. We have strong relationships with universities, museums and the like in order to draw from their ongoing understanding of best practices in education. Our Education Advisory Council has been instrumental in assisting our efforts to improve our programming.

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

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

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

At the beginning of the year, the principal plans professional development calendar. In the third month of the school year (October), the principal modifies the professional development plan to adjust to teacher needs, strengths and interests. The following topics comprise a list of topics for the 2019-2020 school year:

- Routines and Procedures- Positive Behavior Support Plan
- LCAP Goals and Para Los Niños Strategic Plan
- 2018-2019 End of Year Data Review-Areas of Growth and Areas of Need
- EL-Education curriculum grade level planning (new curriculum implementation 2019-2020)
- ELPAC Initial Training
- EL-Education Reading Foundational Skills Block
- Data and Small group instruction/Academies
- Social Emotional Learning-Community Circles
- Data Reviews-BOY Benchmark Assessments
- EL-Education English Language Development strategies planning- Designated and Integrated
- English Learner Monitoring- Potential Reclassification identification
- Math Expressions-Getting Ready for SBAC

Recruiting Qualified Teachers

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

We employ teachers who meet the requirements of ESSA and hold a California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which teachers in California public schools are required to hold. Teachers hold a multiple-subject credential or the equivalent and at a minimum, all teachers will have a CLAD certificate. (See also Element 5.) We strongly prefer all teachers to have a BCLAD certificate to support our English Language Learner population (this authorization is required for transitional bi-lingual instruction).

PLN GPC recruitment and selection procedures and practices include notifying qualified PLN staff of available positions concurrent with external recruitment efforts, interviewing applicants personally, and obtaining three employment references. The Para Los Niños Human Resources Department maintains complete records and the use of standard interview questions that comply with employment and labor laws. The following recruitment strategies are used to recruit and attract top talent: a partnership with local universities, local newspapers (Los Angeles Times), web-sites (paralosninos.org, Monster.com, CareerBuilder.com, Indeed.com), California Association of Charter Schools, colleges with teacher education programs, job fairs, word of mouth, personal contacts, and applicant files. All hiring follows Para Los Niños' written procedures for recruiting, hiring and interviewing potential employees.

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

MEETING THE NEEDS OF ALL STUDENTS

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

The following structures assist in meeting students' individual needs:

- Small class sizes allow teachers to develop a deep understanding of individual student strengths and needs;
- A minimum of 45 minutes of planning time each day, plus an additional hour of weekly grade level planning time for teachers to modify and lessons to meet the needs of individual students;
- Frequent professional development time allows teachers to learn from each other's varying expertise in differentiating instruction;
- Integrating instruction and curriculum across academic disciplines allows students to demonstrate their proficiency in a variety of ways, promoting motivation and skill transference;
- Multiple and varied opportunities for communication between teachers and parents supports the PLN GPC commitment to personalizing instruction; and
- Authentic and varied forms of assessment are used to identify differentiated instructional techniques for students in need of interventions and additional supports.

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

Students achieving above grade level are identified through classroom-based assessments given early in the school year. Running reading records, math assessments and writing assignments and other classroom projects also yield the type of data that help teachers identify students performing above grade level. Students scoring in the 80th percentile or higher on benchmark assessments (DIBELS and Math Expressions) are identified in the first trimester in each grade level as achieving above grade level. Our universal assessment also provides data that teachers can use for identification purposes. Kindergarten and First Grade students may qualify for the Gifted and Talented Education program in the area of intellectual ability beginning the second semester of Kindergarten through the GATE identification process.

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

parents. This team clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and counsels the parent, teacher and student.

ENGLISH LEARNERS

According to data from the California Department of Education website, during the 2019-2020 school year, PLN GPC enrolled 216 English Learners (ELs) comprising approximately 75% of the student population. PLN GPC serves its EL students in accordance with all applicable Federal and state laws and regulations. It is our goal that English Learners develop oral, written, and reading language proficiency in order to have access to high-quality educational opportunities.

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

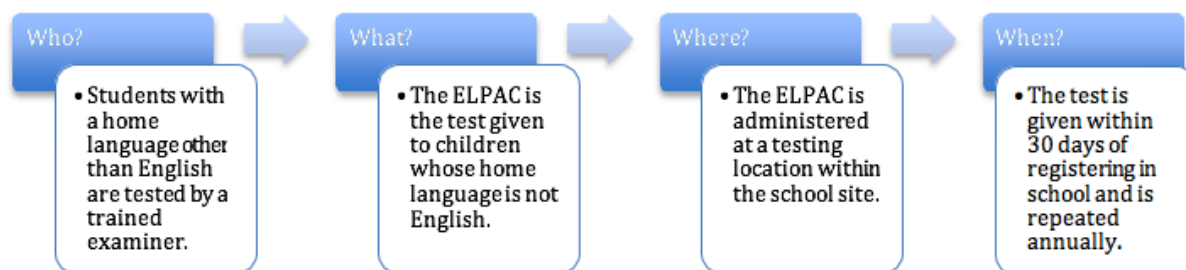
There are two instructional programs available to English Learners at PLN GPC: a dual language program and a Structured English Immersion (SEI) program. All English Learners receive a daily English Language Development lesson, a daily physical education class taught in Sheltered English and weekly art classes taught in Sheltered English. PLN GPC implements LAUSD's English Learner master plan.

Process for Identifying ELs

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

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

administered to students who are unable to participate in the ELPAC test, according to the guidelines set forth in the student's IEP.



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

Educational Program for English Language Acquisition

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

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

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

PLN ensures that students are provided with academic instruction for ELs that emphasizes comprehensible input designed and implemented so that respective grade level standards are being followed along with appropriate scaffolding, thereby providing ELs access to the core curriculum (Krashen, 1987). Those EL students who do not meet grade level standards in a reasonable amount of

time will be provided a plan that will assist them with their academic, linguistic and social/emotional success, that may include additional interventions (such as tutoring or small-group instruction), academic assessment, and family services interventions.

SDAIE

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

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

GLAD Strategies

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

How The Program Will Meet The New State ELD Standards And Use The Results Of The CELDT/ELPAC to Support and Accelerate Student Progress

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

- Provide Designated and Integrated ELD time focused on the California ELD standards
- Ensure implementation of Integrated ELD support in the rest of the student's content courses
- Receive differentiated supports during the instructional day and, if the parent consents, after school tutoring
- Have additional support staff to provide targeted intervention for ELD
- Engage in social interaction and culminating projects to apply new vocabulary and oral language development
- Use technology to increase their exposure to the English language.

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

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

Each day a minimum of 60 minutes of time is dedicated to ELD for English Learner students, in accordance with LAUSD policy. Classroom teachers all hold proper EL authorization in order to provide high quality ELD instruction to EL students. The following research-based instructional approaches are provided to ensure English Learner students have access to high quality educational opportunities:

- Specially Designed Academic Instruction in English (SDAIE)
- Guided Language Acquisition Development (GLAD)
- Speaking and Listening Checklist (EL-Education)
- Graphic organizers
- Frontloading of academic vocabulary
- Total Physical Response (TPR) (Díaz-Rico & Weed)
- Start Smart LAUSD Designated ELD Curriculum
- State adopted and other supplemental ELD resources

Additionally, professional development is provided to teachers, administrators, and school support staff in the stages of language acquisition, the systematic ELD curriculum, and structures to practice language to ensure quality implementation of the instructional model. These topics fall under the umbrella category of strategies for English Learners in our Professional Growth plans. All of the teachers at Para Los Niños are authorized to teach English Learners through certification by The California Commission on Teacher Credentialing (CCTC). All teachers are all fully credentialed and have

a CLAD or BCLAD credential. All teachers have intimate knowledge of their students varying abilities through formal test data, regular communication with core teachers, and informal weekly assessments. Primary language support in Spanish is provided by either the classroom teacher or other qualified staff member(s).

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

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

- EL students will progress one ELD level each year using the ELPAC assessment as a form of measurement as well as an individual ELD portfolio;
- Due to the limited grade span at Para Los Niños – Gratts Primary Center, our reclassification rate will meet or exceed the average reclassification rate for primary centers and similar TK-2 schools in LAUSD, for example, Maple Primary Center, Fenton Primary Center, Riordan Primary Center, Washington Primary Center, Lexington Avenue Primary Center, Lake Street Primary Center and Mariposa- Nabi Primary Center (Source: California Department of Education, EL Reclassification Data, 2017-2018);
- Comparison of EL performance in accordance with the norm benchmarks set by the DIBELS assessment system for the performance of English-proficient students of the same age enrolled at PLN schools.

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

Process And Specific Criteria For Reclassification

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

- Language proficiency will be assessed by the ELPAC overall score of 4.
- The students' mastery of grade level English and Spanish Language Arts curriculum as assessed by the classroom teacher. Student mastery is based on classroom level assessments aligned to the CCSS for English and Spanish Language Arts, which is reported on all progress reports and report cards. Students must achieve a minimum score of 3 (proficient) in Language Arts (reading, writing and speaking and listening) on the most recent trimester report card.
- Comparison of the student's performance in basic skills against an empirically-established range of performance in basic skills based upon the performance of English-proficient students of the same age. Students meeting or exceeding the benchmarks for the grade and time of year that the test is administered will be considered for reclassification.
- Parental input as a response to notification of ELPAC scores, academic progress reports and the reclassification process.

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

The testing coordinator will continue to monitor student performance for two years after reclassification in accordance with existing California regulations and Title III of the Elementary and Secondary Education Act (ESEA). EL's and RFEP's are monitored on an ongoing basis by the classroom teacher, through the implementation of the school wide ELD program and its embedded assessments and through ongoing classroom observations and the collection of anecdotal data. Classroom teachers administer running reading records three times each year to ascertain each student's exact reading level. All students take the DIBELS Language Arts assessment three times each year as well as the Math Expressions curriculum assessments. Parents are provided with progress reports at the conclusion of each trimester. This comprehensive progress monitoring system ensures that both English Learners and Reclassified students are on track for academic success.

Process for Monitoring Progress and Supports for Long Term English Learners (LTEs)

PLN GPC charter identifies that we serve students in grade levels TK-2. Therefore, within the context of our current grade level configuration, we do not have students who qualify as Long Term English Learners.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

All students are challenged by differentiated instruction in the classroom, additional challenge activities in each subject, and enrichment opportunities intended to meet their specific learning needs. Due to the nature of the curriculum and methodology employed at PLN GPC, children are able to explore concepts in greater depth. We utilize the LAUSD GATE identification process. Students demonstrating high intellectual ability as evidenced in classroom work and as identified by PLN GPC school staff, will be referred to the LAUSD by the principal to begin the fee-for-service testing process. Students in the second semester of kindergarten and in first grade may qualify under the category of intellectual ability.

In order to ensure high performing students are provided enrichment, teachers consistently analyze student data and performance to inform their instructional focus and promote appropriate opportunities for individualization. They use this information to scaffold or accelerate the pace of learning activities that target the needs of all students. The accelerated pace at which gifted and talented students learn information requires flexible pacing strategies such as: skill grouping, curricular compacting, and contracting (Daniel & Cox, 1988). This is further supported by the mixing within grade levels based on skill levels. This allows students identified as GATE or students achieving above grade level to work on more advanced projects and tasks which challenge them. Student progress is monitored through the implementation of classroom assessments including running reading records, formative assessments, benchmark assessments in math and DIBELS benchmarks assessments in the fall, winter and spring of each year.

STUDENTS ACHIEVING BELOW GRADE LEVEL

PLN GPC uses a variety of measurers to identify students who are not yet meeting the grade level benchmarks. One of the primary ways PLN GPC identifies students in need of additional support is by participating in universal screening for early literacy skills using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments in the fall, winter and spring. When examining students DIBELS

scores, our testing coordinator, administration, teachers and other support staff examine this data in a variety of ways. While we examine students overall score and performance band, we also spend extensive amounts of time analyzing students historical data and their growth. In addition, we look at the most foundational skills and ensure students have strength in those, before targeting more complex skills, to ensure that all students have the strongest foundation possible in their early literacy skills, setting them up for continued success.

In addition to DIBELS, PLN GPC uses a variety of formative and summative assessments to monitor student progress. These include assessments within expeditionary learning which test students' knowledge of a range of topics including speaking and listening, letter sound fluency, decoding skills, phonemic awareness, and fluency. In mathematics, PLN GPC uses curriculum based assessments including but not limited to, unit tests and quizzes. In addition, PLN GPC utilizes mclass Math to test students' foundational math skills. Based on the data, progress of students and benchmarks, teachers create specific goals for students. Based on these goals, teachers identify the supports necessary for students to reach those benchmarks. These supports can include interventions in the classroom both from the teacher and instructional aide, summer school taught by teachers, parent- student after school support through our school library or after school support with teachers. In addition, during mixing, students work in differentiated groups for an hour daily, with both a teacher and instructional aide, depending on the supports students need. Classroom interventions are carefully designed by instructional staff to meet the needs of the student and fill any gaps they may have in their learning.

We use the Response to Instruction and Intervention (RtI²) approach to identify students falling into either category (above grade level and below) and intervene with modifications to the curriculum to encourage growth. Students referred to the Student Success Team are monitored through the SST process. Students who do not have SST's are monitored by the classroom teacher. We are committed to engaging in comprehensive strategies for all students enrolled at PLN GPC.

SOCIOECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

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

A core component of our Integrated Service Delivery Model is wraparound services for families who require social services or mental health care. Our comprehensive care culture aims to provide effective and accessible health services to our students and families, and to increase the potential of students to achieve personal and academic goals through better health. In addition, the physical environment of school is welcoming and safe, includes stimulating and varied materials, and is aesthetically beautiful.

Safe School activities promote a safe place for children whose home neighborhoods are often characterized by some of the common byproducts of poverty: neglect, violence, or both. Students have ample opportunities to play and work outside. A full spectrum of nutritious food is offered during nutrition and lunch.

STUDENTS WITH DISABILITIES

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

STUDENTS IN OTHER SUBGROUPS

Foster Youth

Para Los Niños supports children and families by addressing each child's needs in the context of his/her family and community, and providing comprehensive and accessible supports in our schools. When families enroll in PLN Gratts, office staff identifies any students in foster care. This is then community to our case manager who meets with families to complete and intake and identify the needs or services the family and child may benefit from. Case managers offer the following supportive services: Nurturing Parenting classes (promote empathy and child-rearing skills to prevent abuse, neglect and recidivism); Parent Talk (a space where Protective Factors are promoted and resources are given to caregiver); case management (tokens are given to help with transportation, food and motel vouchers (depending on availability), school uniforms (depending on availability) and resources/linkages for internal and community resources. If the child needs extra support, child may participate in Social Skills groups and may be referred to clinical services for therapy. If family is in case management services, case manager will connect with child's caregiver/foster care provider on a weekly basis (depending on family needs) and child can have daily/weekly check-in sessions with case manager. Depending on the needs of the family, PLN has a variety of systems in place to identify, monitor and meet the needs of foster youth and their families.

Standard English Language Learners

Standard English Language learners are defined as students whose native language is not standard English, meaning their home language differs in form and structure. Students who have demonstrated the need for additional support are identified first by teachers and then referred to our Student Success Team. We utilize a variety of academic indicators to identify students who are at risk. This includes Dynamic Indicators of Basic Early Literacy Skills results, attendance and academic achievement marks. To identify students who are standard English Learners (SELs) we utilize LAUSD's processes and procedures. This includes utilizing the SEL Linguistic Screeners and in the case that additional

information is needed to address the students language needs, the LAS Links will be administered. To support standard English learners we utilize the resources provided by LAUSD's Academic English Mastery Program (AEMP). All teachers at PLN GPC are trained in culturally and linguistically responsive teaching methods and utilize them daily in their instruction. We also utilize the constructive conversation tools provided by LAUSD's AEMP to provide intentional language instruction to standard English language learners. To monitor student's progress we utilize Illuminate Education to monitor their academic progress alongside their progress in the LAS and Linguistic screener to ensure that they are continuing to progress.

A TYPICAL DAY

Sample Regular Day Schedule (TK-2)

Time	Subject	Minutes
8:00-8:20	Caring School Community Classroom Meeting	20
8:20- 9:20	Literacy Instruction: EL Module (Reading, Writing, Integrated ELD)	60
9:20-9:45	Literacy Instruction: Michael Heggerty's Phonemic Awareness & Interactive Read Aloud/ Shared Reading	25
9:45-10:05	Nutrition & Recess	
10:05-11:00	Literacy Differentiated Mixing: Foundational Skills Block	55
11:00-12:05	Math & Small Group Math Centers	65
12:05-12:15	Art (30 minutes a week total) / Library (20 minutes a week total)	10
12:15-12:55	Lunch	
12:55- 1:20	Science/ Labs (x2) & Social Science (x2)	60
1:20-2:20	Designated ELD	60
2:20-2:45	PE	30
	Total Instructional Minutes:	325

7:30 Jason is walking to school with his mother. As he approaches the school he is greeted by parent volunteers and the principal who help run the valet drop off program in front of the school. As he walks through the gates of the school, he is greeted by name by one of the campus aides. His mom watches him enter the gates and waves goodbye, leaving for work.

7:35 Jason immediately walks over to the pavillion where students eat breakfast. As he walks, he is greeted by campus aides who supervise students in the morning as well as some of his peers. He gets in line for breakfast and is greeted by our food service worker, Ms. Maria. He gets his milk, juice, fruit and breakfast sandwich. He goes and sits with his friends and eats his breakfast.

7:50 Jason finished his breakfast and went to line up by the post labeled with his classroom number. His friends are waiting for morning assembly to begin. Principal Rodriguez is walking around the courtyard looking for model citizens to lead the pledge of allegiance and the morning chant. After she has selected 3 students, she returns to the podium. His teacher walks to the class and greets them. He hears the familiar phrase “Good Morning, Eaglets” booming through the speakers. The students shout back good morning eaglets in unison. A student then leads the school through the pledge of allegiance. The principal then announces birthdays and the lunch menu. As the morning assembly comes to a close, 2 students lead the school through the morning chant:

I don't know but I've been told
Off to College is where I'll go
I'll learn to read and write each day
And be so kind in every way
Sound Off
1-2
Sound Off
3-4
Eaglets here we go!

8:00 Jason's class is led upstairs to their classroom by his teacher. His teacher is standing at the door, greeting each student. When it is his turn, he can pick between a hug, handshake, high five or wave. He chooses a handshake because he has been practicing how to shake hands with his right hand, in preparation for first grade culmination where he'll get to walk on stage and receive a certificate. He puts away his backup, places his snack in the snack box and turns in his homework. He then joins his peers on the carpet for morning meeting. Every morning his class sits in a circle for morning meeting. They usually go around and share how they are feeling and then learn something about their feelings or bodies. Today, his teacher picked a book called Peaceful Piggy. They read the book and then practicing breathing just like piggy. Right before the start English, they go over the three school rules:

Be Safe
Be Responsible
Be Respectful

8:30 Jason's class is transitioning to English Language Arts. Today, they are reading a story together about the movement of the sun. Before starting to read, Jason's teacher leads students through a series of stretches that is a model for how the sun moves through the sky. After that, Jason sits with a partner to re-read a part of the story their reading. They have been working on retelling the beginning, middle and end of the story. Jason sits with his partner and re-reads the end of the story and talks to his partner about what happened. His teacher calls the class back to the carpet and they discuss the end of the story by using the pictures to retell it. Then, he gets his reading response sheet and draws and writes about the end of the story. His teacher is walking around helping students. Jason's teacher tells him that she likes that he used labels in his picture. When the timer rings, everyone brings their paper to the carpet and shares with a partner.

9:20 Jason's teachers tells the class that they earned a brain break because she saw every student showing her they know how to SLANT (Sit up straight, lean forward, ask and answer questions, nod and

track the speaker) so the class gets to go on a short walk to the sensory path on campus. Jason loves hopping like a frog so he loves the sensory path.

9:30 Jason's class returns to the classroom and his teacher calls all the students to the carpet and begins reading the book *Ralph Tells a Story*. After his teacher is done reading, they make a list of things they can write stories about during the Writing center later this week.

9:45 Jason is the snack monitor so he goes to collect the snack bin while the rest of his class sings the line up song and lines up quietly. They walk down to the lower courtyard and begin playing. Jason loves riding the tricycle on the race track. After ten minutes, he hears the whistle and lines up with his class to walk to the pavilion tables to eat snack.

10:05 After recess it is time for mixing! Jason goes to Mr. A's class for centers. He lines up in front of Mr. A and walks to his classroom. Jason visits each of the 4 centers for 15 minutes. He cycles between independent reading on Raz Kids using an iPad, playing a fluency game with the instructional aide Ms. C, doing a graphic organizer with the teacher Mr. A, and sight word memory game with his partner.

11: 10 Jason is so excited because today in PE they are playing basketball in the upper courtyard. Ms. G has been teaching him how to dribble the ball.

11:30 Jason returns to his class for math. He sits on the carpet while his teacher shows him how 2 digit numbers can be broken down to tens and ones. Then, he goes to his desk to work with a partner. His teachers tells them a number and Jason and his partner build the number using foam ten sticks and ones. After they did some practice, they work with white boards and show their teacher what they've learned. At the end of math, they work on an exit ticket where they draw ten sticks and ones for the 5 numbers his teacher listed.

12:15 Jason's class lines up for lunch. They get to play upstairs in Tiny Town. Jason pretends he is a fireman with his friends. Jason gets a golden ticket for being safe from a parent volunteer who was helping the campus aide's supervise the yard. He is excited because on Friday he has the chance to win a prize. Jason and his friends and then eat lunch in the pavillion. Today his class is eating whole wheat spaghetti and vegetables.

12:55 After lunch, Jason's class does ELD. Today they are working on fortifying their ideas with evidence in visual texts. Today they are looking at pictures of different activities they do at different times a day. As his teacher explains what they will do that day, Jason practices the sentence starters his teacher has on the board. Jason loves pictures of the sunset and wonders why there are so many different colors in the sky during this time. His favorite part of ELD is when his class does lines of conversation and he gets to talk with lots of different partners.

1:55 Jason's class is working on writing a narrative about the field trip they went on last week they took to LA Plaza de Cultura y Artes. Today they are focused on adding punctuation to their writing. Jason raises his hand and says they should add an exclamation point after the leader of the field trip said "We are going to go to a cooking class to make salsa!" He gets to go up to the board and add it on their story.

2:10 Jason is excited because it is time for science labs. Today he gets to go to the explore lab where he is going to use flashlights and materials to learn about shadows and light. He is excited because some of

the task cards in the explore center let him make animal shadows. Tomorrow they will do social science during this time.

2:40 Jason's class gets ready to go home. Jason's teacher passes out homework folders and they get their backpacks and get in line when their group is called.

2:45 Jason is dismissed and heads to the afterschool program.

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

PUBLIC SCHOOL CHOICE PERFORMANCE

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

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

Charter School's performance will be evaluated in accordance with any and all requirements and procedures of the Public School Choice program.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

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

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES

PLN GPC utilizes a variety of formative assessment measures consistent with the educational program outlined in Element 1 to track student progress towards mastery of the California academic content and performance standards, including CA CCSS. To do this, a variety of assessment are utilized, including:

- DIBELS Next;
- Fountas & Pinnell;
- Expeditionary Learning Curriculum Assessments (including: letter and sound identification, decodable reading, fluency assessments, running records, writing assessments with rubrics, speaking and listening assessments, etc.);
- Math Expressions Curriculum Assessments;
- mClass Math;
- Student Portfolios;

- Rubrics for Project Based Learning.

These tools are utilized to measure student progress and achievement overtime. DIBELS Next is the primary tool we utilize to identify students who need additional support and monitor student progress toward early literacy skills. This is administered 3 times a year, BOY (Beginning of the Year), MOY (Middle of the Year) and EOY (End of the Year). In addition, for students who are not meeting benchmark, they are progress monitored on a regular basis to measure their progress after in class intervention and other additional supports.

Fountas & Pinnell is an assessment system which allows teachers to identify the appropriate level of rigor for instruction and independent reading for an individual student. The assessment has two main components: oral reading, during which teachers code students independent reading for fluency and accuracy, and comprehension, during which teachers ask a series of free response questions to score the extent to which students understand the text and text features of the text they read. This allows teachers to identify what literacy strategies students are implementing and which they need more support in.

EL Education includes a variety of assessments rooted in the curriculum. We utilize these assessments to measure student progress towards the standards in both literacy and English language development. These assessments are given at varied points, but at a minimum at every benchmark period. To monitor students' progress in reading, writing, speaking and listening, we utilize a variety of checklists and rubrics aligned with specific standards to monitor student progress. Teachers examine and monitor student progress with specific criteria for demonstrating mastery.

Math Expressions have a variety of assessments attached to its curriculum including BOY and EOY exams as well as tests and performance tasks for the end of each unit. These unit tests are given at 3 week to 6 week intervals, depending on the length of the unit. Within each unit there are multiple quizzes to monitor student progress. mClass Math assesses students fundamental math skills and mathematical reasoning in a series of one minute probes. These assessments test everything from student's ability to count to their ability to solve simple addition problems. It allows us to identify students who are at risk and need intervention as well as measure the success and growth of our math instruction and its impact on foundational math skills.

We also utilize HMH Getting Ready for the Smarter Balanced Assessments present questions in similar formats to what children will see on the SBAC and allows teachers a more robust understanding of what students understand. We utilize both the benchmark assessments (BOY, MOY, EOY) and the performance tasks associated with each benchmark. Teachers also utilize standards based quizzes to assess student progress in an SBAC aligned format.

DATA ANALYSIS AND REPORTING

Using data to create, support, and sustain a high-quality school is essential to PLN GPC's mission to help children and their families succeed. As described above, PLN GPC uses a variety of assessment tools to measure student outcomes. Assessments are utilized for a variety of purposes: celebrate the success and growth of our students and to identify the areas in which our students need more support in. We utilize a wide variety of data to monitor the progress of students. We have over 5 regularly administered

and monitored literacy assessments as well as 3 math assessments programs which we utilize to monitor math progress.

Everything from attendance data to a student's scores on formative assessments in class are utilized to understand and monitor student growth. All assessment data is utilized and examined at the grade level, class level and by individual student. During professional development and grade level planning teachers and staff come together to examine data and design instruction to meet these needs- both in math and literacy. Because grade levels mix for literacy centers, PLN GPC relies heavily on collaboration to ensure the continued success of students. This also helps identify which students need intervention and which need enrichment. We are then able to funnel support into the classrooms with the highest need. Every week teachers meet to discuss student progress and groupings are fluid and responsive to student needs. Similarly, the pace and scope of instruction is adjusted based on the needs of students as provided by performance tasks, checks for understanding and unit assessments, SBAC aligned standard specific quizzes and timed math foundational assessments.

In addition to utilizing data to drive our instruction, we also regularly share our data with all stakeholders (students, parents and PLN leadership). Parents examine student data alongside the Principal during learning with the principal, workshops in which our Principal teaches parents how to read the results of their student's data profile and provides activities to practice and reinforce the skills students need. Data is also shared with parents and the community during ELAC, School Site Council and Coffee with the Principal meetings to continue to engage our school community in the continued success of our students.

Administrators evaluate student achievement data each trimester and report their findings to the VP of Charter Schools. The VP of Charter Schools reports overall success of PLN GPC's academic program to the PLN Board of Directors during quarterly board meetings.

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Grading Policy

The intention of progress reports is to inform families of their child's development and progress towards mastery of standards and learner behavior (self-management and relationship skills). Teachers communicate progress related to specific skills during parent-teacher-student conferences, as well as through ongoing verbal and written feedback during class lessons and on student work. Teachers incorporate benchmarks, quizzes, standards-based projects, and essential classwork activities to calculate progress report grades. Progress reports are standards based and address each of the following areas:

- **Learner Behavior:** Student develops skills that allow him or her to function productively in the classroom and academic program including relationship skills and self-management;
- **Language Arts:** Student develops grade level skills in reading, writing, listening, and speaking;
- **Mathematics:** Student develops grade level skills in mathematics;
- **Physical Education:** Student develops age appropriate gross and fine motor skills;
- **English Language Development:** Exposure and practice using increasingly sophisticated English language and academic conversation skills.

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

Proficiency Level	Grading Scale
Exceeds the Standards	4
Meets the Standards	3
Approaches the Standards	2
Does Not Meet the Standards	1
Not Assessed during current Trimester	N/A
No Data*	N/D

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

Type and Frequency of Progress Reporting

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

September- October: Students take baseline assessments. At back to school night, parents learn about the end of the year benchmarks and goals, and the ways they can support their child's education. Based on DIBELS Next, students who score below benchmark are progress monitored every 2 weeks, students who are approaching benchmark are progress monitored every 3 weeks.

November: End of First Trimester. Students take BOY Benchmark assessment. During parent conferences, Teachers review student growth and student progress towards the end of the year benchmarks. When additional support or challenge is needed, teachers share the plan with families, ask for feedback, and share activities with families that can support students.

February: End of Second Trimester. Students take MOY benchmark assessments. During parent conferences, Teachers review student growth and progress towards the end of the

year benchmark. When additional support or challenge is needed, teachers share the plan with families, ask for feedback, and share activities with families that can support students.

June: End of Third Trimester. Students take EOY benchmark assessments. If the student is being retained or there are significant concerns, parents will meet with the teacher and other school staff to identify supports for student and plan moving forward.

Promotion/Retention Policy and Procedures

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

In order to attain a recommendation for promotion to the next grade, students must meet or exceed at least three of the following requirements:

- TK/Kindergarten: passing level A according to running records by spring (March);
- 1st grade: passing Level D according to running records by spring (March);
- 2nd grade: passing Level J according to running records by spring (March);
- TK/K: Meets expectations in school readiness skills for kindergarten;
- No more than 19 days of unexcused absence;
- Meeting standards in all academic areas.

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

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

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

Step 1:

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

- Students at risk for retention are identified at the first reporting period in the first trimester, when possible. A student cannot be recommended for retention solely on the basis of absences.

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

Step 2:

Recommend retention based on evidence:

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

Step 3:

- Notice of Retention letters sent home via mail and phone based on principal analysis of retention list and supporting documentation
- Office staff will send home form letters with criterion explaining that their child is at risk of retention. The letter will have a date and time for a follow-up SST to discuss next steps and plans to support the student throughout the remainder of the school year.
- All letters notifying families that students are still at risk of retention must be sent prior to Spring Break to provide ample time for further intervention and discussion between the school and the family.
- Office staff will follow up with parents via phone to confirm meeting times. If parents cannot make the meeting time, then they must choose a date within 48 hours of the original date to ensure that students are aware of their status for the following school year.

Step 4:

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

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

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

Step 5:

Final SST to determine status for next year:

- At the final SST we are seeking to finalize our decision for next year. Families will leave this meeting having come to a collaborative decision. If parents are not in agreement with our recommendation for retention, then they may appeal to the VP of Charter Schools, who will make a final determination based on the evidence provided.
- At the final SST we will either discuss the findings of the final intervention in order to make a promotion/retention decision or we will discuss the retention plan (including summer school and extra services to support learning) for the following year.
- Families will leave this meeting with a report card and a decision about retention. There should be very few families at this final meeting.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.¹

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

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

³ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools. As a PSC Charter School, the District will coordinate with the Charter School on any additional policies which may apply.

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

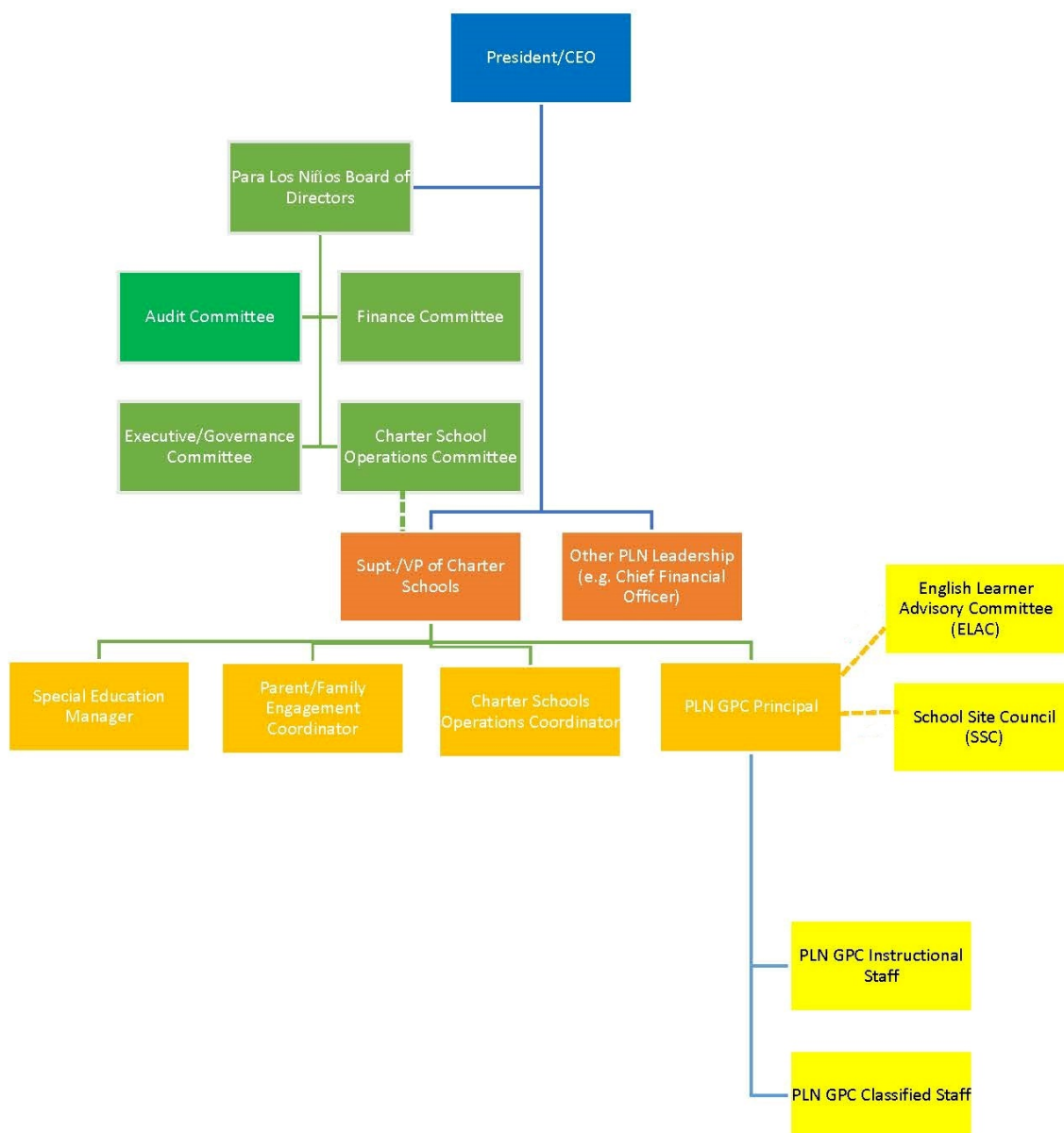
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands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

GOVERNANCE STRUCTURE

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

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

ORGANIZATIONAL CHART



Functions and Roles of Board Committees

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

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

Major Roles And Responsibilities

The PLN governing board is responsible for:

- Ensuring the charter school operates in compliance with all applicable laws and the terms of its charter via the President/CEO;
- Hiring, supervising and evaluating the President/CEO;
- Approving major contractual agreements;
- Approving the general policies of the Charter School;
- Approving and monitoring the Charter School's annual budget and budget revisions;
- Acting as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Approving annual independent fiscal audit and performance report;
- Establishing Board Committees as needed;
- Appointing new Board members and provide orientation training;
- Executing all applicable responsibilities provided for in the California Corporations Code;
- Engaging in ongoing strategic planning;
- Approving the school calendar and schedule of Board meetings;
- Approving charter amendments as necessary and submitting requests for material revisions as necessary to the District for consideration; and
- Participating in the dispute resolution procedure and complaint procedures when necessary.

The Chief Executive Officer (CEO) is responsible for:

- Oversight of the day-to-day operations of Para Los Niños;

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

The Chief Financial Officer (CFO) is responsible for:

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

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

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

The PLN GPC Principal is responsible for:

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

More detailed job descriptions are provided in Element 5.

Governing Board Composition and Member Selection

The current Para Los Niños governing board includes ten (10) to twenty-five (25) directors as set by the Board at its annual meeting. Currently, the Board includes 16 directors (and one emeritus director who serves as an advisor and not a director). Each director is prominent in his or her respective fields (finance, business, real estate, public accounting, marketing, law, entertainment, education and/or philanthropy). Board members represent a diversity of language, ethnicity, geography, gender, sexual orientation and age. No employee of PLN serves on the Board. Although not required, the Board will strive to create an odd number of Directors for voting purposes. Each director serves a renewable term of three (3) years, with approximately one-third of the total number of directors then in office elected each year.

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

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

Governance Procedures and Operations

Each spring and prior to the end of the school year, the Governing Board of Para Los Niños, during a regularly scheduled meeting, will approve the annual calendar of governing board and committee meetings. As such, the PLN Board meets on a quarterly basis and the Board's Charter School Operations Committee meets monthly; additional meetings may be called as necessary. All PLN Board and Charter School Operations Committee meetings are held within the boundaries of LAUSD, with locations rotating between different PLN sites; two-way telephonic participation is available within the parameters of the Brown Act and in compliance with SB 126.

Agendas for regular meetings will be published in advance and will be posted at the entrance of the school's main office for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted near the entrance of the school where it can be viewed by the public at least 24 hours before the meeting.

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

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

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

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

Six members of the total number of directors constitutes a quorum, provided that in no event the required quorum will be less than one-third of the authorized number of directors. All matters are decided by the vote of a majority of directors present at a meeting duly held at which a quorum is present, and every such act or decision shall be the act of the Board, unless a greater number is

required. After each vote, the Chair queries the board members to determine if there are any abstentions.

Stakeholder Involvement

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

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

In addition to the formal councils, other parent engagement opportunities include regular parent meetings such as: Town Hall meetings, monthly Café de Padres (parent coffees led by the principal); parent education seminars, Back-to-School night, and annual parent-teacher conferences. Meetings are held during non-traditional hours to accommodate various parents' work schedules. The school website will provide monthly calendars with opportunities for stakeholders to be involved in the school community. In addition, each Sunday, the school principal sends a one-call message to parents and families of PLN GPC to inform them on the week's schedule and special events.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

EMPLOYEE POSITIONS AND QUALIFICATIONS

HOME OFFICE STAFF

SUPERINTENDENT/VP OF CHARTER SCHOOLS

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

Essential Functions:

Instructional Leadership

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

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

Personnel Administration

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

Program Operations

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

Financial Management

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

Community Relations

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

Other

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

Qualifications

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

Education/Experience

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

Special Skills/Abilities

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

- Ability to establish and maintain effective public communication/relations and community rapport with a diverse population;
- Ability to make effective public presentations;
- Ability to communicate effectively with stakeholders both individually and as a group (Ability to communicate in Spanish is desirable);
- Ability to cope effectively with crisis situations;
- Ability to work effectively with a board of directors.

CHIEF FINANCIAL OFFICER

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

Essential Job Functions:

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

Qualifications:

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

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

CHARTER SCHOOL OPERATIONS COORDINATOR

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

School Operations

- Serves as the subject matter expert on school operations at each school site through collaboration with PLN's Director of Operations in order to facilitate the sharing of best practices

across all three charter schools, including documenting standard operating procedures for schools;

- Collaborates and coordinates with Risk and Compliance develop and implement school health, safety and emergency plans;
- Coordinates with PLN central staff and charter school staff, including school principals, to ensure that compliance requirements and timelines are met, including reports to the District, Los Angeles County, California Department of Education, and federal government.

Operational Capacity and Support

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

Cross Team Collaboration

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

Support Principals towards Independence

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

Other Job Duties

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

Qualifications:

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

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

Special Skills/Abilities

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

PARENT & FAMILY ENGAGEMENT COORDINATOR

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

Essential Functions:

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

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

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

MINIMUM QUALIFICATIONS

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

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

SPECIAL EDUCATION MANAGER

Under the supervision of the VP of Charter Schools/Superintendent, the Manager of Special Education provides leadership, oversight and oversees the management of the special education program at all three PLN charter schools in collaboration with the administration at each school site to ensure compliance to required policies, procedures, and regulations, as well as a high quality of service for all

students and families receiving special education services. S/he also collaborates with other divisions within PLN to establish a common understanding of the special education process.

Essential Functions:

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

- Supervises the School Psychologist's duties and services as related to any and all IEP's, including but not limited to reviewing the academic and psychoeducational reports for Initial and Triennial IEPs
- Hires and manages relationships with outside vendors to ensure students receive prescribed IEP services (e.g. Occupational Therapy, Language and Speech, etc.)
- Develops positive relationships with parents and families, educating them about special education, engaging them in the IEP process, and keeping them apprised of student progress
- Leads and directs the preparation of Informal Dispute Resolution, mediation and due process materials and any such cases to their completion.
- Serves as liaison to LAUSD's special education office
- Prepares and organizes all special education documentation required for Statewide & Districtwide Charter reviews and renewals.
- Participates in the overall agency improvement process
- Performs other duties as assigned by supervisor

Qualifications

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

Education/Experience

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

Knowledge, Skills, Abilities, and Personal Characteristics

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

SCHOOL SITE STAFF:

PRINCIPAL

The School Leader will serve as the instructional leader of PLN Gratts Primary Center by instilling a culture of growth, achievement, support and holistic success for all students and staff in partnership with school stakeholders, the PLN School Support team and the entire PLN organization. The school leader is responsible for creating and implementing policies, programs, curriculum activities, and

budgets in a manner that promotes the high levels of academic achievement, the educational development of each student and the professional development of each staff member. S/he is also charged with establishing and maintaining strategic and operational supports with school and organizational staff to address barriers to learning and eliminate opportunity gaps. The Principal or his/her designee is responsible for evaluating all school-based team members.

Essential Functions

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

- Attends PLN Board and Charter School Operations Committee meetings.
- Carries out mission, vision and values established by the Superintendent and VP of Charter Schools, President/CEO and Board of Directors of PLN.
- Participates in the overall agency Continuous Quality Improvement Process.
- Performs other duties as assigned by Superintendent and VP of Charter Schools.

Qualifications

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

TEACHERS

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

Essential Duties

- Carries out Mission, Vision, and values established by the Board of Directors.
- Establishes a culture of high expectations for students.
- Works as part of interdisciplinary team when planning and aligning curricula to ensure that instruction is consistent with our curriculum guidelines and state requirements.
- Provides opportunity for all students to actively engage in integrated, thematic work that has real world application.
- Develops short and long term goals for individual and classroom groups.
- Uses a variety of engaging, relevant teaching strategies.

- Maintains effective supervision and discipline in the classroom.
- Conducts regular student assessments, examines and records results, refines classroom activities to differentiate instruction for each student and issue reports to inform parents of progress.
- Works collaboratively with faculty members and Principal to address and resolve student issues.
- Maintains accurate student and attendance records.
- Meets monthly with Principal to discuss student progress and teacher professional progress.
- Participates in faculty and professional meetings.
- Provides parents with regular and timely information on classroom activities and student progress; works with parents as partners to involve them in parent conferences, Student Study teams, and school activities.
- Identifies unique student needs and collaborates with other team members and outside service providers.
- Takes responsibility to secure health, hygiene, safety, and overall well-being of the children.
- Performs other special project and duties as assigned or requested by Principal.
- Nurtures respectful relationship with parents and children and is sensitive to families' cultural and socioeconomic characteristics.

Qualifications

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

RESOURCE SPECIALIST TEACHER

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

Essential Duties

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

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

- Coordinates special education services with the regular school programs for each pupil with special needs enrolled in the Resource Specialist Program.
- Monitors pupil progress on a regular basis, participating in the review, revision of individualized education programs, as appropriate.
- Creates and maintains Individualized Education Program (IEP) records on the LAUSD Welligent Database.

- Provides professional development, consultation, and resource material regarding individuals with special needs to their parents and to regular staff members.
- Consults with parents and regular classroom teacher quarterly and upon request regarding students who have been admitted to the Resource Specialist Program.
- Supports the policies and programs of PLN and perform assigned duties consistent with school, District and Special Education policies, regulations and procedures.
- Applies effective classroom management techniques.
- Utilizes evaluation data for the modification of instruction and curriculum.
- Assists teachers in writing Present Levels of Performance
- Maintains professional competency by actively participating in training activities and other similar opportunities provided to staff.
- Attends regular and special staff meetings and actively participates as a member of the educational team.

Qualifications

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

Education/Experience

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

Special Skills/Knowledge/Abilities

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

OFFICE MANAGER

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

Essential Job Duties

- Actively maintains a welcoming and respectful front office environment for parents, staff, students, and visitors to the school
- Manages all aspects of attendance reporting and Charter School's student information system/records.

- Manages all data systems related to student/family/staff demographic data
- Maintains student records in compliance with federal and school-based policies and audit guidelines.
- Supervises the maintenance of office equipment, including copier, fax machine, etc.
- Maintains files, prepares reports, correspondence and other program material on behalf of the school principal.
- Translates for parent meetings and school events as needed
- Assists in the coordination of special school events.
- Performs other duties as assigned by Supervisor.

Qualifications

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

Education/Experience

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

Special Skills/Abilities

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

ADMINISTRATIVE ASSISTANT

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

Essential Job Duties

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

- Performs other duties as assigned by supervisor.

Qualifications

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

Education/Experience

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

Special Skills/Abilities

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

ADMINISTRATIVE / SPECIAL EDUCATION CLERK

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

Qualifications

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

Education/Experience

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

Special Skills/Abilities

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

CUSTODIAN OF RECORDS

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

STUDENT HEALTH AND WELLNESS

PLN is committed to providing school environments that promote and protect children's health, well-being and ability to learn by supporting healthy eating and physical activity. All students at PLN GPC have opportunities, support, and encouragement to be physically active on a regular basis through their PE classes and during their designated playtimes. Foods and beverages served at school meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans and the Healthy, Hunger-Free Kids Act of 2010. All students at PLN GPC receive free breakfast, lunch, and snack that is compliant with the state and federal standards for the School Breakfast Program and the National School Lunch Program. PLN GPC also provides nutrition education and physical education that foster lifelong habits of healthy eating and physical activity and establishes linkages between health education and school meal programs and related community services.

DIABETES

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

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

SCHOOL SAFETY PLAN

Para Los Niños - Evelyn Thurman Gratts Primary will develop a comprehensive school safety plan with input from classified employees of the charter school, a fire department and other first responder entities. The school safety plan shall include procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on school campuses and at school-related functions.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

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

PLN GPC embraces the idea of racial and ethnic diversity and strives to maintain a racial and ethnic balance that is reflective of the general population in the school district and achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. All recruitment materials are produced in both English and Spanish to communicate the mission and educational program of PLN GPC, with information about the school including the website and phone number. An enrollment recruitment plan is developed annually, which includes gathering teams to distribute flyers throughout the community to local businesses and residential areas and to public locations such as park and recreation centers and libraries. Teams are also sent to resource fairs and other family events before, during, and after the open enrollment period. Other PLN departments also provide support by sharing the recruitment flyer with their employees, clients and network of collaborative organizations. PLN GPC also hosts events that provide an opportunity for the community to visit the campus, take a tour and learn more about their program. Enrollment information is also posted on the PLN main website and social media sites (Instagram, Facebook). Based on PLN’s longstanding and well-regarded reputation in the local community,

we are confident our outreach efforts will meet the District’s goals for establishing a diverse enrollment in our school.

What	When
Set up a resource table at community events throughout Los Angeles, including various health fairs, resource fairs, the Los Angeles Department of Parks and Recreation Parks After Dark series, the LAPD’s annual National Night out event, and the City of Los Angeles Mayor’s Office GRYD Foundation Summer Night Lights series.	June-August
Canvass school community and local businesses with flyers	January-July
Drop off flyers to libraries and recreation centers	January-July
Drop off flyers to local social services agencies	January-July
Present to families at the Para Los Niños Early Education Centers	January-April
Send email blasts within PLN departments and agencies we partner with	January-April

ELEMENT 8 – ADMISSION REQUIREMENTS

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

DOCUMENTATION OF PUBLIC SCHOOL CHOICE SCHOOL ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures documenting that students who reside within the designated attendance boundary have been offered enrollment in accordance with the terms of the Charter School prior to any other students being accepted for admission. These records shall be made available to the District upon request.

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

As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.

HOMELESS AND FOSTER YOUTH

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

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

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

ADMISSION REQUIREMENTS

PLN GPC is a tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.).

STUDENT RECRUITMENT

PLN GPC will participate in recruitment activities in various communities regardless of socioeconomic status or population; however, given the mission of Para Los Ninos and our interest in continuing to serve the most impacted communities, our geographic areas of focus include the Pico/Union-Westlake area and Downtown Los Angeles. Strategic marketing efforts are made throughout the year, such as distributing fliers to our current families, attending community events, collaborating with various community agencies to share the work that we do, reaching out to colleagues within other departments throughout PLN, and notifying the school community of the enrollment period via the charter school's website on the PLN social media sites. We also hold events throughout the year open to the community as an opportunity to learn about our school. PLN GPC shall not require a parent/legal guardian to provide information regarding a student's disability, immigration status, economic status or academic performance when applying or completing enrollment. PLN GPC shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

LOTTERY PREFERENCES AND PROCEDURES

Priority admission to PLN GPC is open to any student residing within the school's attendance boundary as designated by the Los Angeles Unified School District. In addition to the spaces reserved for students residing in the attendance boundary of the school, PLN GPC may have space to enroll students interested in attending the school but living outside the attendance boundary. Parents/legal guardians of these students will be able to apply in two ways:

1. Pick up, complete, and submit a paper application form in the school's office; or
2. Complete an application form through the ApplyLA online enrollment system.

Either option may be done during the open enrollment period that begins on the first Monday of October of each school year and closes at the beginning of March of the next calendar year. If more lottery forms are submitted than space available, admission for the students residing out of the school's attendance boundaries will be determined by a public, random drawing two weeks after the open enrollment period ends.

The rules and procedures of the drawing can be found on the printed application form and on the ApplyLA enrollment system. The lottery, if needed, will take place two weeks after the open enrollment period ends and will be fairly executed by the PLN staff designated as the ApplyLA system administrator at PLN GPC. Families do not need to be present during the execution of the lottery, but all are welcomed to attend. After running the lottery, the system administrator will proceed to send notifications to the parents/legal guardians that have been accepted via the ApplyLA system in the family's preferred method of communication. Parents/legal guardians will receive the notification through text, email, or both, depending on the contact preference stated on the application. Notifications will be sent on the same day of the lottery. Parents/guardians must then log back into the ApplyLA system to accept or decline the offer; they also have the option to call in their acceptance or decline the offer, by contacting the PLN GPC main office. If the parent/legal guardians does not respond to the offer within 5 school days, office staff will call them directly. Priority is given to students who reside within the LAUSD Boundaries.

If placed on the waitlist, families are also notified via the ApplyLA system by their preferred method of communication. Offers made to families on the waitlist are in order based on preference and date of submission. The system administrator will monitor the system regularly to ensure that families on the waitlist are offered a space in a timely manner. Office staff will follow up with phone calls if the parent/legal guardian has not responded to the offer within 5 school days.

The fair execution of the lottery and waitlist procedures are documented and shared with families through the yearly Parent Handbook and a Frequently Asked Questions informational sheet provided to families who visit the school at any time throughout the year. All submissions of applications, application statuses, enrollment offers, and waitlists are tracked and saved in the ApplyLA system.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

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

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

In addition:

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

ANNUAL INDEPENDENT FINANCIAL AUDITS

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

The Para Los Niños Board Audit Committee recommends to the Para Los Niños Board of Directors an independent certified public accountant to serve as the auditor. The Para Los Niños Board of Directors votes to approve the auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational

audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for

readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

DISCIPLINE PHILOSOPHY

Para Los Niños - Evelyn Thurman Gratts Primary reflect our vision to provide a comprehensive approach to education to meet individual students' educational, social and psychological needs. Furthermore, these policies reflect our goals of assisting at-risk students and their families in developing the competencies needed to overcome their challenging living environments.

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

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

Teachers are trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior. Teachers are also trained on how to understand, distinguish, and address different types of behaviors. The schoolwide and classroom

management systems are built on the philosophy that effective management means that more time is spent on proactive strategies, rather than reactive strategies. The staff enforces disciplinary rules and procedures fairly and consistently among all students.

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

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

Gratts Primary Center Behavioral Expectations

Our School Rules:	Be Safe	Be Responsible	Be Respectful
Pavilion/Auditorium (Rainy Day)	<ul style="list-style-type: none"> *Walk *Sit at your assigned table *Keep food to yourself 	<ul style="list-style-type: none"> *Wait patiently in line until you're served *Clean up all trash *Stay seated until dismissed 	<ul style="list-style-type: none"> *Use quiet voices *Follow directions
Playground	<ul style="list-style-type: none"> *Stay in assigned area *Walk to and from area *Keep hands and feet to yourself 	<ul style="list-style-type: none"> *Use bathroom and get water before the bell rings when a whistle rings *Follow the rules of the game 	<ul style="list-style-type: none"> *Share equipment *Play fairly *Everyone can play
Bathroom	<ul style="list-style-type: none"> *Flush toilet and wash your hands; use 1 paper towel *One person to a stall *Toilet seats are for sitting only 	<ul style="list-style-type: none"> *Use the bathroom and then leave *Return to your classroom promptly *Conserve supplies 	<ul style="list-style-type: none"> *Give people privacy *Keep bathrooms clean
Walkways and Stairs	<ul style="list-style-type: none"> *Walk in the walkways *Walk up and down stairs holding the handrail *Watch for opening doors 	<ul style="list-style-type: none"> *Enjoy the Art in hallways and respect others' work *Stay out of the walkways and stairs unless you need to be there 	<ul style="list-style-type: none"> *Use quiet voices *Hold the door for people behind you

What can you do to reinforce School-Wide Positive Behavior Support?



Learn and Model the Gratts Primary Center-Wide Behavioral Expectations



Find the connections between the School-Wide Discipline Plan and your Classroom Management Plan (It creates consistency)



Find opportunities to refer to the behavioral guidelines and expectations in your lessons (Be Safe, Be Respectful, and Be Responsible)



Consider misbehavior as an opportunity for learning. Will the consequence teach the student what to do next time?

Looks for and acknowledge

Name	Criteria	Award	Presented at...	Given by...
Splashy Reward	Following behavioral expectations as a class	Stickers	Recess and lunch time blocks	Los Angeles Elem. Supervision staff and administrators
Awards Assembly	Meeting and improving in academic/behavioral performance	Certificates	Grade level assemblies	Teachers and Principal
Caught Being Good	Following behavioral expectations in any setting	Caught Being Good Ticket	Instantly presented anywhere on campus	Gratts Primary Center Supervision staff and administrators
"Splashy Attendance Bucks"	Following behavioral expectations	"Splashy" Dollar or coin	Instantly presented anywhere on campus	Admin/Principal/TA



Gratts Primary Center- Progressive Discipline Plan-Addressed by Staff

Behavior	Low Severity (First Offense)	Moderate (Second Offense)	Severe (Third Offense)
Inappropriate Language	Adult conferences with student	*Teacher note home/or Parent/Teacher conf.	Parent Conference with Administrator
Fighting (Pushing, Shoving)	Adult conf. w/ student; *Behavioral Reflection Note sent home	*Parent/Teacher Conference	Parent conference with Administrator
Disrespectful to adults/peers	Adult conf. w/student; written Behavioral Reflection Note sent home and apology note written to other individual	*Parent/Teacher Conference	Parent conference with Administrator
Inappropriate Clothing	Call home requesting change of clothes	*Parent/Teacher Conference	Parent conference with Administrator
Running in Walkways	Verbal warning	Campus Beautification during play time	Teacher/Parent conference
Initiating or Spreading Rumors	Verbal Warning	Behavioral Reflection Note sent home	Parent conference with Administrator
Taking Others' Belongings	Adult conferences with student	Behavioral Reflection Note sent home	Parent conference with Administrator
Not Following Directions	Adult conf. w/ student	Behavioral Reflection Note sent home	Parent/Teacher/Administrator conference
Talking in Class	Adult conferences with student	Behavioral Reflection Note sent home	Parent/Teacher/Administrator conference
Not Completing assigned tasks	Adult conferences with student & assignments are completed during recess/lunch	Behavioral Reflection Note sent home & assignments are completed during recess/lunch	Parent/Teacher Conference

SUSPENSION AND EXPULSION POLICY AND PROCEDURE

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

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

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

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

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

A. GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

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

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off the campus.

4. During, or while going to, or coming from, a school-sponsored event or activity.

Every effort will be made to avoid out-of-school suspension and expulsion, when possible. In-school suspension is preferred. While the goal of PLN Gratt's Primary Center's discipline procedures is to avoid out-of-school suspension and expulsion when possible, rules and procedures for suspension and expulsion are consistent with state and federal law, where applicable.

B. ENUMERATED OFFENSES

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

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

- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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

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

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

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

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

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

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

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.

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

- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have

committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

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

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

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

C. SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

2. Notice to Parents/Guardians

At the time of the suspension, the school Principal, Assistant Principal, or support staff shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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

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

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

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

In-School Suspension

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

Out-of-School Suspension

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

Length of Suspension

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

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

D. AUTHORITY TO EXPEL

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

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

At any time prior to the expulsion hearing for a student, the Principal or designee may enter into a voluntary agreement with the parents/guardians of the student to stipulate to an expulsion or provide

for an alternative to the expulsion of the student. Any such agreement must be approved by the PLN Board of Directors.

E. EXPULSION PROCEDURES

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

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

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

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

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

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the 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 (5) days' notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The school Principal will ensure the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom the presiding person (who is part of the Administrative Panel) finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Chairperson of the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Chairperson of the Administrative Panel from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. RECORD OF HEARING

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

H. PRESENTATION OF EVIDENCE

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

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

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

following the conclusion of the hearing. The decision of the Board of Directors is final, unless the student files an appeal of the expulsion in accordance with the procedures further described below.

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

I. WRITTEN NOTICE TO EXPEL

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; (c) Term of the expulsion order; (d) The Board's adopted rehabilitation plan for the student; (e) Notice of reinstatement eligibility and readmission process; and (f) Notice of the student's right and procedures to appeal the expulsion decision.

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

J. DISCIPLINARY RECORDS

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

K. APPEAL OF EXPULSION

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

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

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

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

(3) school days of the appeal hearing. In the event that the Expulsion Appeal Panel reverses the expulsion, Pupil shall be immediately reinstated.

L. EXPELLED PUPILS/ALTERNATIVE EDUCATION

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

M. REHABILITATION PLANS

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

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

N. READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment.

The Principal shall make a recommendation the PLN Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The PLN Board shall then make the final determination regarding the pupil's readmission during the closed session of a public meeting, and then report out any action taken during closed session consistent with the requirements of the Brown Act and pupil confidentiality laws including FERPA. The pupil's readmission is further contingent upon the Charter School's capacity at the time the student seeks readmission.

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

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

CERTIFICATED EMPLOYEES

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

NON-CERTIFICATED EMPLOYEES

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

OTHER EMPLOYEES

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

Parents and students who reside within the LAUSD Boundaries will be referred to the LAUSD Resident School Identifier for information on their public school attendance alternatives.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

Director

Charter Schools Division

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

Director/Principal

Para Los Niños - Evelyn Thurman Gratts Primary
474 Hartford Avenue
Los Angeles, CA 90017

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

NON-PROPOSITION 39 DISPUTES

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

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

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

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Director/Principal

Para Los Niños - Evelyn Thurman Gratts Primary

474 Hartford Avenue

Los Angeles, CA 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the

date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

PUBLIC SCHOOL CHOICE CLOSURE

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following

occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security

Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

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

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

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

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

Financial Close-Out

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

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

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

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

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

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

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

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

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

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

Disposition of Liabilities and Assets

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

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

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

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

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

CLOSURE AGENT

PLN's President/CEO shall be responsible for all closure actions pursuant to this charter, as designated by the Board of Directors.

ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

Public School Choice Campus

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

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall be as stated in such instrument but in no circumstances shall the term of the agreement providing use exceed five (5) years or extend beyond the term of the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and

the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or

better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

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

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and

expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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

ADDENDUM

Assurances, Affirmations, and Declarations

Para Los Niños - Evelyn Thurman Gratts Primary (also referred to herein as “Para Los Niños – Gratts Primary” and “Charter School”) shall:

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

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

² This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
- Pursuant to the Public School Choice (PSC) Resolution, Charter School provides the following assurances:
 - Charter School is a not for profit entity.
 - Charter School shall maintain a record of financial solvency and sustainability.
 - Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.
 - In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.
 - As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.
 - Charter School agrees to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the “opt out” procedures set forth in “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” A parent’s “opt-out” decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

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

the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

NOTE: Charter School currently participates in, and operates on a District campus under the auspices of, the District’s Public School Choice program. In the event that Charter School no longer participates in the PSC program, the PSC provisions in this Charter shall no longer apply with the exception of the following:

- If the PSC program or the designation of Charter School as a PSC school is terminated, Charter School may apply for District facilities under Proposition 39 in accordance with the terms of the PSC facilities agreement, as it may be amended from time to time. Charter School agrees that PSC is a voluntary program by LAUSD to provide educational options to students as it deems appropriate. As a participant in this voluntary program, Charter School agrees that any laws or regulations restricting LAUSD’s ability to move Charter School’s location shall not apply in order to provide LAUSD the flexibility of offering a program it deems appropriate for the area.
- In the event that Charter School no longer participates in the PSC program, and as long as Charter School remains on the same campus, Charter School agrees to continue to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). As a former PSC charter school continuing to operate on the same campus, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until LAUSD, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District. The term “resident student” shall mean any student residing within the attendance boundary established by the District for the campus.

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Public School Choice Service Plan for Students with Disabilities

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School’s inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment,

enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools

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

Modified Consent Decree Requirements

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

wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

Element 2 – Measurable Pupil Outcomes and

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

PUBLIC SCHOOL CHOICE PERFORMANCE

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

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

Charter School's performance will be evaluated in accordance with any and all requirements and procedures of the Public School Choice program.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.³

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils,

³ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools. As a PSC Charter School, the District will coordinate with the Charter School on any additional policies which may apply.

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or

participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF PUBLIC SCHOOL CHOICE SCHOOL ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures documenting that students who reside within the designated attendance boundary have been

offered enrollment in accordance with the terms of the Charter School prior to any other students being accepted for admission. These records shall be made available to the District upon request.

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

As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District's established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School's Calendar
 - h. Statistical Report – monthly according to Charter School's Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment

- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil

may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

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

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

PROPOSITION 39 DISPUTES

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

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

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

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

Director/Principal
Para Los Niños - Evelyn Thurman Gratts Primary
[Charter School Address]

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

agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

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

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

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

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

Director/Principal
Para Los Niños - Evelyn Thurman Gratts Primary
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

PUBLIC SCHOOL CHOICE CLOSURE

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

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

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

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

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

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

Financial Close-Out

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

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

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

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

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD.

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

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

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

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

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

Disposition of Liabilities and Assets

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

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

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

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

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

Public School Choice Campus

As an independent charter school approved to operate on a Public School Choice (PSC) campus, Charter School shall cooperate with the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally, Charter School agrees to waive any and all rights under

Education Code section 47614 (“Proposition 39”) for a period coterminous with its LAUSD Board of Education approval to operate on a PSC campus.

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall be as stated in such instrument but in no circumstances shall the term of the agreement providing use exceed five (5) years or extend beyond the term of the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other

District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire,

health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

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

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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